



Primary Curriculum 2026-28



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Contents

Curriculum Intent	5
Curriculum Domains	6
Inclusive Curriculum Pathway: Special Educational Needs and Disabilities	7
Curriculum Design	8
Science & Technology	11
Place & Time	46
Communication, Language & Literacy (CLL)	64
Mathematics	88
Physical Development	104
P.S.H.E.	109
Faith and Belief	119
Arts & Creativity	127

Curriculum Intent

Our curriculum is underpinned by the '3H' model.

The "head, heart and hand" is a holistic approach (Orr, 1992 & Sipos, 2008). It illustrates the all-encompassing nature of transformative experience and ties relational knowing and involvement to the intellectual (Head), emotional (Heart) and behavioural (Hand). The 3H model proposes that any effective teaching and learning activity should embed these concepts (life skills).

Our curriculum intent can be segmented into the head, heart or hand. In this way, our curriculum:

Head

- allows for multi-discipline collaboration, contributing towards each schools' ability to plan and deliver an innovative and creative curriculum, with traditional subjects grouped in 'domains;'
- recognises the important, and often neglected, sciences and humanities; these are 'pivotal' domains, acting as key drivers for curriculum planning and contributing towards a broad curriculum offer;
- has sequences of knowledge (and in its variety of forms; disciplinary, procedural, experiential and substantive) that allow children to build upon previous learning. We understand the importance of cognitive science and the role this has in learners remembering learning and applying it at a greater depth;
- has been constructed and sequenced in recognition that curriculum coverage is a poor proxy to its strength (awareness of breadth vs. depth).

Heart

- meets the needs of all within our community, affording the flexibility to focus holistically on what is best for them at any one time;
- makes use of each school's enabling environment. Practitioners understand the influence the physical environment has on each learner's ability to engage with and succeed in the curriculum;
- supports each setting to deliver the vision and values for their school;
- gives a mandate to support leaders, teachers and support staff in the facilitation of greater pupil self-regulation and independence as forms of improved behaviour for learning;
- provides a framework for all to thrive: meaningful participation, meaningful success, more joy (Baines, 2019).

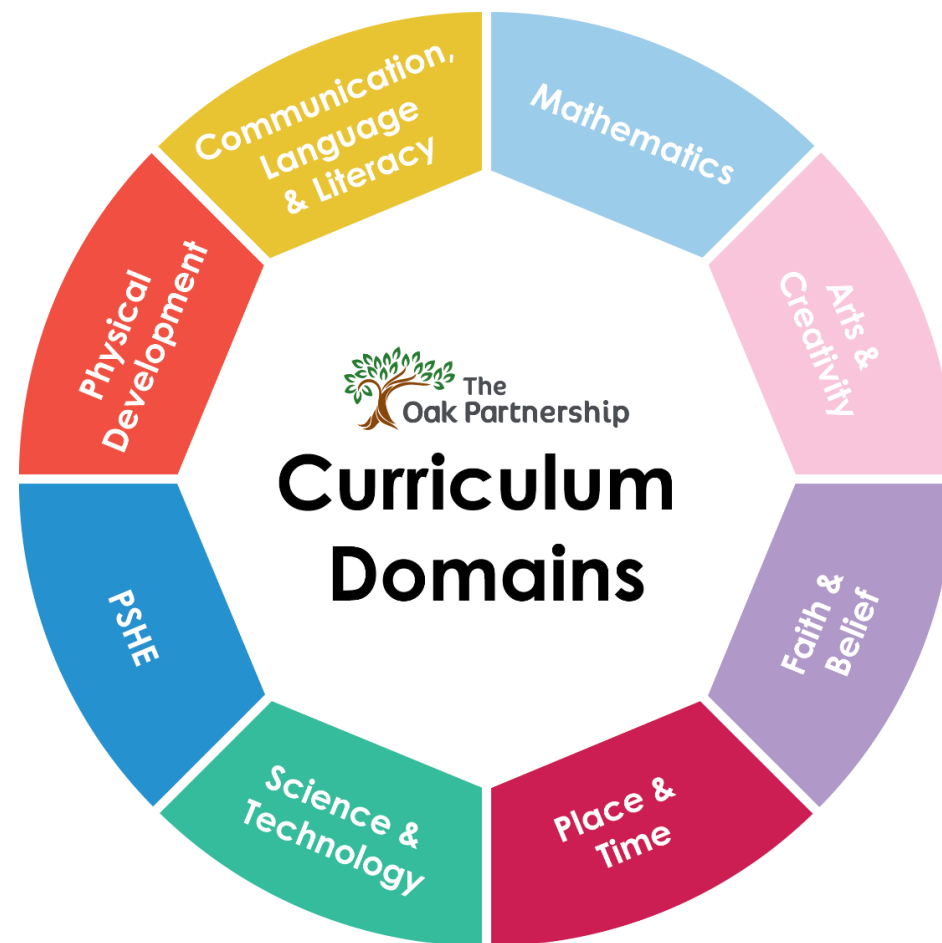
Hand

- understands the importance of language acquisition and development of oracy skills, including its effect on our children's life chances. We recognise the impact that language has on reading and writing and therefore access to the wider curriculum;
- does not under-estimate the role that the planned and unplanned curriculum have on our children's cultural capital. Delivering rich learning opportunities is at the heart of our curriculum offer, particularly for the most disadvantaged children;
- recognises the importance of 'play' and the arts.

Curriculum Domains

Traditional subjects within our curriculum are grouped into 'domains'.

Traditional Subject	The Oak Partnership Curriculum Domain
Science	Science & Technology
Design & Technology	
Computing (including online safety)	
History	Place & Time
Geography	
Speaking & Listening (oracy)	Communication, Language & Literacy (CLL)
Reading	
Writing	
Languages	
Mathematics	Mathematics
Art & Design	Arts & Creativity
Music	
Drama & Performance	
Physical Education	Physical Development
Religious Education	Faith & Belief
Relationships Education	P.S.H.E.



Inclusive Curriculum Pathway: Special Educational Needs and Disabilities

Our curriculum, both planned and unplanned, is designed to meet the needs of all children.

Taking an inclusive, 'child-centred' approach, the curriculum is adapted in order to reduce the impact of any barriers to learning and / or participation a child may experience as a result of a special educational need and / or disability.

Each child's provision is underpinned by the Trust Curriculum Domains and the four broad areas of need set out by the Special Educational Needs and Disabilities Code of Practice (2015):

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health and Wellbeing
- Sensory and Physical

"High Quality teaching, differentiated for pupils, is the first step in responding to pupils who have or may have SEN"

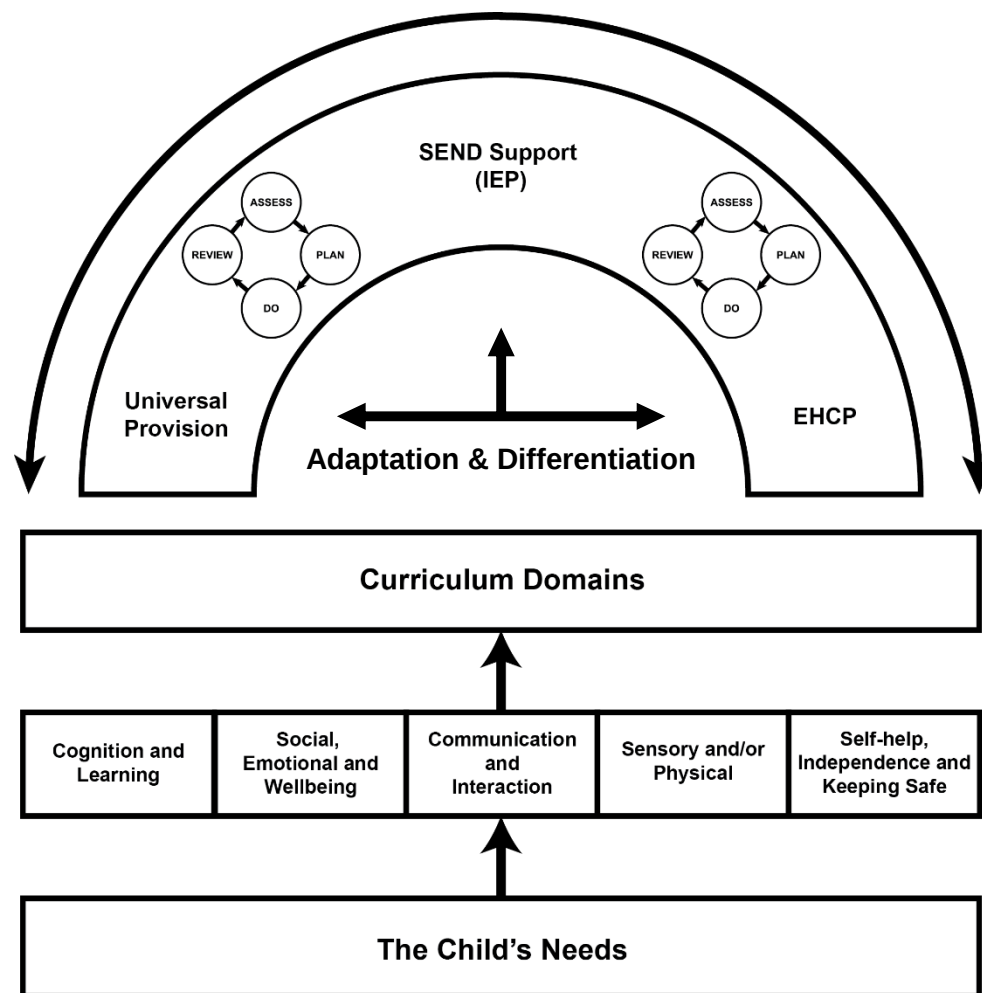
Special Educational Needs and Disabilities Code of Practice, 2015

The vast majority of children will thrive through the adapted high quality first teaching available at a universal level for all children in our schools. A small number of children may require provision, known as 'SEND Support', that is additional or different to that usually available to children of the same age ('universal') in order to make progress.

Children with the most severe and complex special educational needs and disabilities may require provision above and beyond that offered at a 'SEND Support' level. These children will typically be assessed for an Education Health Care Plan (EHCP). The child's EHCP will detail any special educational needs and / or disabilities and the provision necessary to meet those needs.

The impact of a child's curriculum (provision) on their progress and attainment is reviewed through regular cycles of 'Assess, Plan, Do, Review' (APDR) and changes are made to ensure the provision meets the child's needs.

The following diagram demonstrates our approach to every child's curriculum pathway. This is considered alongside the Somerset Graduated Response Tool.



Curriculum Design

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

Principles

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

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

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

Substantive knowledge: factual content (knowing what)

Disciplinary knowledge: procedural knowledge (knowing how)

Content Selection and Sequencing

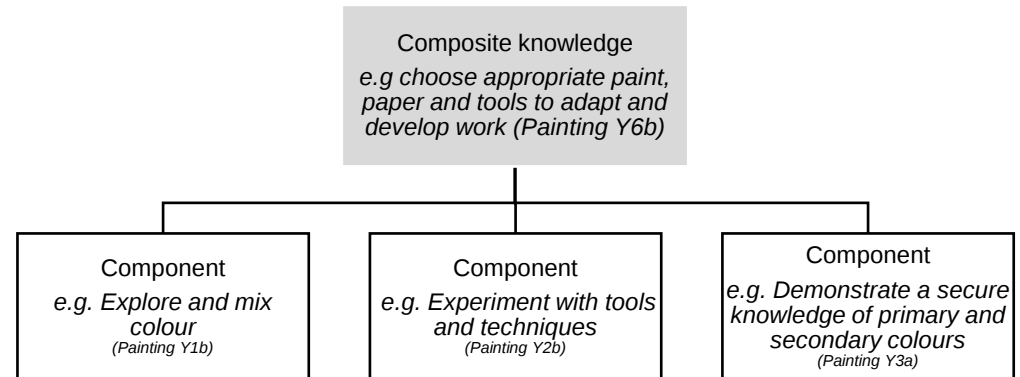
Each Domain includes well-chosen knowledge, building over time in a logical sequence to enable progress. These are shown in skills and knowledge progressions.

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

Composite and Components Model

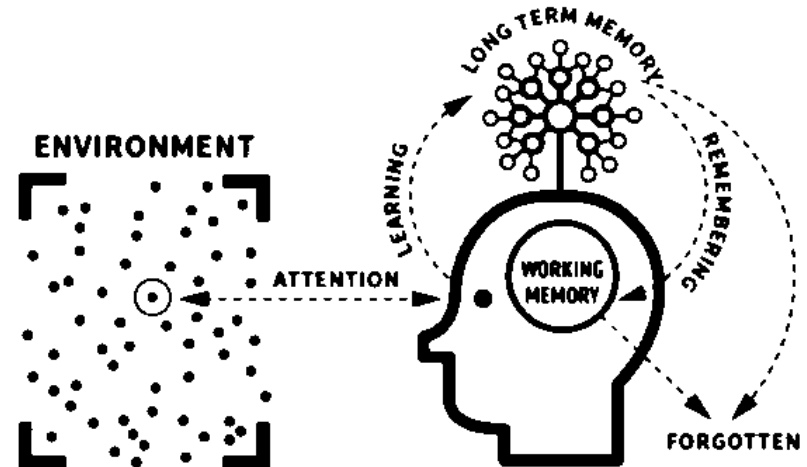
Components: The building blocks of knowledge and skills that, when secure, allows all pupils to tackle tasks that are more complex.

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



Developing Schemata

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



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

British Values

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

Each school has a clear strategy through their vision and values to embed the promotion of these values.

Democracy

Democracy is where we make decisions together. Like many of the other British Values, it's also about making sure that everyone has equal rights and is treated equally. Each child's views matter, and it's important they are given the opportunity to share and collaborate to make decisions together.

Rule of Law

The Rule of Law is about understanding that rules matter in our society. And that's about understanding that there are some rules that we need to follow. At an earlier level, it's more about understanding cause and effect and that our actions have consequences. This also ties into distinguishing between right and wrong.

Individual Liberty

Individual Liberty focuses on freedom for everyone. The main point developmentally is to give children a positive sense of themselves. Promoting their self-confidence and self-awareness is really important, as well as giving them the language and context to understand their own emotions.

Mutual Respect and Tolerance

This one comes down to the oldest saying in the book. Treat others as you'd like to be treated too. Our schools encourage tolerance of all faiths, cultures, races and views, along with an understanding of our differences and similarities.



Science & Technology

Science & Technology

Within the Science and Technology Domain, we facilitate multi-disciplinary collaboration, emphasising the importance of traditional subjects contained within Science, Design & Technology, and Computing (including online safety).

The Oak Partnership understands the vital role that these subjects have in children's understanding of the world and by grouping these subjects under one domain, we encourage innovative and creative curriculum planning, allowing practitioners to highlight and draw on the interconnectivity between these subject's knowledge and skills.

Our separate progression of skills and knowledge for each subject recognises the pivotal role of science and technology in our curriculum and emphasises depth of understanding over mere coverage. Sequences of knowledge are designed to build upon prior learning and give the opportunity to work holistically, ensuring that all children can progress, even when working outside their current key stage.

Science

Our Science curriculum ignites curiosity and excitement, providing a broad and ambitious learning experience for all pupils. Through investigative approaches and a strong focus on oracy, we enable children to articulate scientific concepts clearly and precisely using scientific vocabulary. High-quality science education is essential to provide the foundations for understanding the world and will support children in recognising the uses and implications of scientific advancements in today's world and beyond.

Design & Technology

In Design & Technology, we foster creativity, technical skills, and practical problem-solving abilities. Through hands-on projects, pupils engage in designing and making products that address real-world challenges, while

also developing critical thinking and high-quality literacy skills through analysis and evaluation techniques.

By supporting pupils to learn how to take risks and promoting innovation and enterprise, we prepare pupils to become informed and responsible contributors to society.

Computing

Computing progresses at a rapid pace and our curriculum ensures that it equips pupils with essential digital literacy skills, allowing them to navigate and express themselves safely online. Through computational thinking and creativity, pupils learn to understand and shape technology. By emphasising adaptable and transferable skills, we empower learners to thrive as active participants in an increasingly digital society today and at a level suitable for the future workplace.

-TOP Science & Technology Domain Team

Science & Technology

Skills Progression

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

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

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Questioning	a. ask relevant questions and use different types of scientific enquiries to answer them		a. ask different types of relevant questions in response to exploring ideas b. select and plan the most appropriate type of scientific enquiry to answer their question	
Predicting	a. make reasonable predictions using prior knowledge, giving reasons for their thinking		a. use test results to make predictions to set up further comparative and fair tests	
Testing & Investigating	a. set up simple practical enquiries, comparative and fair tests		a. plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	

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

Science

Knowledge Progression

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

Strands	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Working Scientifically	✓	✓	✓	✓	✓	✓
Animals (including Humans)	✓	-	✓	-	✓	-
Living Things & Their Habitats	-	✓	-	✓ (including plants)	-	✓ (including evolution)
Seasonal Changes	✓	-	-	-	-	-
Plants	-	✓	-	-	-	-
Materials	✓	-	-	-	✓	-
Rocks	-	✓	-	-	-	-
Light	-	-	✓	-	-	✓
Sound	-	-	✓	-	-	-
Forces & Magnets	-	-	✓	-	-	-
States of Matter	-	-	-	✓	-	-
Electricity	-	-	-	✓	-	✓
Earth and Space	-	-	-	-	✓ (including forces)	-
Environment & Sustainability	✓	✓	✓	✓	✓	✓

Strands	Key Stage One	
	Year One	Year Two
Animals (including Humans)	a. identify, name and label the basic parts of the human body and explain which part of the body is associated with each sense b. describe the basic needs of animals, including humans, for survival (water, food and air) c. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. d. explain that animals, including humans, have offspring which grow into adults e. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals f. identify and name a variety of common animals that are carnivores, herbivores and omnivores g. describe and compare the features (wings, gills, lungs, warm-blooded, scales, fur etc) of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	
Living Things & Their Habitats		a. explore and compare the differences between things that are living, dead, and things that have never been alive b. identify and name the living things (plants and animals) and the habitats (including microhabitats) to which they are suited c. describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other d. identify and name different sources of food in a food chain describe how animals obtain their food from plants and other animals, using the idea of a simple food chain
Everyday Materials	a. identify the difference between an object and the material it is made from b. identify and name a variety of everyday materials (including wood, plastic, glass, metal, water, and rock) c. describe the simple physical properties of a variety of everyday materials (hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, rigid, waterproof, not waterproof, absorbent, not waterproof, opaque and transparent) d. compare and group together a variety of everyday materials on the basis of their simple physical properties	

Strands	Key Stage One	
	Year One	Year Two
	e. identify and compare the suitability of a variety of everyday materials (including wood, metal, plastic, glass, brick, rock, paper and cardboard) for particular uses f. investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	
Rocks		a. compare and group together different kinds of rocks on the basis of their appearance and simple physical properties b. describe in simple terms how fossils are formed when things that have lived are trapped within rock c. recognise that soils are made from rocks and organic matter.
Seasonal	a. sequence the four seasons of the year b. observe and describe weather associated with the seasons c. describe the changes to plants and trees across the seasons d. describe how the seasons affect animals e. observe and describe how day length varies across the seasons	
Plants		a. identify and name a variety of common wild and garden plants, including deciduous and evergreen trees b. identify and describe the basic structure of a variety of common flowering plants, including trees c. observe and describe how seeds and bulbs grow into mature plants d. investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy
Environment and Sustainability	a. explain the distinction between 'weather' and 'climate' b. describe how the climate is always changing but is changing faster today than it has before c. explain that some human activity causes pollution in the air which is affecting the world's climate (making the world hotter) d. identify that many of the choices they and others make have an impact on the environment / climate e. identify that trees help to cool the world down f. describe some actions which would have a positive impact on the climate and some ways in which we can stop having a negative impact	a. know that some impacts of our changing climate are happening now and others will happen in the future b. explain the impacts of our changing climate on people, some animals, plants and environments both in our locality and elsewhere c. describe some actions which would have a positive impact on the climate and some ways in which we can stop having a negative impact d. rank some human activities they are familiar with e.g., how they travel to school, according to how much of an impact they have on the environment climate

Strands	Key Stage One	
	Year One	Year Two
	g. begin to be able to rank human activities they are familiar with e.g., how they travel to school, according to how much of an impact they have on the environment /climate h. talk about their own feelings about the earth, the natural world and the climate	e. take part in at least one simple example of how a group of people are taking positive climate action together (their class/ school/ family) f. begin to describe that the future will be different depending on what we do now g. explain different viewpoints on the Earth and climate change e.g., that of indigenous peoples h. talk about their own feelings about the earth, the natural world and the climate

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Animals (including Humans)	a. identify that humans and some other animals have skeletons and muscles for support, protection and movement b. identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat c. describe the simple functions of the basic parts of the digestive system in humans d. identify the different types of teeth in humans and their simple functions e. interpret and construct a variety of food chains, identifying producers, predators and prey.		a. describe the changes as humans develop to old age b. illustrate the stages in the growth and development of humans c. identify and name the main parts of the human circulatory system d. describe the functions of the heart, blood vessels and blood e. explain the impact of diet, exercise, drugs and lifestyle on the way their bodies function (PSHE Jigsaw) f. explain the ways in which nutrients and water are transported within animals, including humans.	
Living Things & Their Habitats (including Evolution)		a. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers b. investigate and explain the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant c. investigate and explain the way in which water is transported within plants d. explain the part that flowers play in the life cycle of flowering plants, including		a. classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds, mammals) b. explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird c. explain the life process of reproduction in some plants and sexual reproduction in animals d. explain how living things produce offspring of the

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
		pollination, seed formation and seed dispersal e. group living things in a variety of ways f. use classification keys to help group, identify and name a variety of living things in their local and wider environment g. discuss how environments can change and that this can sometimes pose dangers to living things.		same kind, but normally offspring vary and are not identical to their parents e. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals f. demonstrate how broad groupings (such as micro-organisms, plants and animals) can be subdivided g. justify classifying plants and animals based on specific characteristics h. explain how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago i. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Light	a. explain that light is needed to see things and that dark is the absence of light b. explain that light from the sun can be dangerous and that there are ways to protect their eyes c. investigate how light is reflected from surfaces			a. explain how light appears to travel in straight lines b. explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes c. explain why shadows have the same shape as the objects that cast them

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	d. investigate how light travels through materials or objects (opaque, translucent, transparent) e. investigate how shadows are formed when the light from a light source is blocked by an opaque object f. investigate and find patterns in the way that the size of shadows change			
Forces and Magnets	a. describe magnets as having two poles b. predict and investigate how two magnets will interact (attract or repel each other) depending on which poles are facing c. investigate and explain how magnets attract or repel some materials d. compare and group a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials e. investigate how things move on different surfaces f. explain that some forces need contact between two objects, but magnetic forces can act at a distance		a. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object b. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces c. recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect d. explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall e. explore the effects of friction on movement and find out how it slows or stops moving objects f. find out how scientists, for example, Galileo	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			Galilei and Isaac Newton helped to develop the theory of gravitation	
States of Matter		a. use simple descriptions of the states of matter b. compare and group materials together, according to whether they are solids, liquids or gases c. investigate and record how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) d. explain the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		
Sound	a. explain how sounds are made, associating some of them with something vibrating b. observe and explain how vibrations from sounds travel through a medium to the ear c. investigate and record patterns between the pitch of a sound and features of the object that produced it d. investigate and record patterns between the volume of a sound and the strength of the vibrations that produced it			

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	e. investigate and record how sounds get fainter as the distance from the sound source increases			
Electricity		a. discuss and list common appliances that run on electricity b. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers c. represent a circuit (not necessarily using conventional circuit symbols) d. predict and investigate if a lamp will light in a simple series circuit (based on whether the lamp is part of a complete loop with a battery) e. predict and investigate the purpose of a switch in a simple series circuit f. investigate and record some common conductors and insulators (and associate metals with being good conductors)		a. investigate how the brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit b. compare and explain variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches c. use recognised symbols when representing a simple circuit in a diagram
Properties and Changes of Materials			a. compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets b. investigate and explain (based on evidence from comparative and fair tests)	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			the uses of everyday materials for purposes (including metals, wood and plastic) c. predict how mixtures might be separated (including through filtering, sieving and evaporating) using knowledge of solids, liquids and gases d. explain that chemical reactions can be reversible or irreversible e. demonstrate that dissolving, melting, freezing, mixing and changes of state are different reversible changes f. demonstrate that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda, heating and burning	
Earth and Space			a. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object b. investigate and record the effects of air resistance, water resistance and friction, that act between moving surfaces c. examine how some mechanisms (including levers, pulleys and gears)	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			allow a smaller force to have a greater effect d. explain the main features of our solar system 1. that the Sun is a star at the center of our solar system 2. that is has eight planets (naming them) 3. that the Sun, Earth and Moon as approximately spherical bodies e. explain the movement of the Earth, and other planets, relative to the Sun in the solar system f. explain the movement of the Moon relative to the Earth g. explain day and night and the apparent movement of the sun across the sky, using the idea of the Earth's rotation	
Environment and Sustainability	a. explain that burning coal, oil and gas has an impact on the climate b. use the terms 'atmosphere', 'climate change' and 'greenhouse gas emissions' c. identify a range of impacts of past and / or present climate change on people, plants and animal species, including extinctions, and on environments locally and across the world d. name some of the things that they and others do that are responsible for climate	a. explain that burning coal, oil and gas has an impact on the climate and have a basic understanding of the scientific processes involved b. describe that some natural processes like trees growing, healthy soils and oceans take greenhouse gases out of the atmosphere and explain why protecting / replanting forests is important for the climate c. explain what renewable energy is and explain why it	a. clearly articulate the link between burning fossil fuels and climate change using appropriate scientific vocabulary b. name key carbon sinks such as forests, peatlands, oceans, algal blooms, and healthy soil c. explain simply what a carbon footprint of an individual, a product, or an activity is d. explain that different lifestyles cause much	a. identify examples of institutions that have declared a 'climate emergency' at different scales and are aware of synonyms such as 'climate crisis' b. describe current trends in total global climate emissions, i.e. whether they are rising, peaking or falling c. explain how some countries are more responsible than others for producing greenhouse gas emissions and compare this with

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	change and begin to explore alternatives to these activities which are less harmful e. explain how using less energy can reduce emissions f. identify actions that they, the school and the locality can take personally to reduce emissions g. explore different viewpoints on the climate crisis h. talk about their feelings about the earth and the natural world, our changing climate and its impacts and begin to understand how some people can feel less anxious when they act with other people	is important in reducing greenhouse gas emissions d. explain why many institutions have declared a 'Climate Emergency', and what this means e. identify that leaders of governments make agreements with each other about climate action and can identify some of the content of these agreements f. explain that you can measure how much impact an activity has and know that different lifestyles have a greater or lesser impact g. compare the carbon footprints of people with a different lifestyle to them, including in other countries h. imagine different futures within their own likely lifetimes based on different levels of heating, including optimistic scenarios and know that action or lack of it now will influence these different futures i. talk about their feelings about the earth and the natural world, our changing climate and its impacts and begin to understand how some people can feel less anxious when they act with other people	smaller or greater carbon emissions e. describe the impact of climate change on ecosystems and people (including in loss of biodiversity) in the past and present locally and across the world, both in the present and a range of future scenarios f. identify a range of different climate action strategies including reducing consumption, using renewable energy and protecting/ restoring carbon sinks and begin to discuss what makes some strategies more effective than others g. identify actions they can take personally and with a group of which they are part h. reflect on different views of the relationship of humans with the Earth (this might include a variety of different perspectives from around the world including some spiritual / faith perspectives) i. talk about their feelings about the climate crisis and about their own future and be familiar with a range of methods people use to cope with anxiety about climate change including by taking collective action	where the climate crisis has the most severe impacts d. explain that 2030 is a scientific estimate of a year by which global emissions must have peaked in order to give humanity a reasonable chance of controlling eventual warming levels, and that it is not a deadline for an end-of-the-world scenario e. describe the current scientific consensus on what different future scenarios may look like, including best-case scenarios f. identify the lack of certainty in future predictions and know that our scientific understanding is developing and being revised g. identify actions that are being taken locally, nationally; and with key content of international agreements and begin to form their own opinions on these responses, discussing what makes for effective climate action h. talk about their feelings about the climate crisis and about their own future and be familiar with a range of methods people use to cope with anxiety about climate change including by taking collective action i. begin to describe how awareness of the problem

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
				does not always lead to action and begin to explore some of the reasons why

Design & Technology

Skills & Knowledge Progression

Strands	Key Stage One	
	Year One	Year Two
Cooking & Nutrition	a. demonstrate correct handwashing technique prior to handling food b. use simple tools & techniques to prepare food (mixing, grating, peeling, butter knives etc.) without a heat source c. explain that everyone should eat five portions of fruit and veg each day and the importance of remaining healthy d. identify that all food comes from plants and animals	a. demonstrate how to prepare food hygienically b. use simple tools & techniques to prepare food (including safety knives with help) without a heat source c. select ingredients by describing them (taste, smell, texture, consistency) d. name and sort food into the five groups on The Eatwell Plate e. explain that food comes from plants and animals and needs to be farmed, caught or grown.
Design	a. design purposeful and appealing products based on simple design criteria b. generate and communicate their ideas through talking and a simple plan	a. design functional and appealing products based on design criteria that are fit for purpose b. generate and develop their ideas, communicating them through a simple plan, mock-ups and IT (where appropriate) c. create a template
Make	a. use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing – scissors, staples, glue, tape, paint etc.) b. use a wide range of materials (including construction materials) and tools to make a product that moves c. join textiles using glue, staples, tying or a simple stitch (using given holes)	a. explain why they have chosen to use materials b. describe how to use simple tools and equipment safely c. use a range of simple tools and equipment accurately to perform practical tasks (e.g. cutting, shaping, joining and finishing – scissors, staples, glue, tape, paint etc.) d. select and use appropriate materials, tools and components from a wide range to make a product that moves using a mechanism (wheels, lever, hinge)
Evaluate	a. explore existing products and describe how they (might) work b. evaluate their ideas and products, explaining what works well and not so well	a. explore existing products and evaluate them, explaining what they like and do not like about them, as well as what works well and not-so-well

		b. evaluate their ideas and products against their original design, explaining what works well and not so well
Technical Knowledge	a. identify that materials have differing strengths and characteristics b. make a product/ structure stronger c. explore and create mechanisms in their products, made of paper and card (e.g. levels, sliders, wheels & axles, hinges)	a. explain that stability within a structure can be increased (usually via width of base or overlapping joins) b. make a product/ structure stronger and more stable c. explore and create mechanisms in their products, using alternative materials (non-paper based) (e.g. levels, sliders, wheels & axles, hinges)

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Cooking & Nutrition	a. show safe and hygienic when handling food b. explain which foods are healthy, and which are not c. begin to use a range of techniques to prepare food d. identify that to be active and healthy, food and drink are needed to provide energy for the body	a. weigh and measure ingredients accurately, following a recipe to make a dish, using a heat source with adult help, where appropriate b. use a range of techniques to prepare food, with adult help as required c. discuss that food is grown, reared and caught across the UK, Europe and wider world d. identify that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The Eatwell Plate e. explain and show safe working procedures (e.g. hazards relating to the use of ovens, sharp knives etc.)	a. select ingredients to create a product to meet design criteria (e.g. healthy sandwich) b. use a range of techniques to prepare a savoury dish, using a heat source safely, with some adult input, where appropriate c. explain that recipes can be adapted to change the appearance, taste, texture and aroma, as well as for diet or lifestyle restrictions d. explain that seasons may affect food available and know what season various foods are available for harvest	a. use a heat source (with little adult input) safely to cook a dish b. demonstrate how food ingredients should be stored c. explain that different food and drink contain different substances – nutrients, water and fibre - which are needed for health d. describe how food is processed into ingredients that can be eaten or used in cooking
Design	a. generate ideas for an item, considering its purpose and the user(s) b. identify a purpose and establish criteria for a successful product c. plan the order of working before starting d. explore, develop and communicate design proposals by modelling ideas e. make drawings with labels when designing f. model their ideas simple prototypes and using pattern pieces	a. generate ideas considering the purposes for which they are designing b. develop a clear idea of what must be done, planning how to use materials, equipment and processes c. make labelled drawings from different views showing specific features d. model their ideas using more complex prototypes e. work confidently within a greater range of contexts (e.g. the home, school,	a. generate ideas through consumer research and identify a purpose for their product b. draw up a specification for their design c. carry out and use results of investigations, information sources, including ICT when developing design idea d. produce a step-by-step plan, as a guide to making planning how to use materials, equipment and processes, that take account of the availability	a. identify the needs, wants, preferences and values of their consumer and create product designs based on these b. communicate their ideas through detailed labelled drawings, including cross-sectional drawings and exploded diagrams c. develop a design specification d. explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways, including

	g. work confidently within a given context (e.g. the home, school, leisure, culture, enterprise, industry and the wider environment)	leisure, culture, enterprise, industry and the wider environment)	of resources through consumer research and identify a purpose for their product e. make labelled drawings from different views showing specific features f. work within a range of contexts (e.g. the home, school, leisure, culture, enterprise, industry and the wider environment)	through use computer-aided design e. plan the order of their work, choosing appropriate materials, tools and techniques and suggesting alternative methods of making if the first attempts fail f. work confidently within a range of contexts (e.g. the home, school, leisure, culture, enterprise, industry and the wider environment)
Make	a. work safely with a range of simple tools b. select appropriate tools, materials and components (including construction materials and textiles) and equipment suitable for the task c. measure, mark out, cut, score, join and assemble materials and components (including fabric)	a. explain and show safe working procedures b. select tools and equipment in relation to the skills and techniques they will be using c. select materials and components suitable for the task, according to functional properties and aesthetic qualities d. measure, mark out, cut, score, join and assemble materials and components (including fabric) with more accuracy, using appropriate tools, equipment and techniques e. use finishing techniques, strengthen and improve the appearance of their product using a range of equipment, including ICT	a. apply and demonstrate the rules for safe practices b. select tools and equipment in relation to the skills and techniques they will be using and explain the reason for their choice c. select materials and components suitable for the task, explaining their choice according to functional properties and aesthetic qualities d. measure, mark out, cut, score, join and assemble materials and components (including fabric) safely and accurately, using appropriate tools, equipment and techniques e. accurately apply a range of finishing techniques, including those from art and design	a. confidently use techniques which involve several steps b. construct permanent products, with a good quality finish, by using a combination of appropriate tools, equipment, components (including electrical components), techniques and materials c. measure, mark out, cut, score, join and assemble materials and components safely and accurately, using a variety of appropriate tools, equipment and techniques d. pin, sew and stitch materials together to create a product e. make modifications to their designs and product as they go along

Evaluate	a. disassemble and evaluate a familiar product by considering; 1. how well products work to achieve their purpose 2. why materials have been chosen 3. whether products can be recycled or reused b. evaluate their product against original design criteria (e.g. how well it meets intended purpose, strengths and areas for development in their ideas and product) and begin to theorise about why a design/ product was or wasn't successful c. evaluate the impact an inventor, designer, engineer, chef or manufacturer has had on a non-electrical product today (e.g. Galileo, Da Vinci, Darby etc.)	a. evaluate existing products by considering (in addition to Year 3 evaluation criteria); 1. who designed and made the products 2. where and when products were designed and made 3. how well products meet user needs and wants 4. how well products have been designed and made b. evaluate their work both during and at the end of the project, suggesting improvements for their design and carry out appropriate tests c. evaluate the impact an inventor, designer, engineer, chef or manufacturer has had on an electrical product today (e.g. Tesla, Edison, Bell, Watt)	a. evaluate existing products by considering (in addition to Year 4 evaluation criteria); 1. what methods of construction have been used 2. how much products cost to make 3. how sustainable the materials in products are b. evaluate ideas and products against the original design specification, both during and at the end of the project, suggesting alternative plans (including their positives and drawbacks) c. consider and explain the views of others, including intended users, to improve their work d. evaluate the impact of inventors, designers, engineers, chefs or manufacturers on a ground-breaking, fuel-based product, and how they developed and improved on others work (e.g. space travel, flight, railway, steam engine)	a. evaluate existing products by considering (in addition to Year 5 evaluation criteria); 1. how innovative products are 2. what impact products have beyond their intended purpose b. critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make, carrying out appropriate tests and evaluate their product against clear criteria c. record their evaluations using drawings with labels d. evaluate the impact of different inventors, designers, engineers, chefs or manufacturers on an electrical product today, and how they developed and improved on others work (e.g. TV, computers)
Technical Knowledge	a. explain that simple mechanical systems have an input, process and output and what they are b. explain how simple mechanical systems create movement c. explain how 2D nets can be used to create 3D shapes	a. explain that simple electrical circuits have an input, process and output and what they are b. explain how simple electrical systems work c. explain that materials have both functional properties and aesthetic qualities	a. explain that simple mechanical systems have an input, process and output and what they are/ could be b. explain how more complex mechanical systems create movement	a. explain that electrical circuits have an input, process and output and what they are/ could be b. explain how more complex electrical systems work (e.g. with a switch) c. reinforce and strengthen a 3D framework

	d. make strong, stiff shell structures e. use a single fabric shape to make a 3D textiles product f. use mechanical systems (e.g. levers, linkages or pneumatic systems) to create movement	d. make strong, stiff shell structures and reinforce them e. use simple electrical circuits and components to create functional products (lights, buzzer etc.) f. use a computer programme to control their products	c. explain that materials can be combined and mixed to create more useful characteristics d. make a strong, stiff 3D framework e. use more complex mechanical systems (e.g. cams or pulleys or gears) to create movement f. use a computer programme to program and control their products g. make a 3D textile product from a combination of fabric shapes	d. use more complex electrical circuits and components to create functional products (e.g. switches, motors) e. program a computer to monitor changes in the environment and control their products
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Computing

Skills & Knowledge Progression

Purple Mash Unit Coverage

	EYFS	KS1		LKS2		UKS2	
	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Computer Science (Coding & Programming)		1.3 – Creating & Following Instructions 1.4 – Coding	2.2 – Route Explorers 2.4 – Coding	3.2 – Route Planners 3.4 – Coding	4.4 – Coding 4.2 – Logo	5.4 – Coding 5.3 – Game Creator 5.6 – 3D Modelling	6.2 – Coding 6.3 – Introduction to Python
Information Technology (Data Handling & Multimedia)		1.1 – Introduction to Purple Mash 1.2 – Creative Computing	2.3 – Spreadsheets 2.4 – Presenting Ideas (updated)	3.3 – Branching Databases 3.5 – Presentations 3.6 – Touch Typing	4.1 – Animation 4.5 – Introduction to AI	5.1 – Quizzing 5.2 – Databases	6.4 – Spreadsheets 6.5 – 3D Modelling
Digital Literacy		1.5 – Technology Around Us	2.1 – The Internet	3.1 – Email	4.3 – Effective Searching	5.5 – Word Processing	6.1 – Blogging
Online Safety	1 – Self-Image and Identity 2 – Online Relationships 3 – Online Reputation 4 – Online Bullying 5 – Health, Wellbeing and Lifestyle 6 – Privacy and Security	1 – Self-Image and Identity 2 – Online Relationships 3 – Online Bullying 4 – Privacy and Security 5 – Managing Online Information 6 – Copyright and Ownership	1 – Self-Image and Identity 2 – Online Relationships 3 – Online Reputation 4 – Online Bullying 5 – Health, Wellbeing and Lifestyle 6 – Copyright and Ownership	1 – Self-Image and Identity 2 – Online Relationships 3 – Online Bullying 4 – Health, Wellbeing and Lifestyle 5 – Privacy and Security 6 – Managing Online Information	1 – Self-Image and Identity 2 – Online Relationships 3 – Online Reputation 4 – Health, Wellbeing and Lifestyle 5 – Managing Online Information 6 – Copyright and Ownership	1 – Self-Image and Identity 2 – Online Relationships 3 – Online Bullying 4 – Health, Wellbeing and Lifestyle 5 – Privacy and Security 6 – Managing Online Information	1 – Self-Image and Identity 2 – Online Relationships 3 – Online Bullying 4 – Health, Wellbeing and Lifestyle 5 – Privacy and Security 6 – Copyright and Ownership

Strands	EYFS	Key Stage One	
	Reception	Year One	Year Two
Computer Science (Coding & Programming)		<u>1.3 – Creating and Following Instructions</u> - understand that an algorithm is a set of instructions - follow and create simple instructions on a device - sequence algorithms that require a correct order <u>1.4 – Coding</u> - understand that computer programs work by following instructions called code - To use object and action code blocks to make a computer program - understand what an event is in coding - understand the purpose of an output and to be able to ‘read’ code to find out what it does - change aspects of the design view - plan and make a computer program	<u>2.2 – Route Explorers</u> - use the direction keys in 2Go to move the turtle along a route - use units of distance along with the direction keys in 2Go to move along a route - write instructions to complete more than one step of a route at once - build up instructions for a longer route <u>2.4 – Coding</u> - create a computer program using an algorithm - understand ways that the collision detection event can be used in a program - design a program that follows a timed sequence - understand that different objects have different attributes (properties) - understand the function of button objects in a program - understand the importance of testing and debugging
Information Technology (Data Handling & Multimedia)		<u>1.2 - Introduction to Purple Mash</u> - login and create my own avatar on Purple Mash - open an activity and then save the work to the 'My Work' area - understand how to complete work in the 2Dos area in Purple Mash <u>1.2 – Creative Computing</u> - use paint tools to draw a picture - create a jigsaw using a digital device and share it so that others can play - create a placing game in 2DIY - create images and use these to make a game	<u>2.3 – Spreadsheets</u> - understand what a spreadsheet is and how to navigate one using 2Calculate - edit and improve a spreadsheet so that information is organised clearly and displayed correctly - explore how spreadsheets can complete calculations automatically - explore the range of tools available in 2Calculate and understand how they can change the way data is used - create and interpret block diagrams from data - use our learning about spreadsheets to help us complete a project

			<u>2.4 – Presenting Ideas (See new objectives on Purple Mash)</u> a. identify some ways information can be presented b. present information in different ways
Digital Literacy		<u>1.5 – Technology Around Us</u> a. know what the word technology means b. know what technology is used in school c. consider the purposes of technology used in the wider world d. understand the safe use of technology devices	<u>2.1 – The Internet</u> a. understand how the internet, the World Wide Web and a browser work together b. understand the different types of hardware used to access the internet and their functions c. understand the difference between a website and a webpage and use a school website to find information d. understand the difference between a browser and a search engine, and to practise searching for information safely

Online Safety	<u>1 – Self-Image and Identity</u> a. recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset <u>2 – Online Relationships</u> a. recognise some ways in which the internet can be used to communicate b. give examples of how I (might) use technology to communicate with people I know <u>3 – Online Reputation</u> a. identify ways that I can put information on the internet <u>4 – Online Bullying</u> a. describe ways that some people can be unkind online b. offer examples of how this can make others feel <u>5 – Health, Wellbeing and Lifestyle</u> a. identify rules that help keep us safe and healthy in and beyond the home when using technology and give some simple examples of these rules. <u>6 – Privacy and Security</u> a. identify some simple examples of my personal information (e.g. name, address, birthday, age, location) b. describe who would be trustworthy to share this information with and why they are trusted	<u>1 – Self-Image and Identity</u> a. recognise that there may be people online who could make someone feel sad, embarrassed or upset b. give examples of when and how to speak to an adult I can trust and how they can help <u>2 – Online Relationships</u> a. give examples of when I should ask permission to do something online and explain why this is important b. use the internet with adult support to communicate with people I know c. explain why it is important to be considerate and kind to people online and to respect their choices d. explain why things one person finds funny or sad online may not always be seen in the same way by others <u>3 – Online Bullying</u> a. describe how to behave online in ways that do not upset others and can give examples <u>4 – Privacy and Security</u> a. explain that passwords are used to protect information, accounts and devices b. recognise more detailed examples of information that is personal to someone c. explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others <u>5 – Managing Online Information</u> a. give simple examples of how to find information using digital technologies b. understand that we can encounter a range of things online including things we like and don’t like as well as things which are real or make believe / a joke c. know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened	<u>1 – Self-Image and Identity</u> a. explain how other people may look and act differently online and offline b. give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened and give examples of how they might get help <u>2 – Online Relationships</u> a. give examples of how someone might use technology to communicate with others they don’t also know offline and explain why this might be risky b. explain who I should ask before sharing things about myself or others online c. describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure d. explain why I have a right to say ‘no’ or ‘I will have to ask someone’. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don’t want to do e. identify who can help me if something happens online without my consent f. explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online g. explain why I should always ask a trusted adult before clicking ‘yes’, ‘agree’ or ‘accept’ online <u>3 – Online Reputation</u> a. explain how information put online about someone can last for a long time b. describe how anyone’s online information could be seen by others c. know who to talk to if something has been put online without consent or if it is incorrect <u>4 – Online Bullying</u>
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		<u>6 – Copyright and Ownership</u> a. explain why work I create using technology belongs to me b. say why it belongs to me (e.g. 'I designed it' or 'I filmed it') c. save my work under a suitable title / name so that others know it belongs to me d. understand that work created by others does not belong to me even if I save a copy	a. explain what bullying is, how people may bully others and how bullying can make someone feel b. explain why anyone who experiences bullying is not to blame c. talk about how anyone experiencing bullying can get help <u>5 – Health, Wellbeing and Lifestyle</u> a. explain simple guidance for using technology in different environments and settings and say how those rules / guides can help anyone accessing online technologies <u>6 – Copyright and Ownership</u> a. recognise that content on the internet may belong to other people b. describe why other people's work belongs to them
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Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Computer Science (Coding & Programming)	<u>3.2 – Route Planners</u> a. create simple commands in 2Go to move the turtle along a route b. create commands in 2Go in which the turtle turns using rotation c. plan algorithms and write 2Go code that uses angles of turn d. use 90° and 45° angles in 2Go e. use the repeat algorithm and coding in 2Go <u>3.4 – Coding</u> a. understand what a flowchart is and how flowcharts are used in computer programming b. understand that there are different types of timers c. understand how to use the repeat command d. understand the importance of nesting when coding, testing and debugging e. design a program f. use design documentation to code a program	<u>4.4 – Coding</u> a. create a simple computer program using coding structures previously encountered b. know what selection means in computer programming c. know how to use co-ordinates in computer programming d. explore methods that introduce loops in coding e. understand what a variable is in programming f. create a game that keeps score <u>4.2 – Logo</u> a. know key commands and input simple instructions b. use a variety of commands to create shapes using multi-line mode c. use the 'Repeat' command d. change the line thickness and colour e. use procedures to write instructions	<u>5.4 – Coding</u> a. understand some ways that code can be simplified so that it is easier to read and runs more efficiently b. program a computer simulation using 2Code c. know what decomposition and abstraction are in Computer Science d. understand what a function is and how functions work in code e. understand what datatypes are and how they are used when coding with variables f. read code, predict outcomes and identify and fix bugs <u>5.3 – Game Creator</u> a. evaluate the features of a successful video game b. plan a game in 2DIY3D c. design and use game sprites d. add features to a game world and check playability e. evaluate games created by others	<u>6.2 – Coding</u> a. understand ways to use cloning in 2Code b. explore the use of hotspots in 2Code c. understand the different options for generating and using user input in 2Code d. use flowcharts to test and debug a simulation e. use program design documentation to produce a program f. understand how 2Code can be used to make a text-based adventure game <u>6.3 – Introduction to Python</u> a. understand that Python is a text-based coding language and enter simple commands b. use Python to perform mathematical calculations c. be able to use repetition and Python library functions d. understand how Python in Pieces can be used to program a graphical user interface
Information Technology (Data Handling & Multimedia)	<u>3.3 – Branching Databases</u> a. understand the concept of using 'Yes' or 'No' questions to sort objects b. understand and use a branching database effectively c. plan and create a branching database d. test and debug branching databases to correct errors	<u>4.1 – Animation</u> a. understand what animation is b. understand the term onion skinning and be able to use this technique for 2D computer animations c. know how to enhance simple animations using animation software d. plan an animation	<u>5.1 – Quizzing</u> a. explore different types of quizzes and identify their features, strengths and weaknesses b. explore the features of 2Quiz and experiment with creating quiz questions c. explore additional features of quizzes, such as title screens and content pages	<u>6.4 - Spreadsheets – Google Sheets Online</u> a. understand and use basic formatting in Google Sheets b. develop skills in using basic functions in Google Sheets c. create and format charts in Google Sheets d. sort and filter data within a spreadsheet

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	<u>3.6 – Touch Typing</u> a. learn correct finger positioning on the keyboard and understand when to use the left or right hand b. learn how to type numbers accurately and to use the shift key for capital letters c. practise typing punctuation marks and symbols and build accuracy with simple words d. practise typing sentences using capital letters, spaces, and full stops <u>3.5 – Presentations (Google Slides – Online)</u> a. learn how to open Slides, add text and change how it looks b. learn how to add slides, change slide designs and insert pictures into a presentation c. add animations to pictures and text, and transitions between slides d. create an effective presentation e. complete and present a slideshow to an audience	e. create a narrative through animation f. evaluate animations <u>4.5 Introduction to AI</u> a. understand what Artificial Intelligence is and some of the tasks it can carry out b. learn to communicate effectively with AI tools by writing clear and precise prompts c. learn how to be a good digital citizen when using AI d. think about how AI might develop in the future	d. apply knowledge of 2Quiz to design an educational quiz based on a chosen topic e. be able to refine, test and share completed quizzes <u>5.2 – Databases</u> a. understand what a database is b. design and create a database c. build queries to find information d. solve problems using a database	e. understand and use advanced functions in Google Sheets f. combine Google Sheets skills to create an effective spreadsheet for a given purpose <u>6.5 - 3D Modelling</u> a. explore and develop simple 3D models using CAD software b. explore the effect of moving points when designing c. plan, design and begin creating packaging to meet a design brief d. refine, assemble and evaluate the finished packaging prototype
Digital Literacy	<u>3.1 – Email</u> a. understand how people communicate with each other b. understand and respond to an email c. compose and send an email	<u>4.3 – Effective Searching</u> a. understand what a search engine is, how it works and how to use simple keywords to find information online b. understand how search engines collect, sort and	<u>5.5 - Word Processing – Google Docs Online</u> a. format text in a new Google Doc and save it with an appropriate filename	<u>6.1 – Blogging</u> a. understand blogs and their features b. plan the theme, content and structure for a blog post c. write and style a blog post

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	d. send an email attachment e. learn how to use email safely f. explore simulated email scenarios	rank results, and why some results appear first c. learn advanced ways to improve searches so we can find the most accurate and useful results quickly d. develop strategies to judge whether information online is true and if sources can be trusted	b. learn how to edit text and apply more advanced formatting c. learn how to adjust the layout of a Google Doc d. learn how to insert and format images in Google Docs e. use tables in Google Docs to organise information f. combine Google Doc skills to create and review a factsheet	d. review and comment on blog posts with an understanding of online safety
Online Safety	<u>1 – Self-Image and Identity</u> a. explain what is meant by the term ‘identity’. b. explain how people can represent themselves in different ways online. c. explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. <u>2 – Online Relationships</u> a. describe ways people who have similar likes and interests can get together online. b. explain what it means to ‘know someone’ online and why this might be different from knowing someone offline. c. explain what is meant by ‘trusting someone online’, why this is different from ‘liking someone online’, and	<u>1 – Self-Image and Identity</u> a. explain how my online identity can be different to my offline identity. b. describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. c. explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. <u>2 – Online Relationships</u> a. describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). b. give examples of how to be respectful to others online and describe how to recognise healthy and	<u>1 – Self-Image and Identity</u> a. explain how identity online can be copied, modified or altered. b. demonstrate how to make responsible choices about having an online identity, depending on context <u>2 – Online Relationships</u> a. give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). b. explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. c. describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g.	<u>1 – Self-Image and Identity</u> a. identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. b. describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. c. explain the importance of asking until I get the help needed. <u>2 – Online Relationships</u> a. explain how sharing something online may have an impact either positively or negatively. b. describe how to be kind and show respect for others

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	why it is important to be careful about who to trust online including what information and content they are trusted with. d. explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. e. explain how someone's feelings can be hurt by what is said or written online. f. explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos <u>3 – Online Bullying</u> a. describe appropriate ways to behave towards other people online and why this is important. b. give examples of how bullying behaviour could appear online and how someone can get support. <u>4 – Health, Wellbeing and Lifestyle</u> a. explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body,	unhealthy online behaviours. c. explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. <u>3 – Online Reputation</u> a. describe how to find out information about others by searching online. b. explain ways that some of the information about anyone online could have been created, copied or shared by others. <u>4 – Health, Wellbeing and Lifestyle</u> a. explain how using technology can be a distraction from other things, in both a positive and negative way. b. identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. <u>5 – Managing Online Information</u> a. analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my	gaming communities or social media groups). d. explain how someone can get help if they are having problems and identify when to tell a trusted adult. e. demonstrate how to support others (including those who are having difficulties) online <u>3 – Online Bullying</u> a. recognise online bullying can be different to bullying in the physical world and can describe some of those differences. b. describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying. c. explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. d. identify a range of ways to report concerns and access support both in school and at home about online bullying. e. explain how to block abusive users. f. describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix).	online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. c. describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. d. explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. <u>3 – Online Bullying</u> a. describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. b. explain how someone would report online bullying in different contexts. <u>4 – Health, Wellbeing and Lifestyle</u> a. describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose b. recognise and can discuss the pressures that technology can place on

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). b. explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). <u>5 – Privacy and Security</u> a. describe simple strategies for creating and keeping passwords private. b. give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. c. describe how connected devices can collect and share anyone's information with others. <u>6 – Managing Online Information</u> a. demonstrate how to use key phrases in search engines to gather accurate information online.	decisions are respected by others. b. describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). c. describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. d. explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. e. explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. f. explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't. <u>6 – Copyright and Ownership</u> a. explain why I need to consider who owns internet content and whether I have the right to reuse it.	<u>4 – Health, Wellbeing and Lifestyle</u> a. describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. b. describe some strategies, tips or advice to promote health and wellbeing with regards to technology. c. recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals. d. explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing <u>5 – Privacy and Security</u> a. explain what a strong password is and demonstrate how to create one. b. explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	someone and how / when they could manage this. c. recognise features of persuasive design and how they are used to keep users engaged (current and future use). d. assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise). <u>5 – Privacy and Security</u> a. describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). b. explain what to do if a password is shared, lost or stolen. c. describe how and why people should keep their software and apps up to date, e.g. auto updates. d. describe simple ways to increase privacy on apps and services that provide privacy settings. e. describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). f. know that online services have terms and conditions that govern their use.

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	b. explain what autocomplete is and how to choose the best suggestion. c. explain how the internet can be used to sell and buy things d. explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. e. explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). f. describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	b. give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	c. explain what app permissions are and can give some examples <u>6 – Managing Online Information</u> a. explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I aim presented with e.g. voice-activated searching giving one result. b. explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical' c. evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. d. explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence e. identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads. f. describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies	<u>6 – Copyright and Ownership</u> a. demonstrate the use of search tools to find and access online content which can be reused by others. b. demonstrate how to make references to and acknowledge sources I have used from the internet.

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			or by vloggers, content creators, influencers). g. explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. h. describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful i. explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.	



Place and Time

Place & Time

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

We recognise curriculum time can be limited, but that sequential knowledge and building on prior learning is essential within the context of a broad and balanced curriculum. As such, History and Geography are taught discretely, although cross-curricular links are identified and followed where they will benefit teaching and learning.

The progressions of skills and knowledge in Place and Time are based on the theory of building composite knowledge from smaller components. Examples and guidance of how a curriculum may be designed for Place and Time are available for all staff to access and will be supported by the Place and Time domain lead in each school. Schools maintain the flexibility to focus holistically on what is best for them at any one time.

Our Place and Time curriculum offers rich opportunities for developing oracy skills and the utilisation of our unique environments and planned experiential learning provides invaluable cultural capital for the benefit of all learners.

Geography

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

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

We have adopted the Kapow Geography scheme for all our Key Stage 1 and 2 pupils. This ensures effective progression, building on prior learning.

History

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

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

-TOP Place & Time Domain Team

History

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

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

Substantive Threads	Possible areas to cover
Society	Settlements, culture and religion
Leadership	Kings, Queens and government
Conflict and Exploration	War, invasion and innovations

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

History Framework

KS1	Changes Within Living Memory	Significant Events	Significant People
Y1	How have toys and games changed?	What is History?	How have explorers changed the world?
Y2	How have trips to the seaside changed over time?	How did the Great Fire of London change the city?	How did Florence Nightingale and Mary Seacole help others?
KS2	Pre-1066	Middle Ages (1066 to 1850)	Post-Industrial Revolution (1850 – Present Day)
Y3	What was important to the Ancient Egyptians?	Why are the Tudors remembered today?	What was it like to be a child during World War II?
Y4	Why did the Romans invade and settle in Britain?	How did the Industrial Revolution change Britain?	How has life changed in Britain since 1850 and what has stayed the same?
Y5	How did King Alfred become known as Alfred the Great?	Was Cortes a hero or a villain?	Was Shackleton a failure or success?
Y6	What did the Greeks do for us?	Why did the Battle of Sedgemoor happen and what impact did it have on my local area?	How can fake news change how we understand events from the past?

History

Knowledge and Skills Progression

Strands	Key Stage One	
	Year One	Year Two
Knowledge and understanding of events, people and changes in the past	a. recall some facts about people/events before living memory b. say why people may have acted the way they did	a. use information to describe the past b. describe the differences between then and now c. look at evidence to give and explain reasons why people in the past may have acted in the way they did d. recount the main events from a significant event in history
Historical enquiry	a. identify different ways in which the past is represented b. explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" c. look at objects from the past and ask questions i.e, "What were they used for?" and try to answer them	a. identify different ways in which the past is represented b. ask questions about the past c. use a wide range of information to answer questions
Chronological understanding	a. understand the difference between things that happened in the past and the present b. describe things that happened to themselves and other people in the past c. order a set of events or objects d. use a timeline to place important events e. use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young	a. understand and use the words past and present when telling others about an event b. recount changes in my own life over time c. understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me d. use a timeline to place important events
Historical interpretation	a. look at books, videos, photographs, pictures and artefacts to find out about the past	a. look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past
Organisation and communication	a. sort events or objects into groups (i.e. then and now) b. use timelines to order events or objects c. tell stories about the past d. talk, write and draw about things from the past	a. describe objects, people or events in history b. use timelines to order events or objects or place significant people c. communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT

Strands	Key Stage Two	
	Years Three and Four	Years Five and Six
Knowledge and understanding of events, people and changes in the past	a. use evidence to describe the culture and leisure activities from the past b. use evidence to show how the lives of rich and poor people from the past differed c. describe similarities and differences between people, events and artefacts studied d. use evidence to describe the clothes, way of life and actions of people in the past e. use evidence to describe buildings and their uses of people from the past f. describe how some of the things I have studied from the past affect/influence life today	a. choose reliable sources of information to find out about the past b. give reasons why changes may have occurred, backed up by evidence c. describe similarities and differences between some people, events and artefacts studied d. describe how historical events studied affect/influence life today e. make links between some of the features of past societies. (e.g. religion, houses, society, technology)
Historical enquiry	a. use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past b. ask questions and find answers about the past	a. use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past b. choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions c. investigate own lines of enquiry by posing questions to answer
Chronological understanding	a. understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) b. use a timeline to place historical events in chronological order c. order significant events and dates on a timeline d. describe dates of and order significant events from the period studied	a. order significant events, movements and dates on a timeline b. describe the main changes in a period in history identify and compare changes within and across different periods c. understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain
Historical interpretation	a. explore the idea that there are different accounts of history b. look at different versions of the same event in history and identify differences c. know that people in the past represent events or ideas in a way that persuades others	a. understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history b. give clear reasons why there may be different accounts of history, linking this to factual understanding of the past c. evaluate evidence to choose the most reliable forms

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

Geography Framework

KS1			
Y1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Y2	Would you prefer to live in a hot or cold place?	Why is our world so wonderful?	What is it like to live by the coast?
KS2			
Y3	Why do people live near volcanoes?	Who lives in Antarctica?	What are rivers and how are they used?
Y4	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?
Y5	Why do oceans matter?	What is life like in the Alps?	Would you like to live in the desert?
Y6	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?	Why does population change?

Knowledge Progression

	Key Stage One	
Strands	Year One	Year Two
Locational Knowledge	a. know the name of two continents (Europe and Asia) b. know that a continent is a group of countries c. know that they live in the continent of Europe d. know that an ocean is a large body of water e. know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean) f. know that the UK is short for 'United Kingdom' g. know that a country is a land or nation with its own government h. know that the United Kingdom is made up of four countries and their names i. know the name of the country they live in	a. name the seven continents of the world b. name the five oceans of the world c. know that a sea is a body of water that is smaller than an ocean d. know that there are four bodies of water surrounding the UK and to be able to name them e. name some characteristics of the four capital cities of the UK f. know the four capital cities of the UK g. know that a capital city is the city where a country's government is located
Place Knowledge	a. know that life elsewhere in the world is often different to ours b. know that life elsewhere in the world often has similarities to ours	a. know some similarities and differences between their local area and a contrasting non-European country
Human and Physical Geography	a. know the four seasons of the UK b. know that 'weather' refers to the conditions outside at a particular time c. know that different parts of the UK often experience different weather d. know that a weather forecast is when someone tries to predict what the weather will be like in the near future e. know that weather conditions can be measured and recorded f. know that physical features mean any feature of an area that is on the Earth naturally g. know that human features mean any feature of an area that was made or built by humans	a. know that the Equator is an imaginary line around the middle of the Earth b. know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles c. know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth d. know that different parts of the world experience different weather conditions and that these are often caused by the location of the place e. know that coasts (and other physical features) change over time f. know some key physical features of the UK g. know that a sea is a body of water that is smaller than an ocean h. know that human features change over time i. know some key human features of the UK

	Key Stage Two	
Strands	Years Three and Four	Years Five and Six
Locational Knowledge	a. know where North and South America are on a world map b. know the names of some countries and major cities in Europe and North and South America c. know the names of some of the world's most significant mountain ranges d. know the names of some of the world's most significant rivers e. know that mountains, volcanoes and earthquakes largely occur at plate boundaries f. know that climate zones are areas of the world with similar climates g. know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar) h. know that biomes are areas of world with similar climates, vegetation and animals i. know the world's biomes j. know vegetation belts are areas of the world which are home to similar plant species k. know the name of some counties in the UK (local to your school) l. know the name of some cities in the UK (local to your school) m. know the name of the county that they live in and their closest city n. begin to name the twelve geographical regions of the UK. o. know the main types of land use p. know some types of settlement q. know that countries near the Equator have less seasonal change than those near the poles r. know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres s. know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian t. know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator	a. know the name of many countries and major cities in Europe and North and South America b. know the location of key physical features in countries studied c. name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland) d. know the name of many counties in the UK e. know the name of many cities in the UK f. confidently name the twelve geographical regions of the UK g. know that London and the Southeast regions have the largest population in the UK h. know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones

	Key Stage Two	
Strands	Years Three and Four	Years Five and Six
	u. know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates v. know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other w. know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle x. know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions	
Place Knowledge	a. know the negative effects of living near a volcano b. know the positive effects of living near a volcano c. know the negative effects an earthquake can have on a community d. know ways in which communities respond to earthquakes	a. know some similarities and differences between the UK and a European mountain region b. know why tourists visit mountain regions
Human and Physical Geography	a. know that the water cycle is the processes and stores which move water around our Earth and to be able to name these b. know the courses and key features of a river c. know the different types of mountains and volcanoes and how they are formed d. know that an earthquake is the intense shaking of the ground e. know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife f. know the world's biomes g. know that the hottest biomes are found between the Tropics of Cancer and Capricorn h. know that climate zones are areas of the world with similar climates i. know the world's different climate zones j. know that climates can influence the foods able to grow k. know the main types of land use l. know the different types of settlement m. know water is used by humans in a variety of ways n. know an urban place is somewhere near a town or city o. know a rural place is somewhere near the countryside p. know that a natural resource is something that people can use which comes from the natural environment	a. know vegetation belts are areas of the world that are home to similar plant species b. name and describe some of the world's vegetation belts. c. know why the ocean is important d. know the global population has grown significantly since the 1950s e. know which factors are considered before people build settlements f. know migration is the movement of people from one country to another g. know that natural resources can be used to make energy. h. know some positive impacts of humans on the environment i. know some negative impacts of humans on the environment

	Key Stage Two	
Strands	Years Three and Four	Years Five and Six
	q. know the threats to the rainforest both on a local and global scale r. know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality s. know the UK grows food locally and imports food from other countries	

Skills Progression

Strands	Key Stage One	
	Year One	Year Two
Locational Knowledge	a. locate two of the world's seven continents on a world map b. locate two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map c. show on a map which continent they live in d. locate the four countries of the United Kingdom (UK) on a map of this area e. show on a map which country they live in and locating its capital city	a. locate all the world's seven continents on a world map b. locate the world's five oceans on a world map c. show on a map the oceans nearest the continent they live in d. locate the surrounding seas and oceans of the UK on a map of this area e. locate the capital cities of the four countries of the UK on a map of this area f. identify characteristics (both human and physical) of the four capital cities of the UK g. show on a map the city, town or village where they live in relation to their capital city
Place knowledge	a. name some key similarities between their local area and a small area of a contrasting non-European country b. name some key differences between their local area and a small area of a contrasting non-European country c. describe what physical features may occur in a hot place in comparison to a cold place	a. describe and begin to explain some key similarities between their local area and a small area of a contrasting non-European country b. describe and begin to explain some key differences between their local area and a small area of a contrasting non-European country
Human and physical geography	a. describe how the weather changes with each season in the UK b. describe the daily weather patterns in their locality c. use the vocabulary 'season' and 'weather' d. recognise some physical features in their locality e. recognise some human features in their locality	a. locate some hot and cold areas of the world on a world map b. locate the Equator and North and South Poles on a world map c. locate hot and cold areas of the world in relation to the Equator and the North and South poles d. describe the key physical features of a coast using subject specific vocabulary e. describe and understand the differences between a city, town and village f. describe the key human features of a coastal town using subject specific vocabulary
Geographical skill and fieldwork	a. use an atlas to locate the UK b. use a map of the UK to locate the four countries c. begin to use an atlas to locate the four capital cities of the UK d. use a world map and globe to locate four of the world's seven continents (Europe, North America, South America and Asia)	a. recognise why maps need a title b. use an atlas to locate the four capital cities of the UK c. use a world map, globe and atlas to locate all the world's seven continents d. use a world map, globe and atlas to locate the world's five oceans e. use locational language and the compass points (N, S, E, W) to describe the location of features on a map

Strands	Key Stage One	
	Year One	Year Two
	e. use a world map and globe to locate the Atlantic Ocean and Pacific Ocean f. use directional language to describe the location of objects in the classroom and playground g. use directional language to describe features on a map in relation to other features (real or imaginary) h. respond to instructions using directional language to follow routes i. begin to use the compass points (N, S, E, W) to describe the location of features on a map j. recognise local landmarks on aerial photographs k. recognise basic human features on aerial photographs l. recognise basic physical features on aerial photographs m. draw freehand maps (of real or imaginary places) using simple pictures or symbols n. draw a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features o. add labels to sketch maps p. use simple picture maps and plans to move around the school	f. use locational language and the compass points (N, S, E, W) to describe the route on a map g. use locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. h. use a map to follow a prepared route i. recognise landmarks of a city studied on aerial photographs and plan perspectives j. recognise human features on aerial photographs and plan perspectives k. recognise physical features on aerial photographs and plan perspectives l. draw a map and use class agreed symbols to make a simple key m. draw a simple sketch map of the playground or school grounds using symbols to represent human and physical features n. find a given OS symbol on a map with support o. begin to draw objects to scale (e.g. show the school playground is smaller than the school or school field) p. use an aerial photograph to draw a simple sketch map using basic symbols for a key
Observe	a. comment on the features they see in their school and school grounds on a walk around the respective places	a. discuss the features they see in the area surrounding their school when on a walk b. ask and answer simple questions about human and physical features of the area surrounding their school grounds
Measure	a. ask and answer simple questions about the features of their school and school grounds	a. collect quantitative data through a small survey of the local area/school to answer an enquiry question
Record	a. draw some of the features they notice in their school and school grounds in correct relation to each other on a sketch map	a. classify the features they notice into human and physical with teacher support b. take digital photographs of geographical features in the locality c. make digital audio recordings when interviewing someone
Present	a. using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features	a. present data in simple tally charts or pictograms and comment on what the data shows b. ask and answer simple questions about data

Strands	Key Stage Two	
	Years Three and Four	Years Five and Six
Locational Knowledge	a. locate some countries in Europe and North and South America using maps b. locate some major cities of the countries studied c. locate some key physical features in countries studied on a map including significant environmental regions d. locate some key human features in countries studied e. locate the world's most significant mountain ranges on a world map and identify any patterns f. locate where the world's volcanoes are on a map and identify the 'Ring of Fire' g. locate some of the world's most significant rivers and identify any patterns h. locate some counties in the UK (local to your school) i. locate some cities in the UK (local to your school) j. identify key physical and human characteristics of counties, cities and/or geographical regions in the UK k. begin to locate the twelve geographical regions of the UK. l. identify how topographical features studied have changed over time using examples m. describe how a locality has changed over time, give examples of both physical and human features n. find the position of the Equator and describe how this impacts our environmental regions o. find lines of latitude and longitude on a globe and explain why these are important p. identify the position of the Tropics of Cancer and Capricorn and their significance q. identify the position of the Northern and Southern hemispheres and explain how they shape our seasons r. identify the position and significance of both the Arctic and Antarctic Circle	a. locate more countries in Europe and North and South America using maps b. locate major cities of the countries studied. Locate key physical features in countries studied on a map c. locate key human features in countries studied d. identify significant environmental regions on a map e. use maps to show the distribution of the world's climate zones, biomes and vegetation belts f. locate many counties in the UK. Locating many cities in the UK g. locate the twelve geographical regions of the UK h. identify key physical and human characteristics of the geographical regions in the UK i. understand how land-use has changed over time using examples of both physical and human features j. identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explain its significance k. use longitude and latitude when referencing location in an atlas or on a globe
Place knowledge	a. describe and begin to explain similarities between two regions studied b. describe and begin to explain differences between two regions studied c. describe how and why humans have responded in different ways to their local environments d. discuss how climates have an impact on trade, land use and settlement e. explain what measures humans have taken in order to adapt to survive in cold places	a. describe and explain similarities between two regions studied b. describe and explain differences between two regions studied c. explain how and why humans have responded in different ways to their local environments in two contrasting regions d. compare the climate studied in a region of the UK with that of a region of North and South America and discuss how both climates have an impact on trade, land use and settlement

Strands	Key Stage Two	
	Years Three and Four	Years Five and Six
	f. describe and explain how people who live in a contrasting physical area may have different lives to people in the UK	e. explain what measures humans have taken in order to adapt to survive in hot places f. use maps to explore wider global trading routes
Human and physical Geography	a. map and label the seven biomes on a world map b. understand some of the causes of climate change c. describe how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur d. describe where volcanoes, earthquakes and mountains are located globally e. describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities f. describe how humans use water in a variety of ways g. describe and understand types of settlement and land use h. explain why a settlement and community has grown in a particular location i. explain why different locations have different human features j. explain why people might prefer to live in an urban or rural place k. describe how humans can impact the environment both positively and negatively, using examples	a. describe and understand the key aspects of the six biomes b. describe and understand the key aspects of the six climate zones c. understand some of the impacts and causes of climate change d. describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather e. give examples of alternative viewpoints and solutions regarding an environmental issue and explain its links to climate change f. describe and understand economic activity including trade links g. suggest reasons why the global population has grown significantly in the last 70 years h. describe the 'push' and 'pull' factors that people may consider when migrating i. understand the distribution of natural resources both globally and within a specific region or country studied j. recognise geographical issues affecting people in different places and environments k. describe and explain how humans can impact the environment both positively and negatively, using examples
Geographical skills and fieldwork	a. begin to use maps at more than one scale b. use atlases, maps, globes, satellite images and begin to use digital mapping to locate countries studied c. use atlases, maps, globes and begin to use digital mapping to recognise and describe physical features and human features in countries studied d. use the scale bar on a map to estimate distances e. find countries and features of countries in an atlas using contents and index f. zoom in and out of a digital map g. begin to use the key on an OS map to name and recognise key physical and human features in regions studied h. accurately use 4-figure grid references to locate features on a map in regions studied i. begin to give instructions using the 8 points of a compass	a. use and understand maps at more than one scale b. use atlases, maps, globes and digital mapping to locate countries studied c. use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied d. identify, analyse and ask questions about distributions and relationships between features using maps (e.g. settlement distribution) e. use the scale bar on a map to calculate distances f. recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references g. recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each

Strands	Key Stage Two	
	Years Three and Four	Years Five and Six
	j. use a simple key on their own map to show an example of both physical and human features k. follow a route on a map with some accuracy l. say which directions are N, S, E, W on an OS map m. make and use a simple route on a map n. label some features on an aerial photograph and then locate these on an OS map of the same locality and scale in regions studied	h. begin to use thematic maps to recognise and describe human and physical features studied i. use models and maps to talk about contours and slopes. j. select a map for a specific purpose k. use the key on an OS map to name and recognise key physical and human features in regions studied l. accurately use 4 and 6-figure Grid References to locate features on a map in regions studied m. give instructions using the 8 points of a compass n. follow a short pre-prepared route on an OS map o. identify the 8 compass points on an OS map p. plan a journey to another part of the world using six figure grid references and the eight points of a compass
Observe	a. map land use in a small local area using sketch maps and plans b. plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher c. ask and answer one- step and two-step geographical questions d. observe, record, and name geographical features in their local environments	a. make sketch maps of areas studied including labels and keys where necessary b. make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question
Measure	a. use simple sampling techniques appropriately b. make digital audio recordings for a specific purpose c. design a questionnaire/interview to collect quantitative fieldwork data	a. select appropriate methods for data collection b. design interviews/questionnaires to collect qualitative data c. use standard field sampling techniques appropriately
Record	a. take digital photos and label or caption them b. make annotated sketches, field drawings and freehand maps to record observations during fieldwork c. draw simple maps and plans to scale (e.g. 1m = 1 square) d. use a simplified Likert Scale to record their judgements of environmental quality e. use a questionnaires/interviews to collect qualitative fieldwork data	a. use GIS (Geographical Information Systems) to plot data sets (e.g. prevalence of crime in certain areas) onto base maps which can then be analysed b. conduct interviews/questionnaires to collect qualitative data c. interpret and use real-time/live data
Present	a. present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information	a. decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information

Strands	Key Stage Two	
	Years Three and Four	Years Five and Six
	b. suggest different ways that a locality could be changed and improved c. find answers to geographical questions through data collection d. analyse and present quantitative data in charts and graphs	b. draw conclusions about an enquiry using findings from fieldwork to support your reasoning c. evaluate evidence collected and suggest ways to improve this d. analyse quantitative data in pie charts, line graphs and graphs with two variables



Communication, Language & Literacy

Communication, Language & Literacy (CLL)

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

The CLL curriculum embraces the “head, heart and hand” model. Through using this model, we aim to provide our children with the knowledge and skills, to enable them to succeed. The teaching and learning of CLL skills are given a high priority within the Trust, including across the wider curriculum. We believe CLL is crucial to help develop pupils’ cultural, emotional and intellectual awareness, so individuals can fully participate in the world around them.

The Trust recognises all skills of language are essential to participating fully as a member of society. The Trust promotes a high-quality CLL education, which teaches pupils to speak and write fluently, and communicate their thoughts. Through reading and oracy, our pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature and oracy, play a key role in such development across our schools. Reading a wide range of literature also enables pupils to acquire knowledge and to build on previous learning.

The CLL curriculum understands the importance of cognitive science and the role this has in learners learning and applying skills and knowledge at a greater depth. The progressions of skills and knowledge in CLL subjects are based on the theory of building composite knowledge from smaller components. It is designed sequentially to allow pupils to build upon previous learning and link, where possible, with the other pivotal domains. This reduces cognitive load and strengthens neural connections through over learning.

-TOP Communication, Language & Literacy Domain Team

Oracy (Speaking & Listening)

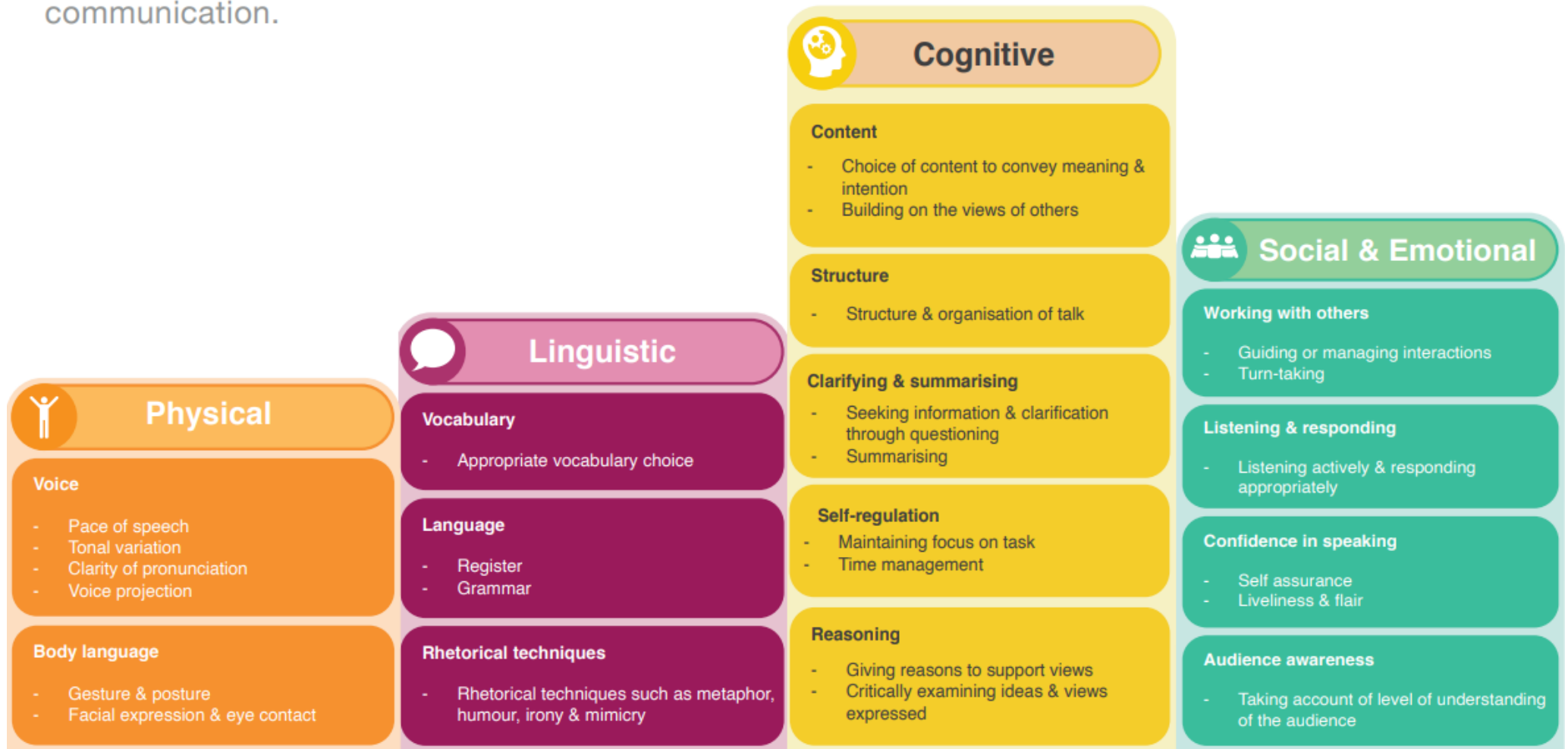
As a Trust, we believe that the development of oracy skills, are an integral part of the curriculum in their own right and provide a platform for all areas of learning and development to take place. We want to create an oracy rich community where every member has the skills to communicate effectively,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

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

We are using the Oracy Framework, overleaf, to support the understanding and development of oracy skills. The Oracy Framework comprises of four strands; physical, linguistic, cognitive, and social and emotional. This framework appreciates the complexities of spoken language and recognises the whole child holistically, in order to fully develop oracy skills.

The Oracy Framework

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



Oracy

Skills and Knowledge Progression (aligned with the Voice 21 strands)

Strands	Key Stage One	
	Year One	Year Two
Physical	a. use body language to show listening b. experiment with adjusting tone, volume and pace	a. use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea b. speak clearly and confidently in a range of contexts
Linguistic	a. use vocabulary specific to the topic at hand b. take opportunities to try out new language c. use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally d. use sentence stems to link to other ideas in group discussion (e.g. 'I agree with...because...' 'Linking to...')	a. adapt how they speak in different situations according to audience b. use sentence stems to signal when they are building on, or challenging, others' ideas c. use newly learnt vocabulary in an appropriate way
Cognitive	a. consider the merits of different viewpoints b. offer reasons for opinions c. disagree with someone else's ideas politely d. explain ideas and events in chronological order	a. ask questions to find out more about a subject b. build on others' ideas in a discussion c. make connections between what has been said and their own and others' experiences
Social and Emotional	a. listen carefully to others b. participate in group discussions independently of an adult	a. encourage everyone to contribute b. develop an awareness of audience e.g. what might interest a certain group c. confident delivery of short pre-prepared material

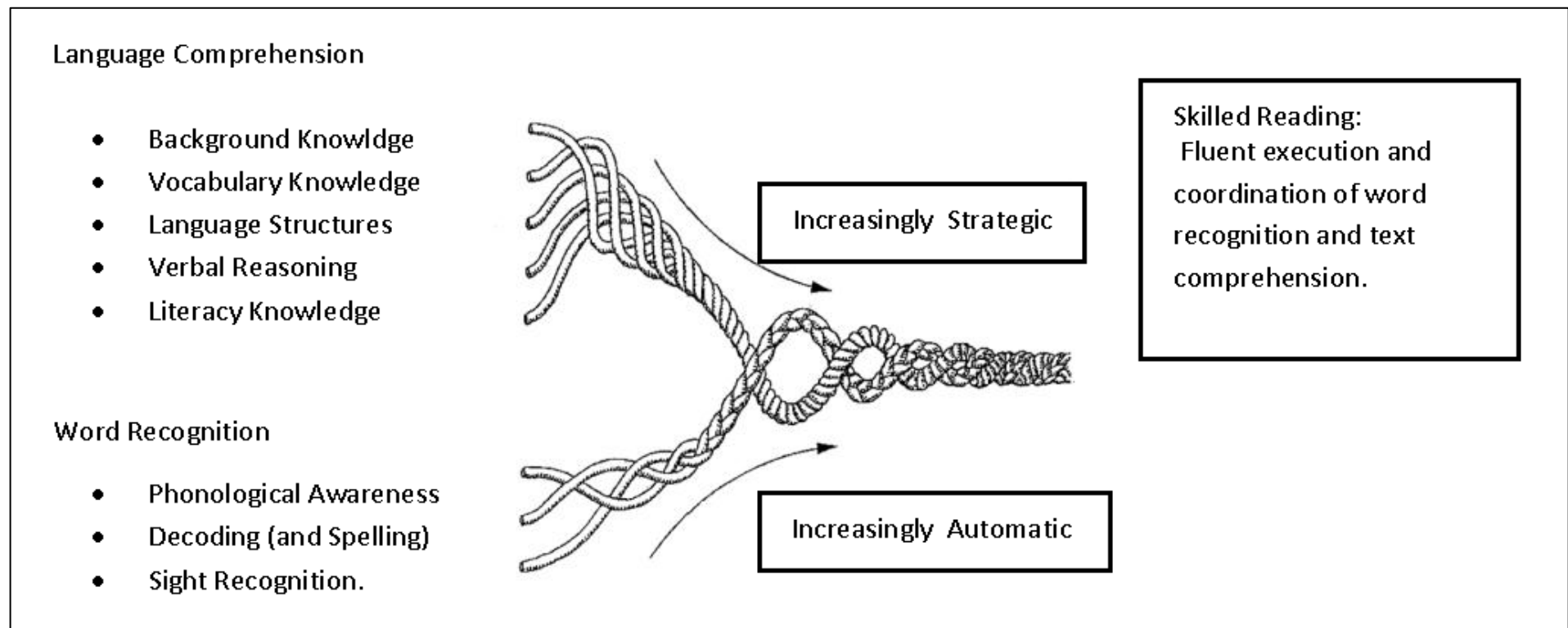
Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Physical	a. consider position and posture when addressing an audience b. experiment with adjusting tone, volume and pace for different audiences	a. consider movement when addressing an audience b. consider how tone, volume and pace influence meaning	a. for body language to become increasingly natural b. project their voice to a large audience	a. have a stage presence b. adjust tone, volume and pace for a given purpose and audience
Linguistic	a. begin to use specialist vocabulary b. be able to use specialist language to describe their own and others' talk c. begin to make precise language choices (e.g. delectable instead of nice)	a. carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk b. use specialist vocabulary when discussing a known topic	a. use an increasingly sophisticated range of sentence stems with accuracy b. select specific vocabulary appropriate to the topic at hand	a. vary sentence structures and length for effect when speaking b. be comfortable using idiom and expressions c. use sophisticated vocabulary appropriate to the context and purpose of talk
Cognitive	a. offer opinions that aren't their own b. reflect on discussions and identify how to improve c. be able to summarise a discussion d. reach shared agreement in discussions	a. be able to give supporting evidence e.g. citing a text, a previous example or a historical event b. ask probing questions c. reflect on their own oracy skills and identify areas of strength and areas to improve	a. draw upon knowledge of the world to support their own point of view and explore different perspectives b. identify when a discussion is going off topic and to be able to bring it back on track	a. construct a detailed argument or complex narrative b. assess different viewpoints and present counter-arguments c. spontaneously respond to questions, citing evidence where appropriate d. acknowledge and explain changes of position
Social and Emotional	a. listen actively, questioning and responding to others b. adapt the content of their speech for a specific audience c. speak with confidence in front of an audience	a. use more natural and subtle prompts for turn taking b. develop an awareness of audience c. consider the impact of their words on others when giving feedback	a. listening actively for extended periods of time b. speak with flair and passion	a. use humour effectively b. be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions c. develop an awareness of group dynamics and invite those who haven't spoken to contribute

Reading

The Teaching of Reading

The teaching of reading begins with children becoming phonologically aware through our discrete teaching of sounds using a recognised Systematic Synthetic Phonics programme. As a Trust, Scarborough's Reading Rope (below) is a fundamental model that illustrates our understanding of how to enable skilled reading within pupils at our schools. We promote rich reading opportunities within which these 'strands' develop over time with more teaching and experience.

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



-Scarborough, 2001

Reading

Skills Progression

Strands	Key Stage One	
	Year One	Year Two
Word Reading	a. apply phonic knowledge and skills as the route to decode words b. respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes c. read accurately by blending sounds in unfamiliar words containing GPCs that have been taught d. read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word e. read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings f. read other words of more than one syllable that contain taught GPCs g. read words with contractions, and understand that the apostrophe represents the omitted letter(s) h. read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words i. re-read these books to build up their fluency and confidence in word reading.	a. continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent b. read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes c. read accurately words of two or more syllables that contain the same graphemes as above d. read words containing common suffixes e. read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word f. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered g. read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation h. reread these books to build up their fluency and confidence in word reading
Comprehension	a. develop pleasure in reading, motivation to read, vocabulary and understanding b. listen to and discuss a wide range of poems, stories and non-fiction at a level beyond those they can read independently c. link what they read or hear to their own experiences d. become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics e. recognise and join in with predictable phrases f. learn to appreciate rhymes and poems to recite rhymes and poems by heart g. discuss word meanings, linking new meanings to those already known	a. develop pleasure in reading, motivation to read, vocabulary and understanding b. listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently c. discuss the sequence of events in books and how items of information are related d. become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales e. be introduced to non-fiction books that are structured in different ways f. recognise simple recurring literary language in stories and poetry

Strands	Key Stage One	
	Year One	Year Two
	h. develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher i. check that the text makes sense to them as they read and correcting inaccurate reading j. discuss the significance of the title and events k. make inferences on the basis of what is being said and done l. predict what might happen on the basis of what has been read so far m. participate in discussion about what is read to them, taking turns and listening to what others say n. explain clearly their understanding of what is read to them	g. discuss and clarify the meanings of words, linking new meanings to known vocabulary h. discuss their favourite words and phrases i. continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear j. develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher k. check that the text makes sense to them as they read, and correcting inaccurate reading l. make inferences on the basis of what is being said and done m. answer and ask questions n. predict what might happen on the basis of what has been read so far o. participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say p. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Word Reading	a. apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet b. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word		a. apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	
Comprehension	a. develop pleasure in reading, motivation to read, vocabulary and understanding b. discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks c. read books that are structured in different ways and read for a range of purposes d. use dictionaries to check the meaning of words that they have read e. increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally f. identify themes and conventions in a wide range of books g. prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action h. discuss words and phrases that capture the reader's interest and imagination i. recognise some different forms of poetry j. In books read independently: check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context k. ask questions to improve their understanding of a text l. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence m. predict what might happen from details stated and implied n. identify main ideas drawn from more than one paragraph and summarise these o. identify how language, structure, and presentation contribute to meaning p. retrieve and record information from non-fiction q. participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say		a. develop pleasure in reading, motivation to read, vocabulary and understanding b. read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks c. read books that are structured in different ways d. read for a range of purposes e. increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions f. recommend books that they have read to their peers, giving reasons for their choices g. identify and discuss themes and conventions in and across a wide range of writing h. make comparisons within and across books i. learn a wider range of poetry by heart j. prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience k. check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context l. ask questions to improve their understanding m. draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence n. predict what might happen from details stated and implied o. summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas p. identify how language, structure and presentation contribute to meaning q. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader r. distinguish between statements of fact and opinion s. retrieve, record and present information from non-fiction	

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			t. participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously u. explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary v. provide reasoned justifications for their views	

Writing

The Teaching of Writing

Writing across the trust follows a model from explicit teacher modelled instruction, to guided practice to independent writing. This happens both within lessons and across a sequence of lessons. High quality texts are selected and used to engage the children, and skills are taught and embedded ready for children to create their own writing for a planned purpose and audience. During explicit teacher modelling and guided practice, it is expected that the skills will be taught and modelled through shared writing and guided writing as part of the teaching and learning process.

Skills Progression

Strands	Key Stage One	
	Year One	Year Two
Composition, Cohesion and Effect		a. develop positive attitudes to writing, and build stamina, by writing narratives about personal experiences and those of others (real and fictional) b. write about real events, writing poetry and writing for different purposes
Planning	a. say out loud what they are going to write about independently b. choose what to write about c. orally rehearse, plan and develop own imaginative ideas for settings and characters in stories, using ideas from reading for some incidents and events d. begin to plan stories with a simple structure: beginning/middle/end e. assemble information on a subject e.g. food, pets	a. consider what they are going to write before beginning by: 1. planning or saying out loud what they are going to write about 2. encapsulating what they want to say, sentence by sentence 3. writing down ideas and/or key words, including new vocabulary b. plan own story with a logical sequence of events c. assemble information on a subject
Drafting & Writing: Narrative	a. compose a sentence orally before writing it b. write stories by sequencing sentences to form short narratives c. re-tell/imitate familiar stories and recounts events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event d. include story language and sentence patterns e.g. one day e. list words and phrases to describe details of first-hand experiences f. make some choices of appropriate vocabulary g. act out stories and portray characters and their motives	a. imitate or adapt familiar stories about familiar characters b. write own story, grouping complete sentences together to tell each part c. use some appropriate story language d. maintain consistency in tense e. write some dialogue (no expectation of speech punctuation) f. suggest viewpoint with brief comments or questions on actions or situations

Strands	Key Stage One	
	Year One	Year Two
Drafting & Writing: Non-Narrative	a. sequence sentences to write simple non-fiction text types linked to topics of interest/study or to personal experience b. begin to make some choices of appropriate vocabulary (e.g. defensive, wooden castle as opposed to haunted, spooky castle) c. use simple features correctly e.g. greeting in a letter, numbers in a list	a. write simple information texts, incorporating labelled pictures and diagrams and use language appropriate to the text type b. use some features of the given form maintaining consistency in purpose and tense c. suggest viewpoint with brief comments or questions on actions or situations
Drafting & Writing: Poetry	a. continue and use a repeating pattern in poetry writing	a. choose words carefully for effect in poetry, e.g. use of alliteration b. write poems following a modelled style
Proof-reading, editing and evaluating	a. discuss what they have written with the teacher or other pupils a. re-read what they have written to check that it makes sense b. begin to proofread and edit for capitals, full stops and phonetically implausible spellings	a. make simple additions, revisions and corrections to writing by: 1. proof-reading to check for errors in spelling, grammar and punctuation 2. evaluating writing with the teacher and other pupils 3. re-reading to check writing makes sense and that tenses are used correctly and consistently
Presenting	a. read aloud their writing clearly enough to be heard by peers and teacher.	a. read aloud what has been written with appropriate intonation to make the meaning clear.
Vocabulary, Grammar And Punctuation	a. understand how words can combine to make sentences b. begin to use co-ordination (and, but, or) to join clauses c. separate words with spaces d. demarcate most writing with capital letters and full stops e. begin to use question marks to demarcate sentences f. show awareness of capital letters for names of people, places and the days of the week g. use a capital letter for the personal pronoun 'I' h. begin to use subordination to join clauses (because, when, if) i. Begin to use the past and present tense	a. form nouns using suffixes (-ness, -er) and by compounding e.g. snowman b. form adjectives using suffixes such as -ful, -less c. use suffixes -er, -est, -ly to turn adjectives into adverbs d. use conjunctions for subordination (when, if, that, because) and co-ordination (or, and, but) e. use expanded noun phrases for description and specification, e.g the blue butterfly, plain flour, the man in the moon f. understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command g. use present tense/ past tense consistently throughout writing h. use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting i. use capital letters, full stops, question marks and exclamation marks to demarcate sentences

Strands	Key Stage One	
	Year One	Year Two
		j. use capital letters for names of people, places and the days of the week k. use commas to separate items in a list l. use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. the girl's name m. learn how to use the possessive apostrophe (singular nouns)
New Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, past and present tense.	noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, past tense, present tense, apostrophe, comma
Handwriting	a. sit correctly at a table, holding a pencil comfortably and correctly b. form lower-case letters in the correct direction and size in relation to one and other, starting and finishing in the right place c. form capital letters in the correct size and orientation in comparison to each other: 1. Straight line: E F H I L T 2. Straight and slant line: A K M N V W X Y Z 3. Straight and curly line: B D G J P Q R U 4. Curly line: C S O d. Understand which letters belong to which handwriting 'families'	a. form lower-case letters of the correct size relative to one another b. start using some of the diagonal and horizontal strokes needed to join letters (starting with digraphs) and understand which letters, when adjacent to one another, are best left unjoined c. write capital letters of the correct size, orientation and relationship to one another and to lower-case letters d. use spacing between words that reflects the size of the letters

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Composition, Cohesion and Effect	a. write in a range of genres/forms, taking account of different audiences and purposes			
Planning	a. compose and rehearse sentences orally, varying sentence structures b. rehearse dialogue c. discuss and record ideas d. identify key features in similar texts (structure, vocabulary and grammar)		a. identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own b. note and develop initial ideas, drawing on reading and research where necessary c. consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	a. identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own b. note and develop initial ideas, drawing on reading and research where necessary c. consider how authors have developed characters and settings d. maintain a clear focus when selecting context to plan quickly and effectively
Drafting and Writing: Narrative	a. create settings, characters and plot b. sequence events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary c. use paragraphs to indicate a change in setting, character, time (rather than simply reflecting stages in planning) d. use Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done e. include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors) f. begin to develop mood and atmosphere using a range of vocabulary and dialogue between characters g. begin to include details expressed in ways that engage the reader h. begin to imitate authorial techniques gathered from the reading of narrative texts		a. précis longer passages b. use wide range of devices to build cohesion within and across paragraphs c. experiment with form in narrative writing e.g. flashbacks, alternative perspectives d. vary openings and endings in narrative e.g. use of dialogue, cliff hangers e. select appropriate grammar and vocabulary f. vary pace of writing use expressive and figurative language g. make use of structures that do not reflect spoken language	a. précis longer passages b. use a wide range of devices to build cohesion within and across paragraphs c. show flexibility in the use of narrative e.g. ability to experiment with story opening d. write a well-structured opening and appropriate ending e. understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing f. describe setting, characters and atmosphere

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			h. develop some aspects of characterisation through what characters say and do i. describe setting, characters and atmosphere j. integrate dialogue to convey character and advance the action	g. integrate dialogue to convey character and advance the action h. maintain interest for the reader through varied devices, structures and features i. develop points of view and 'authorial voice' e.g. asides to reader
Drafting and Writing: Non-Narrative	a. use simple organisational devices in non-narrative material, e.g. headings b. make notes from several sources of information and turn them into sentences c. begin to use paragraphs to group related materials d. use organisational devices to aid conciseness, e.g. numbered lists or headings	a. use simple organisational devices in non-narrative material, e.g. sub-headings b. organise or categorise information based on notes from several sources c. use paragraphs to organise ideas around a theme d. group information, often moving from general to more specific detail e. begin to select and use formal and informal styles and vocabulary appropriate to the purpose/reader f. begin to use techniques to get the reader on side (address them to engage or persuade)	a. use organisational and presentational devices to structure text and guide reader b. construct appropriate introductions and conclusions c. maintain style (appropriate to form, subject or audience) to sustain interest d. develop ideas logically e. use features of a range of text types independently f. consider and evaluate different viewpoints (own and others')	a. précis longer passages b. use organisational and presentational devices to structure text and guide reader c. write well-structured introductions and appropriate conclusions d. use paragraphs purposefully to clearly structure main ideas across the text e. maintain interest for the reader through varied devices, structures and features f. choose appropriate presentational features to organise information and aid understanding g. develop points of view and 'authorial voice', e.g. viewpoints in discursive texts h. move between standard and non-standard forms of English appropriately i. choose register (formal/informal, personal/impersonal) appropriately and for effect

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Drafting and Writing: Poetry	a. write poems using the features of poetic forms studied	a. write poems imitating poetic structures studied b. include details expressed in ways that engage the reader	a. use expressive and figurative language and experiment with writing poetry using different forms	a. create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a poem b. make appropriate use of structure in poetry, according to chosen form e.g. rhythmic or syllable patterns taking account of different audiences and purposes
Proof-reading, editing and evaluating	a. proof-read for spelling and punctuation errors b. evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences c. evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements		a. assess the effectiveness of their own and other's writing b. propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning c. ensure the consistent and correct use of tense throughout a piece of writing d. ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register e. proof-read for spelling and punctuation errors	
Presenting	a. read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear		a. perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.	
Vocabulary, Grammar and Punctuation	a. form nouns using a range of prefixes, e.g. super-, anti-, auto- b. use 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box c. understand word families based on common words, showing how words are related in form and	a. understand the grammatical difference between plural and possessive -s b. use Standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done c. expand noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g.	a. convert nouns or adjectives into verbs using suffixes, e.g. -ate; -ise; -ify b. understand verb prefixes, e.g. dis-, de-, mis-, over- and re- c. use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	a. understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, including the subjunctive form b. use perfect form to mark relationship of time c. understand how words are related by meaning as synonyms and antonyms

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	meaning, e.g. solve, solution d. express time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions, e.g. before, after, during, in, because of e. understand paragraphs as a way to group related material f. understand how headings and sub-headings aid presentation g. use present perfect form of verbs instead of the simple past, e.g. 'He has gone out to play' contrasted with 'He went out to play' h. begin to use inverted commas to punctuate direct speech	the teacher expanded to: the strict maths teacher with curly hair) d. use fronted adverbials, e.g. Later that day, I heard the bad news. e. use paragraphs to organise ideas around a theme f. choose appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition g. use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" h. use apostrophes to mark plural possession, e.g. the girl's name, the girls' names i. use commas after fronted adverbials	d. indicate degrees of possibility using adverbs, e.g. perhaps, surely, or modal verbs, e.g. might, should, will, must e. use devices to build cohesion within a paragraph, e.g. then, after that, this, firstly f. link ideas across paragraphs using adverbials of time, e.g. later, place, e.g. nearby, and number, e.g. secondly, or tense choices, e.g. he had seen her before g. use brackets, dashes or commas to indicate parenthesis h. use commas to clarify meaning or avoid ambiguity i. use bullet points to list information	d. understand how use of the passive effects the presentation of information in a sentence e. link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis f. understand layout devices (headings, sub-heading, columns, bullets, tables) g. use a semi-colon, colon or dash to mark the boundary between independent clauses h. understand how hyphens can be used to avoid ambiguity [for example, man-eating shark versus man-eating shark, or recover versus re-cover]
New Terminology	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas Formally introduce time adverbs (rather than time words)	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, colon, semi-colon, bullet points
Handwriting	a. use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined b. increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)		a. write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters b. choose the writing implement that is best suited for a task	

Writing Genres

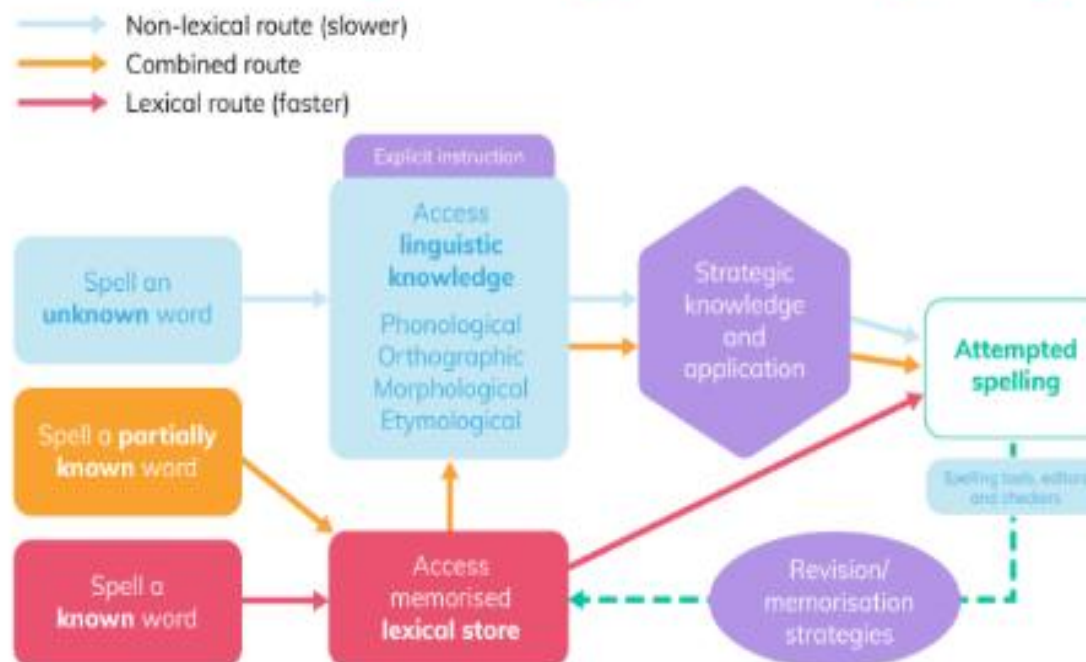
Children in KS1 and KS2 will have exposure to a wide variety of genres, which will cover non-fiction, fiction and poetry. Throughout their primary education, children will have opportunities to write to explain, write to describe, write a narrative, including through storytelling, write persuasively, and write a letter or journal. Coverage of writing genres is planned and monitored at a local school level.

The Teaching of Spelling

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

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

The lexical-linguistic approach to spelling



Spelling

Knowledge and Skills Progression

Key Stage One	
Year One	Year Two
a. spell words containing the 40+ phonemes taught b. spell the days of the week c. spell common exception words d. make phonetically plausible choices for spellings e. name letters of the alphabet in order f. use letter names to distinguish between alternative spellings of same sound g. use regular plural noun suffixes –s or –es h. add suffixes to verbs where no change is needed in the spelling of root words i. understand regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun j. understand that suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	a. segment spoken words into phonemes and representing these by graphemes, spelling many correctly b. learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling c. add –ing, -ed, -er, -est d. add ‘-es’ to nouns and verbs ending in ‘y’ e. add suffixes: -ful, -less, -ly, -ment, -ness f. homophones (there/ their/ they’re, to/too/two, here/hear) g. learn to spell words with contracted forms

Key Stage Two

Years Three and Four	Year Five	Year Six
a. spell words with endings sounding like –sion, -cian, -tion, -ssion b. add prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ add prefixes ‘anti-’ and ‘inter-’ c. add suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) d. add suffixes ‘-ous’, ‘-ly’ to words ending in ‘y’, ‘le’ and ‘ic’ e. add suffix ‘ation’ f. spell words ending with ‘-sure’ and ‘-ture’ g. use possessive apostrophe with plurals h. spell words with /k/ sound spelt ‘ch’ e.g. scheme, chorus i. spell words with the /sh/ sound spelt ‘ch’ e.g. chef, chalet j. spell words with the /g/ sound spelt ‘gue’ and the /k/ sound spelt ‘que’ e.g. morgue and unique k. spell words with the /s/ sound spelt ‘sc’ e.g. science l. spell words with the /l/ sound spelt ‘ei, ‘eigh’ or ‘ey’ e.g. vein, weigh, they m. spell homophones	a. spell words with the letter string ‘ough’ b. spell words ending in ‘-able’/ ‘-ably’ and ‘-ible’/‘-ibly’ c. spell words with the /i:/ sound spelt ei after c e.g. deceive, conceive d. spell homophones e. spell words with ‘silent’ letters f. use spelling journals for etymology g. use a dictionary to support learning word roots, derivations and spelling patterns h. use strategies at the point of writing: using etymological/ morphological strategies for spelling	a. add suffixes beginning with vowels to words ending in ‘-fer’ b. spell words with endings that sound like /ʃəs/ spelt ‘-cious’ or ‘-tious’ c. spell words with endings that sound like /ʃəl/ spelt ‘-cial’ or ‘-tial’ - d. e. spell words ending ‘-cial’ and ‘-tial’ f. spell words ending in ‘ant’, ‘-ance and ‘-ancy’ g. spell words ending ‘-ent’, ‘-ence’ and ‘-ency’

Modern Foreign Languages

Across The Trust, we use 'Language Angels' to help provide our knowledge and skills progression, for children in KS2. Whilst children in EYFS/KS1 do not receive explicit teaching of another language, they may have exposure to other languages and explore cultural differences.

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

- Foster an interest in learning another language.
- Stimulate and encourage learner's curiosity about language.
- Introduce young learners to additional languages in a way that is enjoyable and fun.
- Help learners to understand cultural differences in other countries.
- Develop their speaking and listening skills.

Key	E	Early Language
	I	Intermediate
	P	Progressive
	X	Extra Teaching

Modern Foreign Languages: French

Language Angels Unit Coverage

Key Stage 1	Year 3	Year 4	Year 5	Year 6
<i>Children may have exposure to other languages and explore cultural differences.</i>	<u>I am learning French</u> - find France on a map and be able to recall at least 1 Francophone country - use key greetings - ask and answer the question 'How are you?' in French - ask and answer the question 'What is your name?' in French - count to 10 in French - read, write, say and recognise 10 colours in French	<u>Presenting Myself (I)</u> - count to 20 - say their name and age - say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. - tell you where they live - tell you their nationality and understand basic gender agreement rules	<u>Do you have a pet? (I)</u> - repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. - tell somebody in French if they have or do not have a pet - ask somebody else in French if they have a pet. - tell somebody in French the name of their pet - attempt to create a longer phrase using the conjunctions <i>et</i> ("and") or <i>mais</i> ("but")	<u>At School (P)</u> - repeat and recognise the vocabulary for school subjects - say what subjects they like and dislike at school. - say why they like/ dislike certain school subjects. - tell the time (on the hour) in French - say what time they study certain subjects at school
	<u>Fruits</u> - name and recognise up to 10 fruits in French with the correct article. - attempt to spell some of these nouns - ask somebody in French if they like a particular fruit. - say what fruits they like and dislike.	<u>Family (I)</u> - tell somebody the members, names and various ages of either their own or a fictional family in French - continue to count in French, with the option of reaching 100, enabling pupils to say the age of various family members. - understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French - move from 1st person singular to 3rd person	<u>Weather (I)</u> - repeat and recognise the vocabulary for weather in French - ask and say what the weather is like today - create a French weather map. - describe the weather in different regions of France using a weather map with symbols.	<u>The Weekend (P)</u> - ask what the time is in French - tell the time accurately in French - learn how to say what they do at the weekend in French - learn to integrate connectives into their work - present an account of what they do and at what time at the weekend

		singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have)		
	• <u>Musical Instruments</u> - recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner - understand articles/determiners further and that the definite article/determiner 'the' has a plural form in French - learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments.	<u>In the Classroom (I)</u> - remember and recall 12 classroom objects with their indefinite article/determiner - replace an indefinite article/determiner with a possessive adjective - say and write what they have and do not have in their pencil case.	<u>Clothes (I)</u> - repeat and recognise the vocabulary for a variety of clothes in French - use the appropriate genders and articles for these clothes. - use the verb porter in French with increasing confidence. - say what they wear in different weather/situations. - describe clothes in terms of their colour and apply adjectival agreement - use the possessives with increased accuracy.	<u>Me in the World (P)</u> - learn about the many countries in the Francophone world - learn about different festivals (religious and non-religious) around the world - explore how we are different and yet all the same. - explore how we can all help to protect our planet - learn to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country)



Mathematics

Mathematics

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

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

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

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

All schools within the Trust follow a consistent approach to early mathematics by using the Mastering Number programme across Key Stage 1. This programme supports pupils in developing strong number sense and fluency through short, daily sessions that focus on understanding number relationships, composition, and calculation strategies. By prioritising depth of understanding and mathematical talk, pupils build secure foundations in number that enable them to reason, explain their thinking, and apply their knowledge confidently. The programme aligns with the Trust's wider mastery approach to mathematics, ensuring that pupils develop a deep, connected understanding of key concepts from the earliest stages of their learning.

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

We are committed to ensuring assessment drives adjustments and innovation in learning, enabling us to evolve in line with the needs of children and cohorts.

-TOP Maths Domain Team

Mathematics

Teaching for Mastery

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

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

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

Coherence

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

Representation and Structure

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

Mathematical Thinking

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

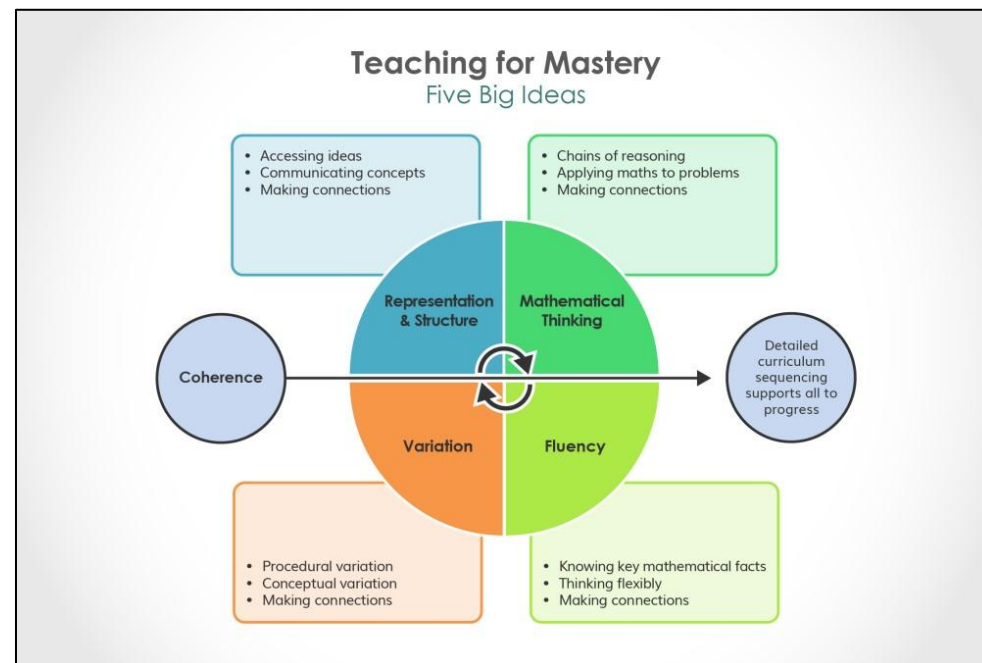
Fluency

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

Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the

sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.



-NCETM, 2023

Mathematics

Skills and Knowledge Progression

Schools adapt the National Curriculum using either the White Rose Scheme of work, Power Maths Scheme, Ready to Progress or NCETM Curriculum Prioritisation Approach in Mathematics so some aspects of the National Maths Curriculum may be introduced and taught in different year groups. All schools use Mastering Number at Key Stage One.

Strands	Key Stage One	
	Year One	Year Two
Number & Place Value	a. count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number b. count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens c. given a number, identify one more and one less d. identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, e. more than, less than (fewer), most, least f. read and write numbers from 1 to 20 in numerals and word	a. count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward b. recognise the place value of each digit in a two-digit number (tens, ones) c. identify, represent and estimate numbers using different representations, including the number line d. compare and order numbers from 0 up to 100; use and = signs e. read and write numbers to at least 100 in numerals and in words f. use place value and number facts to solve problems
Addition & Subtraction	a. read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs b. represent and use number bonds and related subtraction facts within 20 c. add and subtract one-digit and two-digit numbers to 20, including zero d. solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	a. solve problems with addition and subtraction: 1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures 2. applying their increasing knowledge of mental and written methods b. recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 c. add and subtract numbers using concrete objects, pictorial representations, and mentally, including: 1. a two-digit number and ones 2. a two-digit number and tens 3. two two-digit numbers 4. adding three one-digit numbers d. show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Strands	Key Stage One	
	Year One	Year Two
		e. recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
Multiplication & Division	a. 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	a. recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers b. calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals ($=$) signs c. show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot d. solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Fractions, Decimals & Percentages	a. recognise, find and name a half as one of two equal parts of an object, shape or quantity b. recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	a. recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity b. write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half
Measurement	a. 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] f. measure and begin to record the following: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) g. recognise and know the value of different denominations of coins and notes h. sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] i. recognise and use language relating to dates, including days of the week, weeks, months and years	a. choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels b. compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ c. recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value d. find different combinations of coins that equal the same amounts of money e. solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change f. compare and sequence intervals of time g. tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times h. know the number of minutes in an hour and the number of hours in a day

Strands	Key Stage One	
	Year One	Year Two
	j. tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	
Properties of Shapes	a. 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]	a. identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line b. identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces c. identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] d. compare and sort common 2-D and 3-D shapes and everyday objects
Position & Direction	a. describe position, direction and movement, including whole, half, quarter and three-quarter turns	a. order and arrange combinations of mathematical objects in patterns and sequences b. use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
Statistics		a. interpret and construct simple pictograms, tally charts, block diagrams and simple tables b. ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity c. ask and answer questions about totalling and comparing categorical data

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Number & Place Value	a. count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number b. recognise the place value of each digit in a three-digit number (hundreds, tens, ones) c. compare and order numbers up to 1000 d. identify, represent and estimate numbers using different representations e. read and write numbers up to 1000 in numerals and in words f. solve number problems and practical problems involving these ideas	a. count in multiples of 6, 7, 9, 25 and 1000 b. find 1000 more or less than a given number c. count backwards through zero to include negative numbers d. recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) e. order and compare numbers beyond 1000 f. identify, represent and estimate numbers using different representations g. round any number to the nearest 10, 100 or 1000 h. solve number and practical problems that involve all of the above and with increasingly large positive numbers i. read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value	a. read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit b. count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 c. interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero d. round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 e. solve number problems and practical problems that involve all of the above f. read Roman numerals to 1000 (M) and recognise years written in Roman numerals	a. read, write, order and compare numbers up to 10 000 000 and determine the value of each digit b. round any whole number to a required degree of accuracy c. use negative numbers in context, and calculate intervals across zero d. solve number problems and practical problems that involve all of the above
Addition & Subtraction	b. add and subtract numbers mentally, including: 1. a three-digit number and ones 2. a three-digit number and tens 3. a three-digit number and hundreds c. add and subtract numbers with up to three digits, using formal written	b. add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate c. estimate and use inverse operations to check answers to a calculation d. solve addition and subtraction two-step problems in contexts,	b. add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) c. add and subtract numbers mentally with increasingly large numbers d. use rounding to check answers to calculations and determine, in the context of	a. perform mental calculations, including with mixed operations and large numbers b. use their knowledge of the order of operations to carry out calculations involving the four operations c. solve addition and subtraction multi-step problems in contexts, deciding which operations

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

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			g. multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 h. recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) i. solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes j. solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign k. solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	out calculations involving the four operations
Fractions, Decimals & Percentages	a. count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 b. recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators c. recognise and use fractions as numbers: unit fractions	a. recognise and show, using diagrams, families of common equivalent fractions b. count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten c. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including	a. compare and order fractions whose denominators are all multiples of the same number b. identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths c. recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements	a. use common factors to simplify fractions; use common multiples to express fractions in the same denomination b. compare and order fractions, including fractions >1 c. add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions d. multiply simple pairs of proper fractions, writing the

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	and non-unit fractions with small denominators d. recognise and show, using diagrams, equivalent fractions with small denominators e. add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] f. compare and order unit fractions, and fractions with the same denominator g. solve problems that involve all of the above	non-unit fractions where the answer is a whole number d. add and subtract fractions with the same denominator e. recognise and write decimal equivalents of any number of tenths or hundredths f. recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ g. find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths h. round decimals with one decimal place to the nearest whole number i. compare numbers with the same number of decimal places up to two decimal places j. solve simple measure and money problems involving fractions and decimals to two decimal places.	>1 as a mixed number [for example, $2\frac{5}{45} = 6\frac{5}{115}$] d. add and subtract fractions with the same denominator and denominators that are multiples of the same number e. multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams f. read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] g. recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents h. round decimals with two decimal places to the nearest whole number and to one decimal place i. read, write, order and compare numbers with up to three decimal places j. solve problems involving number up to three decimal places k. recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal l. solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and those	answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] e. divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] f. associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] g. identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places h. multiply one-digit numbers with up to two decimal places by whole numbers i. use written division methods in cases where the answer has up to two decimal places j. solve problems which require answers to be rounded to specified degrees of accuracy k. recall and use equivalences between simple fractions, decimals and percentages including in different context

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			fractions with a denominator of a multiple of 10 or 25.	
Measurement	a. measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) b. measure the perimeter of simple 2-D shapes c. add and subtract amounts of money to give change, using both £ and p in practical contexts d. tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks e. estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight f. know the number of seconds in a minute and the number of days in each month, year and leap year g. compare durations of events [for example to calculate the time taken by particular events or tasks]	a. convert between different units of measure [for example, kilometre to metre; hour to minute] b. measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres c. find the area of rectilinear shapes by counting squares d. estimate, compare and calculate different measures, including money in pounds and pence e. read, write and convert time between analogue and digital 12- and 24-hour clocks f. solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	a. convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) b. understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints c. measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres d. calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes e. estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] f. solve problems involving converting between units of time g. use all four operations to solve problems involving measure [for example, length, mass, volume,	a. solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate b. use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places c. convert between miles and kilometres d. recognise that shapes with the same areas can have different perimeters and vice versa e. recognise when it is possible to use the formulae for area and volume of shapes f. calculate the area of parallelograms and triangles g. calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
			money] using decimal notation, including scaling	
Properties of Shapes	a. draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them b. recognise angles as a property of shape or a description of a turn c. identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle d. identify horizontal and vertical lines and pairs of perpendicular and parallel lines	a. compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes b. identify acute and obtuse angles and compare and order angles up to two right angles by size c. identify lines of symmetry in 2-D shapes presented in different orientations d. complete a simple symmetric figure with respect to a specific line of symmetry	a. identify 3-D shapes, including cubes and other cuboids, from 2-D representations b. know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles c. draw given angles, and measure them in degrees ($^{\circ}$) d. identify: 1. angles at a point and one whole turn (total 360°) 2. angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) 3. other multiples of 90° e. use the properties of rectangles to deduce related facts and find missing lengths and angles f. distinguish between regular and irregular polygons based on reasoning about equal sides and angles	a. draw 2-D shapes using given dimensions and angles b. recognise, describe and build simple 3-D shapes including making nets c. compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons d. illustrate and name parts of circle, including radius, diameter and circumference and know that the diameter is twice the radius e. recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
Position & Direction		a. describe positions on a 2-D grid as coordinates in the first quadrant b. describe movements between positions as translations of a given unit to the left/right and up/down c. plot specified points and draw sides to complete a given polygon	a. identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	a. describe positions on the full coordinate grid (all four quadrants) b. draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Statistics	a. interpret and present data using bar charts, pictograms and tables b. solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables	a. solve comparison, sum and difference problems using information presented in a line graph b. complete, read and interpret information in tables, including timetables	a. interpret and construct pie charts and line graphs and use these to solve problems b. calculate and interpret the mean as an average	a. interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs b. solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
Ratio & Proportion				a. solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts b. solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and use percentages for comparison c. solve problems involving similar shapes where the scale factor is known or can be found
Algebra				a. use simple formulae b. generate and describe linear number sequences c. express missing number problems algebraically d. find pairs of numbers that satisfy e. number sentences involving two unknowns f. enumerate possibilities of combinations of two variables

Mastering Number Overview for Key Stage One

Reception

Term 1	Term 2	Term 3
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek

Year One

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system. Pupils will: • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number • explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and number lines and identify the differences between them	Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols). Pupils will: • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number • explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes • explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure	Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'. Pupils will: • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) • practise retrieving previously taught facts and reason about these

Year Two

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system. Pupils will: • review the composition of the numbers 6 to 9 as '5 and a bit' • compare numbers using the language of comparison and use the symbols $<$ $>$ $=$ • review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 • review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9 • consolidate their understanding of the numbers 10 and 20 as '10 and a bit' • consolidate their understanding of the linear number system to 20 and reason about midpoints	Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. Pupils will: • explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure • use doubles to calculate near doubles • use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 • use known number bonds within 10 to calculate within 20, working within the 10-boundary • use their knowledge of bonds of 10 to find three addends that sum to 10 • use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary • use their understanding of the linear number system to 10 to position multiples of 10 on a 0 - 100 number line and reason about midpoints	Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. Pupils will: • continue to explore a range of strategies to subtract across the 10-boundary • review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 • practise previously explored strategies to support their reasoning about inequalities and equations • review doubles and near doubles and transform additions in which two addends are adjacent odd/even numbers into doubles • consolidate previously taught facts and strategies through continued, varied practice



Physical Development

Physical Development

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

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

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

Our Physical Development curriculum is underpinned by Head, Heart & Hand model.

Head - Cognition, understanding, thinking skills, knowledge, problem solving, developing tactics and strategies, rules, ethics, and an understanding of health, fitness and the human body.

Heart - Effort, character development, grit, resilience and the ability to 'bounceback'. Respect for the rules, and for each other, leadership and communication, teamwork and communication and other traits crucial to collaborative work.

Hand - Practical application of the knowledge and understanding acquired through physical literacy. Fitness levels, and execution of isolated skills and under pressure.

-TOP Physical Development Domain Team

Physical Development

Skills and Knowledge Progression

Strands	Key Stage One	Key Stage Two	
		Year Three & Four	Year Five & Six
Games	a. pass and move the ball to others in a range of ways with confidence b. begin to apply and combine a variety of skills c. develop strong spatial awareness d. understand the importance of rules in games e. start to develop the concept of winning and losing f. develop simple tactics and use them appropriately	a. understand tactics by starting to vary how they respond b. vary skills, actions and ideas and link these in ways that suit the activity of the game c. begin to communicate with others during game situations d. use skills with coordination and control e. develop own rules for new games f. work well in a group to develop various games g. begin to understand how to compete with each other in a controlled manner	a. vary skills, actions and ideas and link these in ways that suit the activity of the game b. show confidence in using ball skills in various ways, and can link these together effectively c. understand how to keep possession of the ball during game situations d. consistently use skills with coordination, control and fluency e. take part in competitive games with a strong understanding of tactics and composition f. compare and make comment on game play and skills
Gymnastics	a. explore and copy actions and movements to create their own basic short sequence b. travel in a variety of ways and directions with increasing body control and care c. jump in a mixture of different styles landing with increasing control and balance d. hold a still shape whilst balancing on different points of the body e. begin to show in isolation a contrast of height in different movements	a. use simple but effective language when talking about routines and techniques b. create a sequence of actions and movements that fit a certain theme c. use an increasing range of actions, directions and levels in their sequences d. when balancing, recognise and understand their centre of gravity and how this may affect the balance e. consolidate good technique when travelling, balancing and using equipment f. develop and demonstrate both accuracy and control during sequences	a. understand and use complex gymnastic vocabulary to compare and improve work b. explore and show both precise and control of body parts in placement during their actions, shapes and balances c. show creativity and imagination to develop their own fluent sequences d. select different elements that link smoothly into one another to build fluency e. combine equipment with movement to create sequences f. perform and apply a variety of techniques and skills consistently with both procession and consistency during a performance

Strands	Key Stage One	Key Stage Two	
		Year Three & Four	Year Five & Six
Athletics	a. begin to use correct simple athletics based vocabulary b. show a change of pace and direction safely when travelling c. demonstrate a variety of different stride lengths d. show competency when hopping with both feet e. perform and compare the different types of jumps with a safe landing f. combine different jumps together with control g. show understanding of how to jump for height, and distance jump with an element of accuracy and control h. demonstrate how to throw different types of equipment in a variety of different forms both for accuracy and distance	a. demonstrate and discuss with some confidence the technique on how to sprint b. change speed over a distance smoothly c. combine running with the understanding of how to jump over a low set hurdles with consistency d. show understanding of an effective take-off for the standing long jump e. show an understanding of an effective flight phase for the standing long jump f. show an understanding of a controlled and safe landing of all jumps g. demonstrate and explain a push throw h. demonstrate and explain a pull throw i. build on a range of techniques for a variety of different throwing actions for both accuracy and increased distance j. be able to perform a range of skills and techniques applying them within conditioned activities	a. use more complex athletics' based vocabulary when comparing and analysing performance b. demonstrate independently the ability to understand and select the most appropriate pace for different distances and elements of a race/run c. explain and demonstrate the importance of stamina when running d. explore a range of ways to accelerate from starting positions and be able to explain their preferred position e. perform as a team to competitively produce a relay performance f. perform and link with fluency a run up to improve long jump performance g. demonstrate control and understanding of the different stages of the triple jump h. understand and describe the correct technique for the javelin i. perform the athletic movement of the shot put with increasing fluency and control j. measure and record the distance of their throws k. support and help their peers in improving their athletic performance l. take part in competitive athletics events showing a strong understanding of tactics and composition
Dance	a. copy, remember and repeat actions b. begin to show mood and feeling to develop their artistic dance skills c. create a short basic movement sequence inspired by a stimulus d. change the speed and level of their actions e. move in time to music	a. begin to use simple dance vocabulary b. watch, copy and perform a dance of contrasting styles c. compose longer dance sequences in a small group building in fluency d. begin to be able to improvise on their own	a. use more complex dance vocabulary to compare and improve work b. modify and improve different elements of a sequence or routine as a result of self-reflection and peer evaluation c. create and compose individual, partner and group sequences and routines that reflect the chosen dance style

Strands	Key Stage One	Key Stage Two	
		Year Three & Four	Year Five & Six
	f. improve the timing of their actions	e. demonstrate and understand the need for rhythm and spatial awareness f. further develop character and explore the narrative ideas of a routine g. competently be able to explore speed, shapes, directions, pathways and levels within a sequence	d. perform their sequence and routines in time to linked music e. demonstrate creativity and imagination in all of their movements in response to stimuli f. demonstrate dramatic expressions both in the face and the body within movements and sequences g. perform and apply a variety of skills and techniques confidently, consistently and with precision h. understand how to link movements to ensure that transitions are fluent
Outdoor Adventurous Activities (OAA)		a. orientate simple maps and plans b. mark and find control points c. co-operate and share roles within a group d. listen to each other's ideas when planning a task e. follow rules to keep self and others safe f. show resilience when plans do not work and initiative to try new ways of working	a. draw maps and plans setting simple trails for others to follow b. be able to use the compass points c. plan and share roles within the group based on each other's strengths and weaknesses d. understand individuals' roles and responsibilities e. adapt roles or ideas if they are not working f. recognise how to keep themselves and others safe g. plan strategies to solve problems h. implement and refine strategies
Swimming		a. swim competently, confidently and proficiently over a distance of at least 25 metres b. use a range of strokes effectively – e.g. front crawl, backstroke and breaststroke c. perform safe self-rescue in different water-based situations	



P.S.H.E.

P.S.H.E.

At the Oak Partnership Trust, we believe that PSHE develops and promotes children's knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. PSHE follows the head, heart and hand philosophy.

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

We use Jigsaw, in our mainstream schools, as our chosen teaching and learning programme, which provides a framework to allow children to build upon previous learning and apply this in other areas. We also retain flexibility to tailor it to the needs of the pupils and respond to the ever-changing needs of our communities while being innovative and creative. Naturally, PSHE offers a variety of opportunities for the children to develop their oracy skills, whether it is through planned or unplanned teaching activities. Rich discussions on taught subjects will enable the children to become more confident and develop their cultural capital locally, nationally and globally.

Children will be taught to have respect for themselves, and for others, within our local, national and global communities.

PSHE supports our children to:

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

- Prepare for the opportunities, responsibilities and experiences of later life.

Through our Jigsaw curriculum, children may be identified as needing additional support with PSHE. In our mainstream schools, we consequently offer opportunities to develop their learning further through ELSA, working with other agencies, like MHST and pastoral support, helping our most **disadvantaged** children as appropriate.

Our planned PSHE curriculum is inclusive of citizenship and the statutory health and relationship requirements, and it promotes the moral, spiritual and cultural development of our learners as well as supports children to learn and uphold British values.

As our children continue to recover from COVID, we recognise the importance of supporting their mental well-being. Our broad and balanced PSHE curriculum helps children develop the necessary skills to celebrate successes, manage difficult emotions and build resilience.

- TOP P.S.H.E. Domain Team

P.S.H.E.

Skills and Knowledge Progression

Strands	Key Stage One	
	Year One	Year Two
Being Me in My World	a. understand the rights and responsibilities of a member of a class b. understand that their views are important c. understand that their choices have consequences d. understand their own rights and responsibilities with their classroom	a. identify hopes and fears for the year ahead b. understand the rights and responsibilities of class members c. know that it is important to listen to other people d. understand that their own views are valuable e. know about rewards and consequences and that these stem from choices f. know that positive choices impact positively on self-learning and the learning of others
Celebrating Difference	a. know that people have differences and similarities b. know what bullying means c. know who to tell if they or someone else is being bullied or is feeling unhappy d. know skills to make friendships e. know that people are unique and that it is OK to be different	a. know there are stereotypes about boys and girls b. know that it is OK not to conform to gender stereotypes c. know it is good to be yourself d. know that sometimes people get bullied because of difference e. know the difference between right and wrong and the role that choice has to play in this f. know that friends can be different and still be friends g. know where to get help if being bullied h. know the difference between a one-off incident and bullying
Dreams & Goals	a. know how to set simple goals b. know how to achieve a goal c. know how to work well with a partner d. know that tackling a challenge can stretch their learning e. know how to identify obstacles which make achieving their goals difficult and work out how to overcome them f. know when a goal has been achieved	a. know how to choose a realistic goal and think about how to achieve it b. know that it is important to persevere c. know how to recognise what working together well looks like d. know what good group working looks like e. know how to share success with other people
Healthy Me	a. know the difference between being healthy and unhealthy b. know some ways to keep healthy c. know how to make healthy lifestyle choices d. know how to keep themselves clean and healthy e. know that germs cause disease / illness f. know that all household products, including medicines, can be harmful if not used properly g. know that medicines can help them if they feel poorly h. know how to keep safe when crossing the road i. know about people who can keep them safe	a. know what their body needs to stay healthy b. know what relaxed means c. know what makes them feel relaxed / stressed d. know how medicines work in their bodies e. know that it is important to use medicines safely f. know how to make some healthy snacks g. know why healthy snacks are good for their bodies h. know which foods gives their bodies energy

Strands	Key Stage One	
	Year One	Year Two
Relationships	a. know that everyone's family is different b. know that there are lots of different types of families c. know that families are founded on belonging, love and care d. know how to make a friend e. know the characteristics of healthy and safe friends f. know that physical contact can be used as a greeting g. know about the different people in the school community and how they help h. know who to ask for help in the school community	a. know that everyone's family is different b. know that families function well when there is trust, respect, care, love and co-operation c. know that there are lots of forms of physical contact within a family d. know how to stay stop if someone is hurting them e. know some reasons why friends have conflicts f. know that friendships have ups and downs and sometimes change with time g. know how to use the Mending Friendships or Solve-it-together problem-solving methods h. know there are good secrets and worry secrets and why it is important to share worry secrets i. know what trust is
Changing Me	a. know that animals including humans have a life cycle b. know that changes happen when we grow up c. know that people grow up at different rates and that is normal d. know the names of male and female private body parts e. know that there are correct names for private body parts and nicknames, and when to use them f. know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these g. know who to ask for help if they are worried or frightened h. know that learning brings about change	a. know that life cycles exist in nature b. know that aging is a natural process including old-age c. know that some changes are out of an individual's control d. know how their bodies have changed from when they were a baby and that they will continue to change as they age e. know the physical differences between male and female bodies f. know the correct names for private body parts g. know that private body parts are special and that no one has the right to hurt these h. know who to ask for help if they are worried or frightened i. know there are different types of touch and that some are acceptable and some are unacceptable

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Being Me in My World	a. understand that they are important b. know what a personal goal is c. understand what a challenge is d. know why rules are needed and how these relate to choices and consequences e. know that actions can affect others' feelings f. know that others may hold different views g. know that the school has a shared set of values	a. express how they feel about babies b. describe the emotions that a new baby can bring to a family c. express how they feel about puberty d. say who they can talk to about puberty if they have any worries e. identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry f. identify changes they are looking forward to in the next year g. suggest ways to help them manage feelings during changes they are more anxious about	a. appreciate their own uniqueness and that of others b. express how they feel about having children when they are grown up c. express any concerns they have about puberty d. say who they can talk to about puberty if they are worried e. apply the circle of change model to themselves to have strategies for managing change f. have strategies for managing the emotions relating to change	a. know how to set goals for the year ahead b. understand what fears and worries are c. know about children's universal rights (United Nations Convention on the Rights of the Child) d. know about the lives of children in other parts of the world e. know that personal choices can affect others locally and globally f. understand that their own choices result in different consequences and rewards g. understand how democracy and having a voice benefits the school community h. understand how to contribute towards the democratic process
Celebrating Difference	a. know why families are important b. know that everybody's family is different c. know that sometimes family members don't get along and some reasons for this d. know that conflict is a normal part of relationships e. know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do f. know that some words are used in hurtful ways and	a. know that sometimes people make assumptions about a person because of the way they look or act b. know there are influences that can affect how we judge a person or situation c. know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying d. know what to do if they think bullying is, or might be taking place e. know the reasons why witnesses sometimes join	a. know what culture means b. know that differences in culture can sometimes be a source of conflict c. know what racism is and why it is unacceptable d. know that rumour spreading is a form of bullying on and offline e. know external forms of support in regard to bullying e.g. Childline f. know that bullying can be direct and indirect g. know how their life is different from the lives of	a. know that there are different perceptions of 'being normal' and where these might come from b. know that being different could affect someone's life c. know that power can play a part in a bullying or conflict situation d. know that people can hold power over others individually or in a group e. know why some people choose to bully others f. know that people with disabilities can lead amazing lives

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	that this can have consequences	in with bullying and don't tell anyone f. know that first impressions can change	children in the developing world	g. know that difference can be a source of celebration as well as conflict
Dreams & Goals	a. know about specific people who have overcome difficult challenges to achieve success b. know what dreams and ambitions are important to them c. know how they can best overcome learning challenges d. know that they are responsible for their own learning e. know what their own strengths are as a learner f. know what an obstacle is and how they can hinder achievement g. know how to take steps to overcome obstacles h. know how to evaluate their own learning progress and identify how it can be better next time	a. know what their own hopes and dreams are b. know that hopes and dreams don't always come true c. know that reflecting on positive and happy experiences can help them to counteract disappointment d. know how to make a new plan and set new goals even if they have been disappointed e. know how to work out the steps they need to take to achieve a goal f. know how to work as part of a successful group g. know how to share in the success of a group	a. know that they will need money to help them to achieve some of their dreams b. know about a range of jobs that are carried out by people I know c. know that different jobs pay more money than others d. know the types of job they might like to do when they are older e. know that young people from different cultures may have different dreams and goals f. know that communicating with someone from a different culture means that they can learn from them and vice versa g. know ways that they can support young people in their own culture and abroad	a. know their own learning strengths b. know how to set realistic and challenging goals c. know what the learning steps are they need to take to achieve their goal d. know a variety of problems that the world is facing e. know how to work with other people to make the world a better place f. know some ways in which they could work with others to make the world a better place g. know what their classmates like and admire about them
Healthy Me	a. know how exercise affects their bodies b. know why their hearts and lungs are such important organs c. know that the amount of calories, fat and sugar that they put into their bodies will affect their health d. know that there are different types of drugs	a. know how different friendship groups are formed and how they fit into them b. know which friends they value most c. know that there are leaders and followers in groups d. know that they can take on different roles according to the situation	a. know the health risks of smoking b. know how smoking tobacco affects the lungs, liver and heart c. know some of the risks linked to misusing alcohol, including antisocial behavior	a. know how to take responsibility for their own health b. know how to make choices that benefit their own health and well-being c. know about different types of drugs and their uses d. know how these different types of drugs can affect

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	e. know that there are things, places and people that can be dangerous f. know a range of strategies to keep themselves safe g. know when something feels safe or unsafe h. know that their bodies are complex and need taking care of	e. know the facts about smoking and its effects on health f. know some of the reasons some people start to smoke g. know the facts about alcohol and its effects on health, particularly the liver h. know some of the reasons some people drink alcohol i. know ways to resist when people are putting pressure on them j. know what they think is right and wrong	d. know basic emergency procedures including the recovery position e. know how to get help in emergency situations f. know that the media, social media and celebrity culture promote certain body types g. know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure h. know what makes a healthy lifestyle	- people's bodies, especially their liver and heart e. know that some people can be exploited and made to do things that are against the law f. know why some people join gangs and the risk that this can involve g. know what it means to be emotionally well h. know that stress can be triggered by a range of things i. know that being stressed can cause drug and alcohol misuse
Relationships	a. know that different family members carry out different roles or have different responsibilities within the family b. know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc. c. know some of the skills of friendship, e.g. taking turns, being a good listener d. know some strategies for keeping themselves safe online e. know how some of the actions and work of people around the world help and influence my life f. know that they and all children have rights (UNCRC)	a. know some reasons why people feel jealousy b. know that jealousy can be damaging to relationships c. know that loss is a normal part of relationships d. know that negative feelings are a normal part of loss e. know that memories can support us when we lose a special person or animal f. know that change is a natural part of relationships/ friendship g. know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe	a. know that a personality is made up of many different characteristics, qualities and attributes b. know that belonging to an online community can have positive and negative consequences c. know that there are rights and responsibilities in an online community or social network d. know that there are rights and responsibilities when playing a game online e. know that too much screen time isn't healthy f. know how to stay safe when using technology to communicate with friends	a. know that it is important to take care of their own mental health b. know ways that they can take care of their own mental health c. know the stages of grief and that there are different types of loss that cause people to grieve d. know that sometimes people can try to gain power or control them e. know some of the dangers of being 'online' f. know how to use technology safely and positively to communicate with their friends and family

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	g. know the lives of children around the world can be different from their own			
Changing Me	a. know that in animals and humans lots of changes happen between conception and growing up b. know that in nature it is usually the female that carries the baby c. know that in humans a mother carries the baby in her uterus (womb) and this is where it develops d. know that babies need love and care from their parents/carers e. know some of the changes that happen between being a baby and a child f. know that the male and female body needs to change at puberty so their bodies can make babies when they are adults g. know some of the outside body changes that happen during puberty h. know some of the changes on the inside that happen during puberty	a. know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm b. know that babies are made by a sperm joining with an ovum c. know the names of the different internal and external body parts that are needed to make a baby d. know how the female and male body change at puberty e. know that personal hygiene is important during puberty and as an adult f. know that change is a normal part of life and that some cannot be controlled and have to be accepted g. know that change can bring about a range of different emotions	a. know what perception means and that perceptions can be right or wrong b. know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally c. know that sexual intercourse can lead to conception d. know that some people need help to conceive and might use IVF e. know that becoming a teenager involves various changes and also brings growing responsibility	a. know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally b. know how a baby develops from conception through the nine months of pregnancy and how it is born c. know how being physically attracted to someone changes the nature of the relationship d. know the importance of self-esteem and what they can do to develop it e. know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class

British Values Coverage Mapping Table

Being Me in My World

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

Celebrating Difference

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

Dreams and Goals

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

Healthy Me

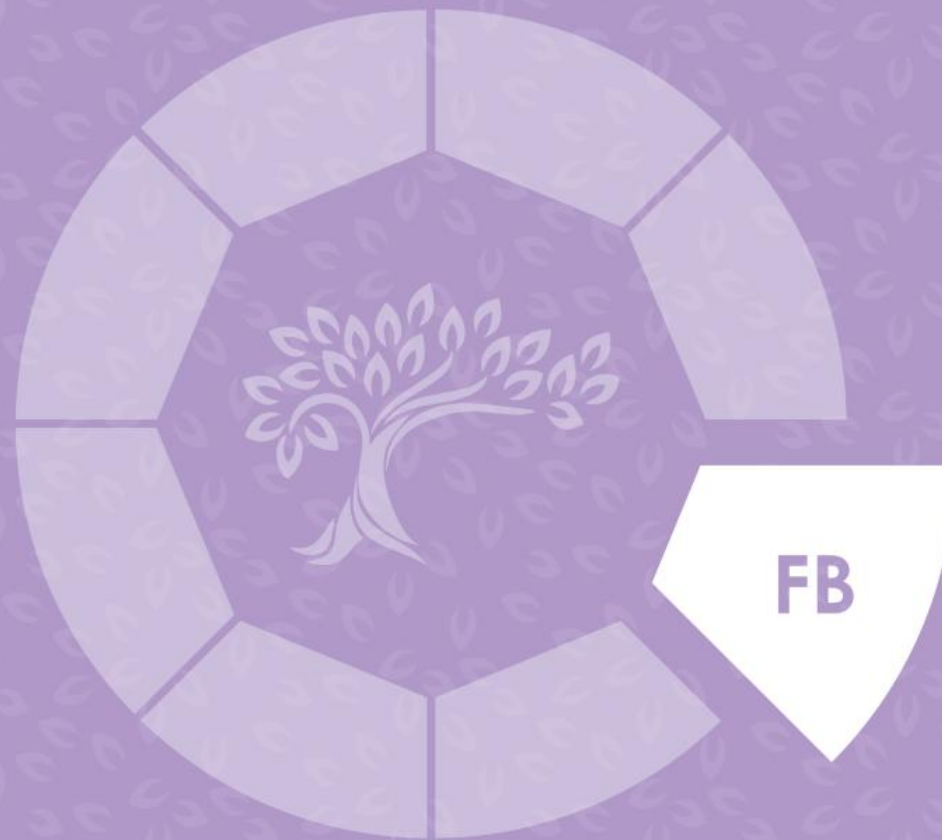
Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those with different faiths and beliefs
EYFS		✓	✓	✓	✓
1		✓	✓	✓	
2		✓	✓	✓	
3		✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6		✓	✓	✓	✓

Relationships

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

Changing Me

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



Faith & Belief

Faith and Belief

At the Oak Partnership Trust, our vision for Faith and Belief is rooted in a worldviews approach, supporting pupils to engage in rich, meaningful thinking about how individuals and communities understand the world and their lived realities. Pupils are encouraged to explore how religious and non-religious worldviews shape identity, influence behaviour, and respond to fundamental questions about life, meaning, and purpose.

Our curriculum is structured around the integration of substantive knowledge (knowledge of religious and non-religious traditions), disciplinary knowledge (the ways in which knowledge is formed through theology, philosophy, and the social sciences), and personal knowledge, enabling pupils to reflect thoughtfully on their own perspectives and experiences.

Pupils study Faith and Belief through four worldviews concepts: identity and belonging, meaning and purpose, power and authority, and values and morality. Through these lenses, pupils learn to recognise both shared human questions and the diversity of lived experience, understanding that variation exists between traditions and within them.

Pupils progressively build secure substantive knowledge of religious and non-religious worldviews through the study of people; real and fictional. This includes their core beliefs, practices, stories, values and forms of community life. This knowledge is carefully sequenced so that pupils move from recognising what is special and meaningful to understanding deeper ideas about God, humanity, duty, spirituality, equality and change over time. Across the curriculum, pupils encounter a range of religious and non-religious traditions and case studies, enabling them to understand how beliefs are formed, expressed, lived out and interpreted differently within and between worldviews. As a result, pupils develop an understanding of what people believe, how and why those beliefs are expressed, how they shape individual and communal life, and how worldviews respond to change over time. By the end of Year 6, pupils are able to draw on secure knowledge of religious and non-religious traditions to analyse, compare and articulate their own informed worldview.

Through this study, pupils develop a deep understanding of people and cultures, building culture awareness and appreciation of the multicultural

world in which we live. They are supported to recognise and respect diversity not only between religious and non-religious traditions, but also within them, avoiding simplistic stereotypical understandings of belief and practice.

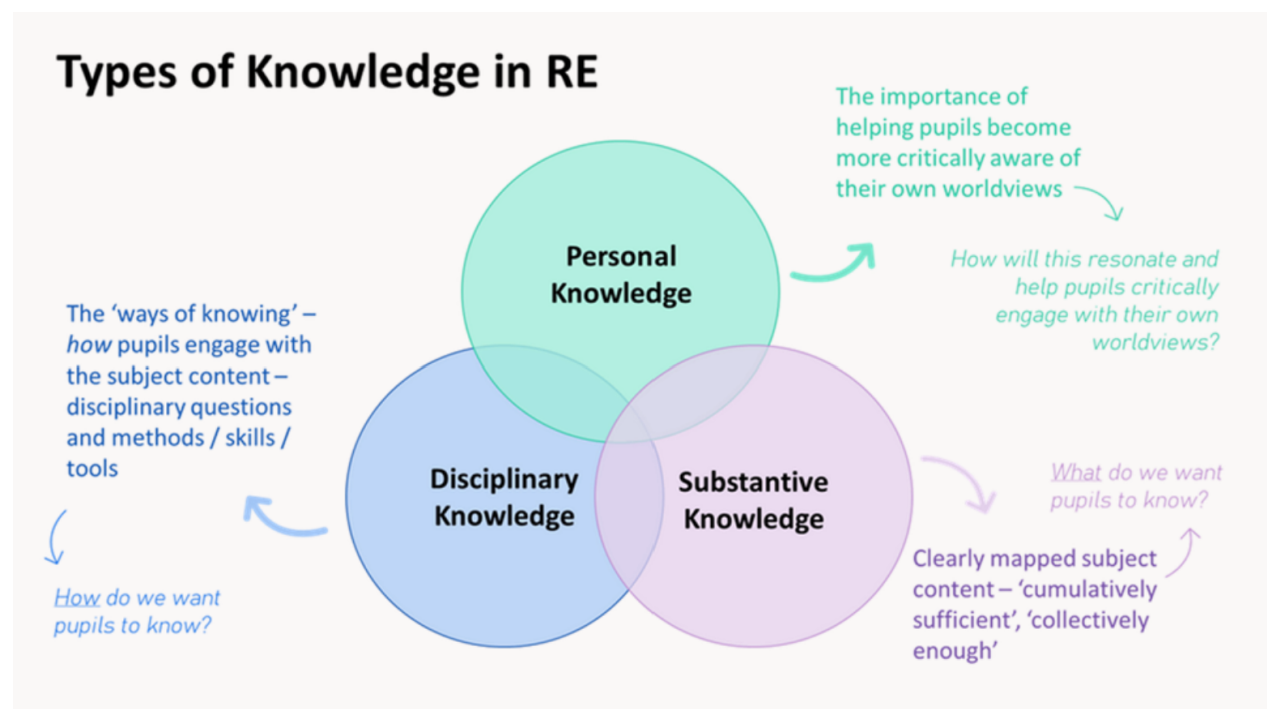
The curriculum develops pupils' ability to think critically, ask meaningful questions, and understand how beliefs and practices are shaped by historical, cultural, and social contexts. Pupils are supported to make connections between local, national, and global events and the beliefs, communities, and identities they influence.

In collaboration with the Trust's Faith and Belief curriculum, each school embeds its own values within a carefully sequenced and ambitious programme of learning, ensuring pupils experience an inclusive, coherent, and intellectually rigorous worldviews education.

- *TOP Faith and Belief Domain Team*

The Teaching of Faith & Belief

The Oak Partnership Trust follows the Lincoln Diocese Board of Education (LDBE) 2024 Primary RE Curriculum. This publication shows the 'Substantive Knowledge Threads' and 'Substantive Knowledge Progression'.



Coverage of Religions

Our curriculum reflects the religious traditions and cultural heritage in Great Britain. Our programme of study covers Christian, Muslim, Jewish, Hindu, Sikh and Non-Religious worldviews.

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

Faith and Belief

Faith & Belief – Substantive Knowledge Threads (EYFS–Year 6)

This section presents the substantive knowledge of the Faith and Belief curriculum as longitudinal thematic threads. Each thread runs from EYFS to Year 6, showing how pupils revisit and deepen their understanding over time, ensuring coherence, progression and cumulative knowledge.

Thread 1: Specialness, Meaning and Purpose

EYFS	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
People, places, times, stories and the world can be special.	People believe God gives meaning to life.	Worldviews offer answers about what it means to be human.	Beliefs guide ideas about living a good life.	Meaning can be expressed through spirituality.	Meaning is communicated through creativity and action.	People disagree about whether religion gives meaning today.

Thread 2: Belief in God and Ultimate Reality

EYFS	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
Some people believe in God.	Christians and Muslims believe in God in different ways.	Beliefs about God shape ideas about humanity.	Christians interpret God in complex ways, such as the Trinity.	Beliefs about God are linked to spirituality and practice.	Beliefs about God are expressed symbolically through art and music.	Beliefs about God are challenged and reinterpreted over time.

Thread 3: Authority, Sources of Knowledge and Interpretation

EYFS	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
Stories and books can be important.	Religious people use special books.	Texts and teachings shape beliefs about humanity.	Sources of authority are interpreted differently.	Authority relates to definitions of religion and spirituality.	Authority can inspire or challenge social action.	Authority is contested and reformed over time.

Thread 4: Identity, Belonging and Community

EYFS	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
People belong to families and communities.	Beliefs shape belonging and worship.	Communities' welcome members through rituals.	Identity is shaped by duty and responsibility.	Belonging can be spiritual and communal.	Belonging raises questions about equality and justice.	Identity is shaped by belief, experience, and reflection.

Thread 5: Belief in Practice (Lived Worldviews)

EYFS	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
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People celebrate in different ways.	People pray and worship.	Beliefs shape daily life.	Beliefs guide moral choices and duty.	Spirituality motivates action and pilgrimage.	Beliefs inspire creativity and social action.	Beliefs influence responses to modern challenges.
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Thread 6: Equality, Values and Morality

EYFS	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
People should care for others and the world.	Thankfulness and kindness matter.	Beliefs shape ideas of human worth.	Duty includes moral responsibility.	Spiritual values motivate justice.	Equality is debated within worldviews.	Moral disagreements exist within society.

Thread 7: Change, Diversity and Worldviews Over Time

EYFS	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
People are similar and different.	Different people believe different things.	Beliefs vary between communities.	Interpretations differ within traditions.	Religion and spirituality are defined in different ways.	Lived reality differs from belief ideals.	Worldviews change, adapt and are contested.

Faith and Belief

Substantive Knowledge Progression Grid

This progression grid sits alongside the Trust Faith & Belief intent statement and outlines the substantive knowledge pupils build cumulatively from EYFS to Year 6.

EYFS – Foundations of Meaning and Belonging

Substantive Knowledge Area	What pupils know by the end of the phase
Specialness and Meaning	People, objects, places, stories, times, and the natural world can be special and meaningful.
People and Belonging	Some people belong to religious worldviews and others do not; families and communities share customs.
Stories and Books	Stories and books can be important and help people understand what matters to them.
Celebrations and Care	People celebrate special times in different ways, and the world should be cared for.

KS1 A – Belief in God, Worship and Worldviews

Substantive Knowledge Area	What pupils know by the end of the year
God	Christians and Muslims believe in God and express beliefs in different ways.
Belief and Practice	Beliefs influence prayer, worship, festivals, and thankfulness.
Authority	Religious people use special books and traditions to guide beliefs.
Worldviews	Everyone has a way of seeing the world shaped by beliefs and experience.

KS1 B – Human Identity and Community

Substantive Knowledge Area	What pupils know by the end of the year
What it Means to Be Human	Worldviews offer different answers to what it means to be human.
Sources of Authority	Beliefs about humanity are shaped by religious texts and teachings.
Individuals and Context	Individuals are shaped by beliefs and the context they live in.
Community and Belonging	Communities' welcome new members through rituals and practices.

LKS2 A – Duty, the Good Life and Christian Belief

Substantive Knowledge Area	What pupils know by the end of the year
Duty and Responsibility	Worldviews teach moral responsibility or duty in different ways.
The Good Life	Beliefs and values guide how people try to live well.

Moral Exemplars	Individuals' lives can show beliefs lived out in practice.
Christian Belief	Christians understand God in complex ways, including the Trinity.

LKS2 B– Religion, Spirituality and Shared Expression

Substantive Knowledge Area	What pupils know by the end of the year
Religion and Spirituality	Religion and spirituality are related but distinct concepts.
Individual and Communal Practice	Spirituality can be expressed individually and together.
Belief and Action	Beliefs motivate action such as care for others and the environment.
Pilgrimage	Pilgrimage expresses spirituality in different religious traditions.

UKS2 A – Expression, Action and Equality

Substantive Knowledge Area	What pupils know by the end of the year
Creativity and Belief	Beliefs and values can be expressed through music and art.
Belief into Action	Beliefs can inspire moral and social action.
Equality and Human Dignity	Many worldviews address equality and justice.
Lived Reality	There can be tension between belief and lived experience.

UKS2 B – Change, Technology and Worldview Reflection

Substantive Knowledge Area	What pupils know by the end of the year
Change Over Time	Worldviews develop and change due to historical and social factors.
Authority and Challenge	Individuals challenge and reinterpret beliefs and traditions.
Technology	Technology affects how beliefs are shared and practiced.
Relevance of Religion	People disagree about whether religion matters today.
Personal Worldview	Individuals hold informed worldviews shaped by reflection.



Arts & Creativity

Arts & Creativity

The Arts & Creativity Domain follows the 'Head, Heart, Hand' philosophy and encompasses the following traditional subjects:

- Art & Design
- Music
- Drama & Performance

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

Across the Arts, we aim to provide a foundation for all to thrive, which support the delivery of our vision and values.

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

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

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

Art

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

Music

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

Drama and Performance

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

-TOP Arts and Creativity Domain Team

Art and Design

Skills and Knowledge Progression

Strands	Key Stage One	
	Year One	Year Two
Exploring & Developing Ideas	a. explore ideas from observation, experience and imagination b. explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures (including ICT) c. work on their own and collaboratively with others and reflect upon creative work	
Drawing	a. use a variety of tools, e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media b. use a sketchbook to gather and collect artwork c. begin to explore the use of line, shape, colour and pattern	a. experiment with different media, e.g. crayons, pastels, felt tips, charcoal, ballpoint and different grades of pencil (HB, 2B, 4B) b. understand the use of a sketchbook and express ideas for drawings c. explore art and design techniques in using colour, pattern, texture, line, shape, form and space
Painting	a. use a variety of paint, tools and techniques including the use of different brush sizes and types b. explore and mix colour and shade to reflect observation and imagination c. create different textures using a variety of materials (sawdust, bubble wrap)	a. explore and mix different types of paint, colour, shades, tones and texture b. experiment with tools and techniques (layering, mixing, scraping)
Sculpture (3D Form)	a. manipulate different materials and construct with a purpose in mind b. select tools and techniques needed to shape, assemble and join materials	a. manipulate materials for a variety of purposes (clay, playdough, Papier-mâché, cardboard) b. experiment with, construct and join recycled, natural and man-made materials c. explore shape and form and understand the safety of materials and tools
Art, Craft & Design	a. experiment to create different textures b. understand that different media can be combined to create new effects c. use simple tools and techniques	a. explore a variety of art forms (textiles, collage & printing) b. use a variety of techniques (weaving, tie-dyeing, fabric crayons, rubbings, printing) c. create images from using a wide variety of media and art forms, including natural and made materials (fabric, plastic, tissue, magazines, crepe paper) d. design and build a complex pattern and recognise pattern in the environment

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
Exploring & Developing Ideas	a. select and record from observation, experience and imagination, and explore ideas for different purposes b. explore the variety of genres, styles and traditions of artists, craftspeople and designers working in different times and cultures (including ICT) c. work on their own, and collaboratively with others and reflect upon their creations and the processes they have used d. evaluate and adapt their work and explore ways to annotate work in sketchbooks			
Drawing	a. experiment with different grades of pencil b. plan, refine and alter their drawings c. use a sketchbook to collect and record visual information from different sources (Artist Study) d. draw for a sustained period of time e. use different media to explore line, texture, tone, colour, shape, pattern	a. make informed choices in drawing (paper and media) b. alter and refine drawings and describe changes using art vocabulary c. use a sketchbook independently to collect research and images to inspire drawings d. explore relationships between line, texture, tone, colour, shape, pattern	a. use a variety of material for their work b. work in a sustained and independent way from observation, experience and imagination c. use a sketchbook effectively to develop ideas d. explore the potential properties of the visual elements: line, texture, tone, colour, shape, pattern	a. demonstrate a wide variety of ways to use dry and wet media b. identify artists who have worked in a similar way to their own work c. use a sketchbook to develop ideas using different or mixed media, d. manipulate and experiment with the elements of art: line, texture, tone, colour, shape, pattern
Painting	a. mix a variety of colours and develop colour vocabulary to identify which primary colours make secondary colours b. experiment with different effects and textures (colour blocking washes and thickened paint) c. work confidently on a range of scales (brush & paper sizes)	a. make and match colours with increasing accuracy and use specific colour vocabulary (tint, tone, shade, hue) b. plan and create different effects and textures with paint	a. demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours b. research and test a variety of media and materials to create imaginative work	a. create shades and tints using a variety of colour b. choose appropriate paint, paper and tools to adapt and develop their work c. independently research and test media, materials and mix appropriate colours d. identify composition of paintings
Sculpture (3D Form)	a. plan, design, make and adapt a sculpture through drawing and other preparatory work. b. create sculptures and constructions with increasing independence c. talk about and evaluate their work showing understanding about chosen materials, shape, space and form d. sculpt using clay and develop different techniques and skills (slabs, coils, slips) e. use a variety of recycled, natural and man-made materials to create sculptures (wood, clay, plaster, Papier-mâché & salt dough)			
Art, Craft & Design	a. explore a variety of skills and art forms (textiles, collage & printing) with increasing independence b. select appropriate tools to use a variety of techniques (weaving, dyeing, rubbings, printing, embroidery, batik, resist printing and marbling)			

Strands	Key Stage Two			
	Year Three	Year Four	Year Five	Year Six
	c. choose collage or textiles to experiment with a range of technique e.g. overlapping, layering d. design, refine, express and analyse ideas to extend and justify their work using art vocabulary e. select a variety of materials, objects and media for creative work (e.g. collage, textiles & printing) and show awareness of their properties f. explore pattern and shape, colours and textures to create designs			

Music

Skills and Knowledge Progression

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

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

Drama and Performance

Skills and Knowledge Progression

Strands	Years One and Two	Years Three and Four	Years Five and Six
Skills Development	a. learn a longer piece of script b. deliver their lines to both the audience and other actors on stage c. start to use different expression and emphasis with their voice to enhance meaning and create effect d. be aware of the other actors and listen for and respond to their cues e. take part in a whole class/KS production, taking on the role of a character f. experience being a part of an audience and watching live performances	a. learn more than one piece in a longer script b. deliver their lines audibly and clearly with expression, using actions and facial expressions as well as their voice to enhance meaning and emphasis c. deliver lines to small groups of other actors and to the audience d. develop the character they are playing e. listen to the lines of others and respond appropriately to what they are saying f. take part in a whole class/KS production, taking on the role of a character g. experience being a part of an audience and watching live performances	a. learn more complex scripts involving dialogue with a larger group of actors b. deliver their lines audibly, clearly and convincingly to other actors and the audience having developed the character they are playing, using expression and intonation c. adapt their performance to what is happening on stage around them, beginning to improvise or deviate slightly from the exact script d. respond to the lines of others actors on stage appropriately e. take part in a whole class/KS production, taking on the role of a character f. experience being a part of an audience and watching live performances