CURRICULUM DESIGN




INTENT

To make the learning …

Stick

Link

Useful

Build

THE LIVING CURRICULUM

(Adventurous Experiences)

The Venture 60	Surfing	Boswinger Resid	Forest School	St Pirans Pilgrimage	The Three Peaks	Learning to learn week	Jurassic Coast Trip	The Bear Hunt	Bristol Resid	London Resid	Manchester Resid	School Kitchen Garden	Active playtimes

THE DISCRETE CURRICULUM

(The Daily Deal)

TFW	Read Write Inc	Mastery Maths	Shared Reading	Reading Spines	Topics	Understand -ing Christianity	Morning Maths/ Mental Maths	Homework & Reading	Trips/visits/ experiences

IMPACT

High standards:

Literacy

Oracy

Numeracy

Cultural Capital

Our INTENT at SIS:

Our curriculum is put together to provide relevant, subject specific knowledge that builds in complexity over time; taught through memorable experiences.

We recognise that learning is acquiring knowledge and that the children's skills will develop as they learn more.

Our curriculum selects what we regard as invaluable knowledge for children here at St Issey.

We recognise that expanding children's vocabulary and teaching them the oracy skills to use it , play a key part in driving academic success.

Our DISCRETE curriculum, driven by curriculum systems like TFW and RWI, provides structured approaches to delivering content and skills through the age phases.

Our LIVING curriculum adds exciting experiences rich in relevant knowledge and skills that develop children's understanding of their locality, Christian identity and Britain's diversity.

STICK	LINK	USEFUL	BUILD
The learning is memorable, fun and repeated to make it stick in the memory	Children can link different areas of learning to enhance understanding	The knowledge is relevant to the children here at SIS	There is a planned progression of knowledge and therefore skill progression follows

THE VENTURE 60

Climb a tree			
Build your own den			
Build a bridge across a river			
Sleep in a bivi/shelter			
Camp out in a tent			
Go on a night hike			
Track a wild animal			
Find your way using a map and compass			
Dam a stream			
Create some wild artwork			
Learn to surf and jump in the waves			
Visit a working farm			
Hike up a big hill			
Explore a cave			
Hunt for minibeasts			
Forage a meal			
Build a raft			
Light a fire without matches/lighter			
Cook on a campfire			
Try rock climbing			
Canoe on a river/lake/sea			
Plant it, grow it, eat it			
Go sea swimming			
Learn to ride a balance bike			
Learn to ride a pedal bike			
Go on a long off road bike ride			
Pack my own rucksack			
Put up my own tent			
Learn to tie 3 different knots			
Run down a sand dune			

THE VENTURE 60

Complete a beach clean			
Go Geocaching			
Identify 5 different trees			
Defend a fortress			
Make a meal on a camping stove			
Walk between two trees on a strap line			
Build my own bow and arrow			
Find some buried treasure			
Go scrambling on the rocks			
Carry out an environmental survey			
Go underground			
Bake some bread on a fire			
Climb a boulder			
Catch a fish			
Climb a mountain			
Go on my own to the shops			
Jump off rocks into the sea			
Dig a deep hole			
Crawl through some mud			
Make a mud pie			
Have a water fight			
Have a battle with a sword			
Skim a stone			
Plant a tree			
Draw a map			
Follow a trail			
Make paint and dyes from nature			
Identify 6 different birds			
Identify 6 species in a rock pool			
Beat the tide in a tide race			

LIVING CURRICULUM EXAMPLES	Nur-Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Venture Zone	Bear Hunt	St. Pirans Pilgrimage	Bath & Bristol	London Residential	Surfing lessons	Survival Camp
NATURAL SUBJECT LINKS	HSC KUW PD PSED C&L	Science Geography Art HAL	RE Geography Art HAL History	Geography History Science HAL	Science Geography History	Geography Science HAL	Geography PSHE HAL
KNOWLEDGE	Seasonal change Food preparation Fire safety Risk assessment Outdoor safety Wildlife Artistic media	Flora and fauna Locality River dynamics Cooking techniques Food preparation Navigating	Plastic pollution Beach Surveys Navigating Cooking techniques Christian heritage Spirituality Weather & tides Cornish Heritage	Locational knowledge Place knowledge Industrial history Britain's Cultural heritage Forces Materials Roman Britain Climbing skills	Britain's Cultural Heritage through; Museums, Theatre, Restaurants Britain's Democracy Britain's Diversity Place knowledge (Comparison)	Beach safety Tides/Forces Rip currents Beach dynamics Locality knowledge	Camp craft Flora & fauna Locality Tides/ River safety Fire safety
SKILLS	Self care Teamwork Tool work Creativity Building Resilience Perseverance ‘Can do’ attitude Independance-changing	Teamwork Mapping Fire Lighting Self care - Independence Tool work Observing Recording	Teamwork Mapping Fire Lighting Self care - Independence Surveying Recording Exploring	Self care Preparing kit Independence Perseverance Observing Testing Exploring	Self care Preparing kit Independence Perseverance Exploring	Surfing Survival/self rescue PD Swimming	Shelter building Teamworking Independence Tool work Canoeing

Curriculum Flexibility

We like to think we push the boundaries. Our curriculum is dynamic, it evolves with the seasons, the Christian calendar and develops with the children's interests. We believe learning is richest when children have first hand experiences. Our curriculum is crammed with activities and events that not only contextualise learning, but motivate and thrill the children. We also recognise that content must be flexible. The pandemic has brought this into sharp focus. We provide time to review and adapt curriculum to suit the needs of the cohorts of children.

Curriculum Expansion and Cultural Capital

Our curriculum is expansive. It is intended to teach knowledge that prepares children for life growing up in Cornwall as well as aspirations that reach far beyond our shores. For example: children living next to the sea should learn how to enjoy this resource safely, but also appreciate that growing up in one of Britain's urban centres is bound to be quite a different experience than their own. At SIS we aim to provide that wide lens view of Britain and the world and a focussed lens on what really matters for them here in Cornwall.

At St Issey, outdoor learning begins in the Early Years and KS1 at our "Venture Zone". It continues with children gaining enough knowledge and skills to survive a challenging bushcraft camp in Year 6. Our Venture 60 outdoor challenges drive our outdoor curriculum. Residential trips expand children's knowledge further. Visits to Bristol, Manchester and London all broaden the scope of the educational experience children get at SIS. We start as we mean to go on! Every year begins with Learning to Learn week; an action packed adventurous week with the sole purpose of having fun, re-establishing friendships and learning a bit more about ourselves and the way we learn best. Years 3-6 all spend a night in the wild. There's no better way to start the year than campfires and camping with your friends.

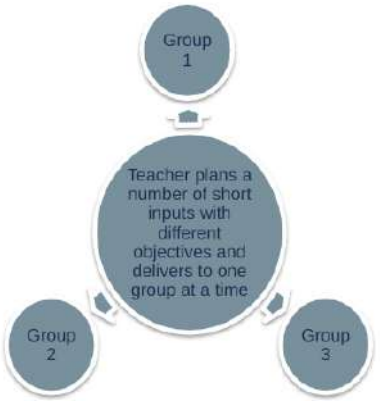
We are proud of our Storytelling heritage. We teach writing through an exciting storytelling approach. From creative starting points, often enriched by off-site visits, drama, film and IT, children are inspired to write creatively for a variety of exciting purposes and audiences.

Our wider curriculum is driven by key questions and carefully selected knowledge across a broad range of relevant content that taps into children's naturally curious minds. Real life outcomes alongside exciting trips and visits, bring learning to life. We collaborate with our partner schools within Venture MAT to further broaden opportunities for our children.

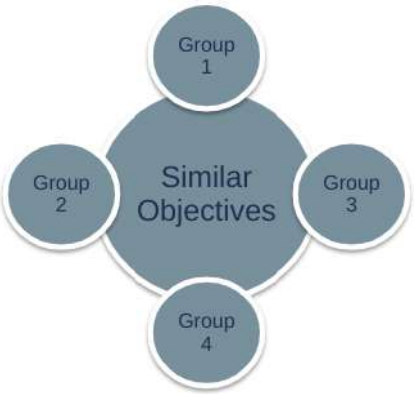
Planning for progression

We carefully plan the progression of knowledge for each subject. This curriculum design document, which has been created by leaders across Venture MAT, helps teachers plan progressive content through the years. For example, in Reading we plan the progression of questions that drive the teaching of comprehension, the shared reading book choice to ensure book difficulty, the range of vocabulary is challenging and the subsequent reading skills that we aim for the children to develop as they become more accurate, widely read readers. Similarly in art, progression of artistic skills is mapped alongside the age expected knowledge of artistic techniques and subject specific vocabulary. The impact is that we can support teachers in their planning of age appropriate challenges for their classes. Our teachers are very experienced in adapting this planning to suit our mixed age classes. Our rolling programs are carefully tailored to support progression and prevent repetition. In class our approaches can predominantly be summed up by these illustrations.

Split Group Instruction



Extended Differentiation



Developing young readers

Intent of the reading curriculum				
Stick	Link	Build	Build	Use
REPEATED PRACTICE	CONNECTING VOCABULARY	PROGRESSION OF DECODING SKILLS FOR READING FLUENCY	CAREFULLY PLANNED COMPREHENSION PROGRESSION	DEVELOP A LOVE OF READING HIGH QUALITY LITERATURE

Planning for progression:

We recognise that reading is the most fundamental skill that we can teach our pupils and that it underpins their entire learning journey. Successful readers access curriculum content more effectively. We dedicate significant teaching time to reading and the stories that we teach become a central part of our wider curriculum. The reading skills and spoken language that our children acquire allow them to approach all curriculum subjects with confidence and enrich their lives beyond school. Our rigorous approach to teaching Phonics ensures that our pupils become confident readers from an early age which equips them to tackle increasingly challenging texts and comprehension tasks. Our approach to teaching reading incorporates oracy, drama and high quality texts which develop children's vocabulary and reading skills. Carefully planned progression ensures that children are exposed to increasingly challenging texts and are taught to use a wide range of comprehension skills. The answering of comprehension questions is explicitly modelled in order to provide pupils with the skills to independently tackle any comprehension task within school or beyond. We instil a lifelong love of reading through our carefully chosen whole class texts, the promotion of reading rewards and challenges and our whole school reading culture within which children are encouraged to see the value of stories as a special part of their learning journey.

Implementation

Agreed teaching principles	Teaching approaches
• That children experience daily high quality Phonics lessons • That children have matched home reading practice books • That a comprehensive intervention program is used for any child that has not met expected standards • That high quality class texts are used to teach a wide range of comprehension, literacy and vocabulary • Word clarification and pre-teach allows pupils to expand their vocabulary • Explicit modelling of comprehension strategies underpins the reading process	• Shared Reading (explicit teaching of comprehension skills through designed question types, word clarification, exposure to great stories) • Read, Write Inc Phonics (systematic teaching of reading, spelling and handwriting) • Fresh Start Phonics (high quality daily Phonics teaching all allow quick catch up for pupils working at pre-key stage standards) • Accelerated Reader (motivates pupils to read with independence and allows teachers to closely monitor reading standards for progression) • Reading Spine (exposes pupils to a range of classic authors and modern texts)

Reading Skills Progression

Objectives in *italics* relate to word reading

Objectives not in italics relate to text comprehension

YrR	***Read all individual letters by saying the sounds for them (Set 1)*** ***Blend sounds into words to read short words.*** ***Read some Set 1 and 2 letter groups e.g. 'th', 'igh'*** ***Read a few common exception words linked to the school's phonics scheme*** ***Read simple phrases and sentences*** ***Re-read books to build up their confidence, fluency and understanding***						

Yr1	***Read individual letters by saying the sounds for them*** ***Blend sounds into words to read short words*** ***Read some letter groups e.g. 'th', 'igh'*** ***Read a few common exception words linked to the school's phonics scheme*** ***Read simple phrases and sentences*** ***Re-read books to build up their confidence, fluency and understanding***	***I use phonics as my first strategy to work out words that I do not know*** ***I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)*** ***I can blend sounds together to read unfamiliar words*** ***I can read red words that I come across in age appropriate texts*** ***I can read words of more than one syllable*** ***I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2*** **I can answer simple questions about the characters and events in a story** **I can recognise when my reading doesn't make sense and can try to correct it** **I can say how a character might be feeling and why** **I can clearly explain what I have read**					

Yr2	*Read individual letters by saying the sounds for them* *Blend sounds into words to read short words* *Read some letter groups e.g. 'th', 'igh'* *Read a few common exception words linked to the school's phonics scheme* *Read simple phrases and sentences* *Re-read books to build up their confidence, fluency and understanding*	*I use phonics as my first strategy to work out words that I do not know* *I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)* *I can blend sounds together to read unfamiliar words* *I can read red words that I come across in age appropriate texts* *I can read words of more than one syllable* *I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2* **I can answer simple questions about the characters and events in a story** **I can recognise when my reading doesn't make sense and can try to correct it** **I can say how a character might be feeling and why** **I can clearly explain what I have read**	*I can read accurately words of two or more syllables e.g. helicopter* *I can read most words containing common suffixes e.g. ing, ed* *I can fluently read an age appropriate text e.g. RWI grey/ AR yellow* *I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute* *I can sound out any unfamiliar words accurately* **I can recognise when my reading doesn't make sense and can correct it** **I can answer comprehension questions about what I have read** **I can make inferences about what I have read** **I can summarise and explain what has happened so far in a book I am reading**				

Yr3	*Read individual letters by saying the sounds for them* *Blend sounds into words to read short words* *Read some letter groups e.g. 'th', 'igh'* *Read a few common exception words linked to the school's phonics scheme* *Read simple phrases and sentences* *Re-read books to build up their confidence, fluency and understanding*	*I use phonics as my first strategy to work out words that I do not know* *I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)* *I can blend sounds together to read unfamiliar words* *I can read red words that I come across in age appropriate texts* *I can read words of more than one syllable* *I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2* **I can answer simple questions about the characters and events in a story** **I can recognise when my reading doesn't make sense and can try to correct it** **I can say how a character might be feeling and why** **I can clearly explain what I have read**	*I can read accurately words of two or more syllables e.g. helicopter* *I can read most words containing common suffixes e.g. ing, ed* *I can fluently read an age appropriate text e.g. RWI grey/ AR yellow* *I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute* *I can sound out any unfamiliar words accurately* **I can recognise when my reading doesn't make sense and can correct it** **I can answer comprehension questions about what I have read** **I can make inferences about what I have read** **I can summarise and explain what has happened so far in a book I am reading**	*I can read aloud with confidence understanding how to use a range of punctuation* *I can read age appropriate books with confidence and fluency* *I can read tricky words with unusual correspondences between spelling and soun* *I can recognise where words are an exception to the rule* I can use prefixes, suffixes and root words to clarify word meaning. I can clarify word meaning using the context of the word I can use alphabetically ordered text to find information I can identify the features o different text types I can use organisational devices to find information I can comment on the choice of language that is used I can empathise with a character I can justify my predictions and inferences using evidence I can evaluate a text with reference to its text type I can begin to identify different points of view in a text I can say why books by the same author are similar I can start to recognise hov a text relates to its historica or cultural setting.			

Yr4	*Read individual letters by saying the sounds for them* *Blend sounds into words to read short words* *Read some letter groups e.g. 'th', 'igh'* *Read a few common exception words linked to the school's phonics scheme* *Read simple phrases and sentences* *Re-read books to build up their confidence, fluency and understanding*	*I use phonics as my first strategy to work out words that I do not know* *I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)* *I can blend sounds together to read unfamiliar words* *I can read red words that I come across in age appropriate texts* *I can read words of more than one syllable* *I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2* I can answer simple questions about the characters and events in a story I can recognise when my reading doesn't make sense and can try to correct it I can say how a character might be feeling and why I can clearly explain what I have read	*I can read accurately words of two or more syllables e.g. helicopter* *I can read most words containing common suffixes e.g. ing, ed* *I can fluently read an age appropriate text e.g. RWI grey/ AR yellow* *I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute* *I can sound out any unfamiliar words accurately* I can recognise when my reading doesn't make sense and can correct it I can answer comprehension questions about what I have read I can make inferences about what I have read I can summarise and explain what has happened so far in a book I am reading	*I can read aloud with confidence understanding how to use a range of punctuation* *I can read age appropriate books with confidence and fluency* *I can read tricky words with unusual correspondences between spelling and soun* *I can recognise where words are an exception to the rule* I can use prefixes, suffixes and root words to clarify word meaning. I can clarify word meaning using the context of the word I can use alphabetically ordered text to find information I can identify the features o different text types I can use organisational devices to find information I can comment on the choice of language that is used I can empathise with a character I can justify my predictions and inferences using evidence I can evaluate a text with reference to its text type I can begin to identify different points of view in a text I can say why books by the same author are similar I can start to recognise hov a text relates to its historica or cultural setting	*I can read all the words on the year 3/4 spelling list* *I can read age appropriate texts with confidence and fluency* I can identify the features of different fiction and non fiction texts I can use skimming, scanning and text marking I can use knowledge from wider reading to support my ideas I can seek out clues in a text to improve my understanding I can comment on the choice of language that is used to build suspense and character I understand how the author wants the reader to respond I can summarise key points I can recognise themes from a range of books I can recognise some forms of poetry I can comment on word choices which express feelings/moods/attitud es I can understand different viewpoints in a text		

Yr5	*Read individual letters by saying the sounds for them* *Blend sounds into words to read short words* *Read some letter groups e.g. 'th', 'igh'* *Read a few common exception words linked to the school's phonics scheme* *Read simple phrases and sentences* *Re-read books to build up their confidence, fluency and understanding*	*I use phonics as my first strategy to work out words that I do not know* *I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)* *I can blend sounds together to read unfamiliar words* *I can read red words that I come across in age appropriate texts* *I can read words of more than one syllable* *I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2* I can answer simple questions about the characters and events in a story I can recognise when my reading doesn't make sense and can try to correct it I can say how a character might be feeling and why I can clearly explain what I have read	*I can read accurately words of two or more syllables e.g. helicopter* *I can read most words containing common suffixes e.g. ing, ed* *I can fluently read an age appropriate text e.g. RWI grey/ AR yellow* *I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute* *I can sound out any unfamiliar words accurately* I can recognise when my reading doesn't make sense and can correct it I can answer comprehension questions about what I have read I can make inferences about what I have read I can summarise and explain what has happened so far in a book I am reading	*I can read aloud with confidence understanding how to use a range of punctuation* *I can read age appropriate books with confidence and fluency* *I can read tricky words with unusual correspondences between spelling and soun* *I can recognise where words are an exception to the rule* I can use prefixes, suffixes and root words to clarify word meaning. I can clarify word meaning using the context of the word I can use alphabetically ordered text to find information I can identify the features o different text types I can use organisational devices to find information I can comment on the choice of language that is used I can empathise with a character I can justify my predictions and inferences using evidence I can evaluate a text with reference to its text type I can begin to identify different points of view in a text I can say why books by the same author are similar I can start to recognise hov a text relates to its historica or cultural setting.	*I can read all the words on the year 3/4 spelling list* *I can read age appropriate texts with confidence and fluency* I can identify the features of different fiction and non fiction texts I can use skimming, scanning and text marking I can use knowledge from wider reading to support my ideas I can seek out clues in a text to improve my understanding I can comment on the choice of language that is used to build suspense and character I understand how the author wants the reader to respond I can summarise key points I can recognise themes from a range of books I can recognise some forms of poetry I can comment on word choices which express feelings/moods/attitud es I can understand different viewpoints in a text	*I can work out how to pronounce words with the same spelling correctly using sentence context* *I can read age appropriate texts with confidence and fluency* *I can read complex sentences with fluency and accuracy* *I can respond to sophisticated punctuation when I read* I can discuss complex narrative plots I can summarise key points from multiple paragraphs I can compare, contrast and evaluate different text types I can draw information from different parts of a text I can identify and comment on figurative and descriptive language choices as well as non fiction language choices I can describe an author's style I can talk about themes in stories which link to other texts I can compare the openings of novels I understand how texts reflect the time and culture of when they were written	

Yr6	*Read individual letters by saying the sounds for them* *Blend sounds into words to read short words* *Read some letter groups e.g. 'th', 'igh'* *Read a few common exception words linked to the school's phonics scheme* *Read simple phrases and sentences* *Re-read books to build up their confidence, fluency and understanding*	*I use phonics as my first strategy to work out words that I do not know* *I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)* *I can blend sounds together to read unfamiliar words* *I can read red words that I come across in age appropriate texts* *I can read words of more than one syllable* *I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2* I can answer simple questions about the characters and events in a story I can recognise when my reading doesn't make sense and can try to correct it I can say how a character might be feeling and why I can clearly explain what I have read	*I can read accurately words of two or more syllables e.g. helicopter* *I can read most words containing common suffixes e.g. ing, ed* *I can fluently read an age appropriate text e.g. RWI grey/ AR yellow* *I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute* *I can sound out any unfamiliar words accurately* I can recognise when my reading doesn't make sense and can correct it I can answer comprehension questions about what I have read I can make inferences about what I have read I can summarise and explain what has happened so far in a book I am reading	*I can read aloud with confidence understanding how to use a range of punctuation* *I can read age appropriate books with confidence and fluency* *I can read tricky words with unusual correspondences between spelling and soun* *I can recognise where words are an exception to the rule* I can use prefixes, suffixes and root words to clarify word meaning. I can clarify word meaning using the context of the word I can use alphabetically ordered text to find information I can identify the features o different text types I can use organisational devices to find information I can comment on the choice of language that is used I can empathise with a character I can justify my predictions and inferences using evidence I can evaluate a text with reference to its text type I can begin to identify different points of view in a text I can say why books by the same author are similar I can start to recognise hov a text relates to its historica or cultural setting.	*I can read all the words on the year 3/4 spelling list* *I can read age appropriate texts with confidence and fluency* I can identify the features of different fiction and non fiction texts I can use skimming, scanning and text marking I can use knowledge from wider reading to support my ideas I can seek out clues in a text to improve my understanding I can comment on the choice of language that is used to build suspense and character I understand how the author wants the reader to respond I can summarise key points I can recognise themes from a range of books I can recognise some forms of poetry I can comment on word choices which express feelings/moods/attitud es I can understand different viewpoints in a text	*I can work out how to pronounce words with the same spelling correctly using sentence context* *I can read age appropriate texts with confidence and fluency* *I can read complex sentences with fluency and accuracy* *I can respond to sophisticated punctuation when I read* I can discuss complex narrative plots I can summarise key points from multiple paragraphs I can compare, contrast and evaluate different text types I can draw information from different parts of a text I can identify and comment on figurative and descriptive language choices as well as non fiction language choices I can describe an author's style I can talk about themes in stories which link to other texts I can compare the openings of novels I understand how texts reflect the time and culture of when they were written	*I can read age appropriate books with confidence and fluency (including whole novels)* *I can read aloud with intonation that shows understanding* I can use a range of strategies to work out word meaning I can explain and discuss the meaning of what I have read using evidence I can draw on inferences to reach opinions and justify these with evidence I can make comparisons within and across texts I can evaluate how authors use figurative and non fiction language for a purpose I understand abbreviations, colloquialisms and specialist vocabulary I know the difference between fact and opinion I can identity explicit and implicit points of view I can make predictions using detailed knowledge of text types I can compare and contrast author's styles I can discuss themes and conventions in and across a wide range of writing

Shared Reading Question Progression

Question Type	KS1	KS2	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	What does…….look like? What colour is….? What animal is….? Where did…..go? Why did…..run away? Find and copy… Find two words which show that...	Name the… What is…? Find and copy.... Copy a word which… Match the… Tick which... Fill the gap... Copy and complete…	Find and copy and phrase… Find a synonym for…. Sequence the following events… True or False… Annotate the…. Correct the...

Question Type	KS1	KS2	
	Year 1 and 2	Year 3 and 4	Year 5 and 6

	How can we tell that…..? How did……know? Does……like…..? How do you know? Why….? (where inference must be used to find this) Is this fiction or nonfiction? How do you know?	How do you….? Did...? Why does..? How does…? Explain what…? What type of text is this? How do you know? Using evidence from the text, explain…	Can you explain…? Why did…? Using evidence to justify your answer, explain…? Providing evidence, is it true or false that…? Can you determine…? What can you infer about…? Why is it significant that…? Categorise the text type with justifications…
Question Type	**KS1**	**KS2**	
	Year 1 and 2	**Year 3 and 4**	**Year 5 and 6**
	Why does the author use the word…….? How does the author show us that it is an exciting part of the story? Why has the author used…..? Why is……written in capitals/in bold?	Why does the author use the word/phrase…? What does the author tell the reader with the word…? What impression do you get from…? The author included the word/phrase….why? How does the author make the reader feel by using….?	For what purpose does the author…? Why does the author use…..despite it being..? How does the author…? What image does the author build by…? How does the author signal…? For what effect does the author…? How has the author's choice of words…?

Question Type	KS1	KS2	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	How would you feel if….? Would you like to….? Do you agree with…..? Do you think…..would be a nice friend to have? What would your favourite be? Why? Would you like to have lived in this place/time?	If you were…….how would you…? Do you think…? Predict what… Why, in your opinion, does…? What do you think is meant by…? Do you agree or disagree…? In your opinion, should…?	Agree or Disagree? …….. Justify your opinion Yes/No/Maybe……Explain your viewpoint Using evidence to support your ideas, predict… Do you think there is any significance in… Reflect on…. Identify a key theme which… Considering your wider knowledge of the book…explain… Compare… Contrast…

Shared Reading Book Progression

Year Group	Book Title	AR Book Band	AR ZPD	AR Rating
Nursery	In our Nursery we follow the 'Read Write Inc Nursery' scheme. The children undertake **speaking and listening activities** and are exposed to a wide range of high quality stories and nursery rhymes. In the summer term before starting school, pupils **begin to learn their Set 1 sounds**. Pupils begin to read short '**blending books**' when they are confident in reading the first set of sounds.			
Reception	In Reception pupils receive daily high quality Phonics sessions following the Read Write Inc scheme. These are grouped according to ability. Pupils working at expected levels will learn **Set 1 and 2** during the Reception Year and will finish the year reading at or above **Purple** level. Pupils are introduced to simple comprehension questions at an age appropriate level which they answer verbally.			
Year 1	In Year 1 pupils receive daily high quality Phonics sessions following the Read Write Inc scheme. These are grouped according to ability. Pupils working at expected levels will learn **Set 2 and 3** during Year 1 and will finish the year reading **Grey** level books or will have completed the scheme (see below). Pupils are introduced to simple comprehension questions at an age appropriate level which they answer verbally.			
Year 2	Horrid Henry	Blue	3.3	MY
	Winnie the Twit	Blue	3.1	MY
	Traction Man is Here!	Blue	3.6	MY
	Fantastic Mr Fox	Yellow	4.1	MY
	Dinosaur Cove	Blue	3.7	LY
	The Twits	Yellow	4.4	MY

Year 3	Claude in the City	Yellow	4.0	LY
	George's Marvellous Medicine	Yellow	4.0	MY
	Bill's New Frock	Yellow	4.3	MY
	One Hundred Mile an Hour Dog	Yellow	4.8	MY
	Glog	Blue	3.0	LY
	Wreck of the Zanzibar	Yellow	4.1	MY
Year 4 and 5 Cycle A	Stitch Head	Yellow	4.6	LY
	How to Train your Dragon	Black	6.7	MY
	The Lion, the Witch and the Wardrobe	Red	5.7	MY
	There's a Boy in the Girls' Bathroom	Blue	3.4	MY
	Wolf Brother	Yellow	4.5	MY
	Harry Potter	Black	6.0	MY

Year 4 and 5 Cycle B	Krindlekrax	Yellow	4.0	MY
	The Iron Man	Yellow	4.7	MY
	War Horse	Red	5.9	MY
	The Jamie Drake Equation	Black	6.4	MY
	Beowulf	Black	7.0	MY
	Holes	Yellow	4.6	UY
Year 6	Kensuke's Kingdom	Blue	4.7	MY
	Listen to the Moon	Red	5.9	MY+
	Gold of the Gods	Black	6.3	MY
	Goodnight Mister Tom	Red	5.1	MY
	Pax	Red	5.3	MY

Poetry Spine

YEAR	Autumn Term	Spring Term	Summer Term
Piskies			
A	The Owl and the Pussycat by Edward Lear	Hurt No Living Thing by Christina Rosseti	On the Ning, Nang, Nong by Spike Milligan
B	I'm Just Going Out for A Moment by Michael Rosen	Where Teachers Keep their Pets by Paul Cookson	There was an Old Woman Who Swallowed a Fly
Gnomes			
A	Nothing Gold Can Stay - Robert Frost	From a Railway Carriage by Robert Louis Stevenson	Song of the Witches - Macbeth
B	The Harvest Moon by Ted Hughes	Daffodowndilly by A.A. Milne	Please Mrs Butler by Allan Alberg
Elves			
A	The Call - Jessie Pope	Sea Fever by John Masefield	Macavity the Mystery Cat by T S Eliot
B	Anthem for Doomed Youth - Wilfred Owen	Little Red Riding Hood by Roald Dahl	The Tyger by William Blake
C	The Harvest by Henry Birtles	I Wandered Lonely as a Cloud by William Wordsworth	The Jabberwocky by C S Lewis

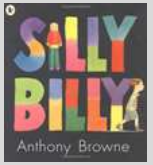
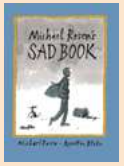
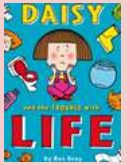
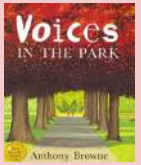
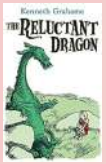
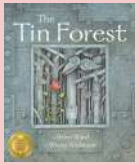
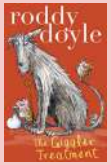
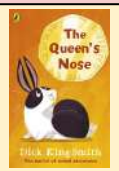
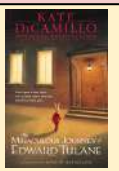
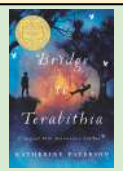
Poetry progression

Specific poetry objectives only. General reading and writing objectives to be used throughout sessions.

Yr 1	Yr 2
-Listen to and discuss a wide range of poems -Appreciate rhymes and poems and recite some by heart	-Listen to, discuss and express views about a wide range of contemporary and classic poetry -Recognise simple recurring literary language in poetry -Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear -Participate in discussion about books, poems and other works -Explain and discuss their understanding of books, poems and other material
Yr 3 & 4	**Yr 5 & 6**
-Listen to and discuss a wide range of poetry -Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognise some different forms of poetry -Participate in discussion about poems	-Continue to read and discuss an increasingly wide range of poetry -Read texts and poems that are structured in different ways and for a range of purposes -Increase familiarity with a wide range of texts from our literary heritage -Learn a wider range of poems by heart -Prepare poems to read aloud/perform, showing understanding through intonation/ tone/ volume so that the meaning is clear to an audience

Reading Spine

The Reading Spine is a collection of children's books selected for their amazing stories & exciting pictures; their promotion of inclusion and their explanation of Natural History and Environmental topics. The books in our reading spine offer children, teachers and parents the opportunity to read, share and talk about books encouraging a passion for reading. They help us understand the world around us, think about emotions and experiences, and reflect.

Yr1										
	Emotional Wellbeing	Classic	Natural History & Environment	Emotional Wellbeing	Emotional Wellbeing	Natural History & Environment	Classic	Inspirational	Inclusion & Diversity	Natural History & Environmental Issues
Yr2										
	Inclusion & Diversity	Inclusion & Diversity	Classic Story	Emotional Wellbeing	Inclusion & Diversity	Inclusion & Diversity	Inclusion & Diversity	Emotional Wellbeing	Inclusion & Diversity	Inclusion & Diversity
Yr3										
	Inclusion & Diversity	Classic Story	Inclusion & Diversity	Classic Story	Natural History & Environmental Issues	Natural History & Environmental Issues	Natural History & Environmental Issues	Inclusion & Diversity	Emotional Wellbeing	Emotional Wellbeing
Yr4										
	Emotional Wellbeing	Classic Story	Classic Story	Natural History & Environmental Issues	Inclusion & Diversity	Emotional Wellbeing	Emotional Wellbeing	Inclusion & Diversity	Inclusion & Diversity	Emotional Wellbeing
Yr5										
	Inclusion & Diversity	Emotional Wellbeing	Natural History & Environmental Issues	Inclusion & Diversity	Emotional Wellbeing	Classic Story	Inclusion & Diversity	Emotional Wellbeing	Classic Story	Classic Story
Yr6										
	Inclusion & Diversity	Inclusion & Diversity	Classic Story	Natural History & Environmental Issues	Emotional Wellbeing	Emotional Wellbeing	Emotional Wellbeing	Emotional Wellbeing	Classic Story	Natural History & Environmental Issues

How do we measure the impact?

Accelerated reader quizzes to assess comprehension / understanding	PIRA and SATs to support benchmarking against national standards	Tracking of RWI phonics progression every 6 weeks	Tracking reading speed progression using Frys flashcards
Yearly Reading Spine progression	Shared reading comprehension during the lesson	Fresh Start assessment	Weekly Certificates to celebrate

Developing young writers

Intent of the writing curriculum

Stick	Link	Build	Use
CONSISTENT APPROACHES	WRITE WITH PURPOSE	WRITE WITH INCREASING ACCURACY & IMPROVE VOCABULARY CHOICES	REAL OUTCOMES

The intention of the writing curriculum is to teach children the skills to write with increasing accuracy, fluency and purpose. It is intended to provide knowledge of stories, authors, genres and widen their vocabulary. We intend to teach children the purpose of writing and the importance of these lifelong skills using well conceived and engaging writing pedagogies in the classroom. We intend to develop pupil memory by connecting literacy with the wider curriculum. To improve reduced speech and language skills in the community, we spend time modelling, directly teaching and rehearsing vocabulary and word meaning. To ensure that pupils understand the value of literacy skills and build positive attitudes towards this area of their learning, we introduce literacy units in fun and imaginative ways using various trips and visits to hook in every child.

Structured progression in knowledge from the teaching of phonetic spelling and handwriting to sentence construction and knowledge of genre characteristics are all carefully planned. We have researched, tried, tested and adapted our approaches over many years.

We use a 'Talk for Writing' approach to support our pupils to learn to write in a creative and imaginative way without losing the emphasis on accurate writing. This approach supports children to become confident writers who can express their thoughts and ideas accurately through a range of genres for a variety of different purposes. We also teach them how to present their writing clearly, neatly and precisely for different audiences.

Implementation

Teaching principles	Teaching approaches
• Expanded vocabulary leads to better academic outcomes • Fiction is best taught when based on a quality model text • Non-fiction text models should be real, things children can / have experienced • Shared writing underpins the teaching of the writing process • Learning and retelling a story helps their own composition and memory of vocab • That we follow RWI handwriting and Continuous Cursive progression	• Talk for Writing (shared writing underpins the teaching process) • Read, Write Inc Phonics (systematic teaching of reading, spelling and handwriting) • Dictation for developing writers (developing the basics in sentence construction) • Helicopter Stories (creating imaginative, young storytellers) • Handwriting taught in specific lessons and celebrated every week

PROGRESSION OF GRAMMAR IN WRITING

YrR	Finger spaces Full stops Capital letters Adjectives						
Yr1	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns					
Yr2	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating conjunctions				
Yr3	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction	Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause Word families			

			Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating conjunctions				
Yr4	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating	Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause Word families	Standard English Expanded noun phrases Adverbials and fronted adverbials Pronouns Possessive pronouns Relative pronouns Speech punctuation Plural possessive apostrophes Relative clause		
Yr5	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs Nouns	Present and past tense Progressive verb forms Commas in a list and for openers Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating	Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause Word families	Standard English Expanded noun phrases Adverbials and fronted adverbials Pronouns Possessive pronouns Relative pronouns Speech punctuation Plural possessive apostrophes Relative clause	Modal verbs Cohesive devices Adverbials of time and place Parenthesis Brackets Dashes Commas to mark clauses	
Yr6	Finger spaces Full stops Capital letters Adjectives	Capital letters for names and 'I' Question marks Exclamation marks Sentences Singular and plural Bullet points Verbs	Present and past tense Progressive verb forms Commas in a list and for openers	Determiners A/An Prepositions Present perfect verb forms Direct speech Main clause Subordinate clause	Standard English Expanded noun phrases Adverbials and fronted adverbials Pronouns Possessive pronouns Relative pronouns	Modal verbs Cohesive devices Adverbials of time and place Parenthesis Brackets Dashes	Formal and informal language Synonyms Antonyms Passive and active voice Question tags Subjunctive mood

		Nouns	Apostrophes for possession and contraction Noun phrases Adverbs The 4 sentence types Speech marks Suffixes Subordinating/ coordinating	Word families	Speech punctuation Plural possessive apostrophes Relative clause	Commas to mark clauses	Ellipses Semi colons Colons Hyphens Subject Object Punctuated bullet points

PROGRESSION OF NARRATIVE WRITING

YrR	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Describe using adjectives and adverbs Use repetition (he walked and walked) Use simple determiners and prepositions in sentences						

Yr1	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.					

Yr2	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.	Secure use of planning tools (story map.story mountain/story grid) Understand the five parts of a story with more complex vocabulary Write multiple sentences to formulate an ending Use a variety of sentence openers Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three) Use exclamations, questions, statements and commands. Write complex sentences using relative clauses and subordinate clauses Write short and long sentences Accurately proofread writing				

Yr3	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.	Secure use of planning tools (story map.story mountain/story grid) Understand the five parts of a story with more complex vocabulary Write multiple sentences to formulate an ending Use a variety of sentence openers Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three) Use exclamations, questions, statements and commands. Write complex sentences using relative clauses and subordinate clauses Write short and long sentences Accurately proofread writing	Use paragraphs to organise parts of a story Understand that: Openings should include detailed description of character and setting A build up must build suspense The climax needs action and dialogue Resolutions must link with the problem Endings must link back to the beginning and show character growth. Use specific vocabulary choices for impact and effect Embellish sentences using adverbial and noun phrases alongside other descriptive tools Use complex sentences with multiple clauses. “Drop in” relative clauses. Use sentences of 3 for description			

Yr4	**Planning Tool (Story map/story mountain)** **Whole Class retelling of a story** **Understand beginning, middle and end** **Retell a simple 5 part story** **Say, write and read back simple sentences** **Use compound sentences with simple coordinating conjunctions (and, but, so)** **Compare using similes (like)** **Use repetition (he walked and walked)** **Describe using adjectives and adverbs** **Use simple prepositions and determiners in sentences**	**Plan an opening around a character/setting/ time of day/weather.** **Understand the five parts of a story (opening, build up, climax, resolution, ending)** **Embellish simple sentences with openers (such as ly words)** **Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while)** **Compare using similes (like and as)** **Use alliteration** **Use a greater range of prepositions and determiners** **Use exclamations, questions and statements.**	**Secure use of planning tools (story map.story mountain/story grid)** **Understand the five parts of a story with more complex vocabulary** **Write multiple sentences to formulate an ending** **Use a variety of sentence openers** **Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three)** **Use exclamations, questions, statements and commands.** **Write complex sentences using relative clauses and subordinate clauses** **Write short and long sentences** **Accurately proofread writing**	**Use paragraphs to organise parts of a story** **Understand that:** **Openings should include detailed description of character and setting** **A build up must build suspense** **The climax needs action and dialogue** **Resolutions must link with the problem** **Endings must link back to the beginning and show character growth.** **Use specific vocabulary choices for impact and effect** **Embellish sentences using adverbial and noun phrases alongside other descriptive tools** **Use complex sentences with multiple clauses.** **“Drop in” relative clauses.** **Use sentences of 3 for description**	**Use paragraphs to show changes in time and place** **Write to show dilemma and to build suspense** **Write with clear distinction between a resolution and an ending** **Start sentences in increasingly varied ways (eg: with a simile/ed starters/ing starters)** **Use a sentence of 3 for action** **Use appropriate pronouns to avoid ambiguity/repetition** **Use dialogue with well chosen verbs and adverbs.** **Use comparative and superlative language** **Evaluate writing and redraft sections**		

Yr5	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.	Secure use of planning tools (story map.story mountain/story grid) Understand the five parts of a story with more complex vocabulary Write multiple sentences to formulate an ending Use a variety of sentence openers Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three) Use exclamations, questions, statements and commands. Write complex sentences using relative clauses and subordinate clauses Write short and long sentences Accurately proofread writing	Use paragraphs to organise parts of a story Understand that: Openings should include detailed description of character and setting A build up must build suspense The climax needs action and dialogue Resolutions must link with the problem Endings must link back to the beginning and show character growth. Use specific vocabulary choices for impact and effect Embellish sentences using adverbial and noun phrases alongside other descriptive tools Use complex sentences with multiple clauses. “Drop in” relative clauses. Use sentences of 3 for description	Use paragraphs to show changes in time and place Write to show dilemma and to build suspense Write with clear distinction between a resolution and an ending Start sentences in increasingly varied ways (eg: with a simile/ed starters/ing starters) Use a sentence of 3 for action Use appropriate pronouns to avoid ambiguity/repetition Use dialogue with well chosen verbs and adverbs. Use comparative and superlative language Evaluate writing and redraft sections	Independant selection and use of planning tools Use a range of cohesive devices within paragraphs. Use changes of place/time/action to link ideas across paragraphs “Play with” the order the story structure is revealed (eg: ending first) Write stories with multiple problems to be resolved or connecting problems. Use rhetorical questions Use metaphors and personification Use onomatopoeia and ‘empty words’ Use a wide range of expanded clauses and phrases to embellish writing. Reshape sentences for effect or meaning. Move sentence chunks around (how/where/why) for different effects Use dialogue with well chosen verbs, adverbs and action. Indicate levels of possibility using modal verbs	

Yr6	Planning Tool (Story map/story mountain) Whole Class retelling of a story Understand beginning, middle and end Retell a simple 5 part story Say, write and read back simple sentences Use compound sentences with simple coordinating conjunctions (and, but, so) Compare using similes (like) Use repetition (he walked and walked) Describe using adjectives and adverbs Use simple prepositions and determiners in sentences	Plan an opening around a character/setting/ time of day/weather. Understand the five parts of a story (opening, build up, climax, resolution, ending) Embellish simple sentences with openers (such as ly words) Use compound sentences with a greater range of coordinating and subordinating conjunctions (or/because/when/while) Compare using similes (like and as) Use alliteration Use a greater range of prepositions and determiners Use exclamations, questions and statements.	Secure use of planning tools (story map.story mountain/story grid) Understand the five parts of a story with more complex vocabulary Write multiple sentences to formulate an ending Use a variety of sentence openers Embellish simple sentences using descriptive tools (eg: 2 adjectives with a noun/lists of three) Use exclamations, questions, statements and commands. Write complex sentences using relative clauses and subordinate clauses Write short and long sentences Accurately proofread writing	Use paragraphs to organise parts of a story Understand that: Openings should include detailed description of character and setting A build up must build suspense The climax needs action and dialogue Resolutions must link with the problem Endings must link back to the beginning and show character growth. Use specific vocabulary choices for impact and effect Embellish sentences using adverbial and noun phrases alongside other descriptive tools Use complex sentences with multiple clauses. “Drop in” relative clauses. Use sentences of 3 for description	Use paragraphs to show changes in time and place Write to show dilemma and to build suspense Write with clear distinction between a resolution and an ending Start sentences in increasingly varied ways (eg: with a simile/ed starters/ing starters) Use a sentence of 3 for action Use appropriate pronouns to avoid ambiguity/repetition Use dialogue with well chosen verbs and adverbs. Use comparative and superlative language Evaluate writing and redraft sections	Independant selection and use of planning tools Use a range of cohesive devices within paragraphs. Use changes of place/time/action to link ideas across paragraphs “Play with” the order the story structure is revealed (eg: ending first) Write stories with multiple problems to be resolved or connecting problems. Use rhetorical questions Use metaphors and personification Use onomatopoeia and ‘empty words’ Use a wide range of expanded clauses and phrases to embellish writing. Reshape sentences for effect or meaning. Move sentence chunks around (how/where/why) for different effects Use dialogue with well chosen verbs, adverbs and action. Indicate levels of possibility using modal verbs	Draw on reading and research when planning Write ‘at length’ with focus Frequently edit and improve writing as part of the writing process Write a range of story types with varied structures and consistent plots. Securely link across and within paragraphs Develop well rounded and detailed characters Use active and passive verbs Use a wide range of literary features to create effects Use formal and informal language Use expanded noun phrases to convey complicated ideas concisely Use shifts in formality and tone (question tags/subjunctive mood/ colloquial language) Deeply explore character thoughts, actions and reactions.

KS2 Genre Progression

KS2 Setting Toolkit

- Adventurous vocabulary
- Precise nouns
- Use of the senses
- Similes and metaphors
- Figurative Language
- Adjectives
- Expanded noun phrases
- Describe the time of day
- Focus on unusual details
- Prepositions

KS2 Suspense Toolkit

- Ominous Sounds
- Character Reactions
- Feelings through actions
- Rhetorical Questions
- Empty Words
- Powerful Verbs and Adverbs
- Dramatic Adverbial Phrases
- Short Sentences
- Introduce an element of unease
- Repetition
- Lull the Reader

KS2 Action Toolkit

- Dramatic Fronted Adverbials
- Short Sentences
- Powerful verbs and adverbs
- Onomatopoeia
- Dialogue
- Ominous Sounds
- Use a flashback
- Character Reactions and thoughts

KS2 Characterisation Toolkit

- Adjectives
- Similes
- Action verbs and adverbs
- Feelings through actionsSpeech
- Fronted adverbials
- Interesting Character name/history
- Feelings through actions
- Figurative language
- Character thoughts
- Reactions of others
- Contrasting characters

PROGRESSION OF NON-FICTION WRITING

	Information Writing	Persuasive Writing
EY&KS1	Use lists and labels Record ideas and information Use numbering Use technical language	Create simple sentences persuading others to do something Use exaggerated words to persuade others
Lower KS2	Use lists and labels Record ideas and information Use numbering Use technical language Use navigational devices (Subheadings, connecting adverbs…) Summarise information	Create simple sentences persuading others to do something Use exaggerated words to persuade others Use rhetorical questions Use of facts and statistics Use puns, jingles, alliteration and invented words Consider the audience and adjust tone accordingly Use a range of adverbs, adverbials and connectives
Upper KS2	Use lists and labels Record ideas and information Use numbering Use technical language Use navigational devices (Subheadings, connecting adverbs…) Summarise information Consider the given audience Balance viewpoints Use formal language and tone (where appropriate)	Create simple sentences persuading others to do something Use exaggerated words to persuade others Use rhetorical questions Use of facts and statistics Use puns, jingles, alliteration and invented words Consider the audience and adjust tone accordingly Use a range of adverbs, adverbials and connectives Disguise opinion as fact Use ambiguity and half truths Use pandering and be condescending Use lists and bullet points Provide persuasive examples Pre-empt and answer potential objections

PROGRESSION OF NON-FICTION WRITING

	Recount Writing	Explanation Texts
EY&KS1	Use sequencing words and phrases Eg: Then, Next Write events in chronological order Use first person Maintain past tense	Use images to explain an event Use technical vocabulary Place events in order Use sequencing language Eg: Then, Next
Lower KS2	Use sequencing words and phrases Write events in chronological order Use first person Maintain past tense Consistent use of pronouns Use a range of connecting adverbs and adverbial phrases Eg: Meanwhile, After that Include detail to engage the reader	Use images to explain an event Use technical vocabulary Place events in order Use sequencing language Eg: Then, Next Summarise a process Use sequential paragraphs including an introduction Use passive voice Use sequential and connective adverbs and adverbials Use subheadings Use numbering
Upper KS2	Use sequencing words and phrases Write events in chronological order Use first person Maintain past tense Consistent use of pronouns Use a range of connecting adverbs and adverbial phrases Eg: Meanwhile, After that Include detail to engage the reader Formal Tone (where appropriate) Write showing an understanding of the audience Distinguish between fact and opinion	Use images to explain an event Use technical vocabulary Place events in order Use sequencing language Eg: Then, Next Summarise a process Use sequential paragraphs including an introduction Use passive voice Use sequential and connective adverbs and adverbials Use subheadings Use numbering Complex sentences Hypothetical Language (If, When they, it could….)

PROGRESSION OF NON-FICTION WRITING

	Instructional Writing	Discussion Writing
EY&KS1	List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail	n/a
Lower KS2	List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail Use organisational devices such as lists, bullet points and sub headings Write instructions for complex processes	n/a
Upper KS2	List materials Use sequencing words and phrases Provide a statement of intent Use direct language and imperative verbs Use commands Use adjectives and adverbs to add detail Use organisational devices such as lists, bullet points and sub headings Write instructions for complex processes Consider the audience for the text and adjust language choices accordingly	Summarise arguments Draw conclusions Introduce an argument Use statistics and facts to support opinions Use formal language

How do we measure the impact?

Toolkits support day to day formative assessment	Comparative Judgement supports moderation and comparison nationally	Peer and self assessment supports improvements	Regular application of learnt writing skills in 'dazzling writing tasks'.
Celebrating the published writing every half term into purposeful outcomes	Performing to audiences and publishing to wider audiences	Celebrating handwriting using Rainbow Pencil and Pen Licences	Edit/redraft days between writing days

Developing young mathematicians

Intent of the maths curriculum

Stick	Link	Build		Use
REPEATED PRACTICE FOR FLUENCY	FUNDAMENTAL LINKS BETWEEN AREAS OF MATHEMATICS	PROGRESSION OF SKILLS WITH A MASTERY APPROACH	PROGRESSION OF MANIPULATIVES	APPLICATION INTO PROBLEM SOLVING

We agree that our economy depends on a numerate workforce and that economic vibrancy relies on STEM driven innovations. Therefore the intention of our mathematics curriculum at SIS is to build the foundation of numeracy knowledge and skills that children require to successfully access the next stage of their numeracy education. It intends to develop fluent mathematicians who can recall number facts, handle large calculations efficiently, solve complex problems logically and make links between their maths and the wider world. We have invested in developing staff expertise to help us drive the innovations of teaching a maths mastery curriculum. Our approach to teaching, supported by selected resources from NCETM & White Rose, is one that aims to develop long term memory through repeated practice, modelling and carefully planned small step progression. Our intention is to use carefully selected manipulatives and consistent calculation strategies to support teaching throughout the school. Sentence stems and repeated 'my turn, your turn' approaches intend to scaffold children's mathematical language and explanations and build memory of vocabulary, facts and strategy. Our 'Digging Deeper' approach intends to push children to deepen understanding, whilst our rigorous marking and 'Dreams' intend to help children tackle misconceptions and practise further. We have chosen resources carefully to support the teaching of maths. We have committed specific time to the teaching of number facts outside the main lesson time (morning maths 8:45-9:00 am).

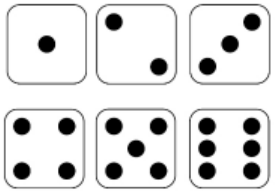
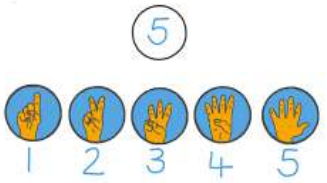
To promote automaticity (fluency in number facts and good number sense) in Reception and KS1 our children are further supported with NCETM teaching resources utilising Rekenreks with the intent to release the pressure on children's cognitive loads in KS2 so that times table and the known number facts from key stage one can be recalled automatically and in turn children can then practise written calculations and algorithms with more ease.

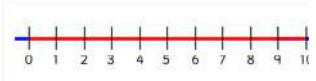
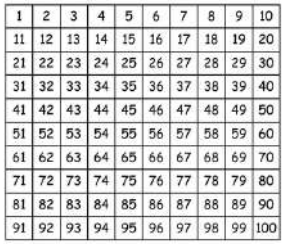
Implementation - Agreed principles

Teaching principles	Teaching approaches
• That innovation is led by Maths HUB research • That precise, age-related vocabulary should be used explicitly • That consistent manipulatives modelled daily support learning • That all children are expected to work on age-related tasks • That tasks to deepen age-appropriate strands of learning are planned • That the CPA (concrete-pictorial-abstract) is developed within the lesson	• Progression and planning supported by NCETM and WhiteRose Maths • Morning maths for number facts fluency development • Use of TTRS/ Stick n' Split / Prodigy maths for weekly homework • TTRockstars/ Stick n' Split used for practising times tables in key year groups • Use of sentence stems to support children's mathematical explanations • MTYT to practise key mathematical terms

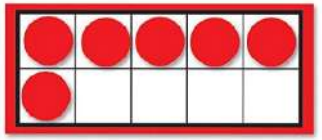
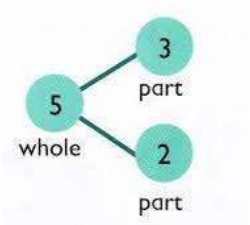
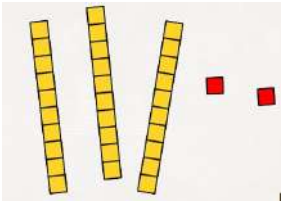
• That planning should be in small steps that build within the lesson and throughout the unit of work • That learning is recapped and taken back to start (where necessary)	• That a variety of different representations are used to build fluency • Oracy opportunities within each lesson • Number fluency is explicitly taught at key stage one with the use of the Rekenreks • Number fluency is built on with years 3 and 4 representations are used to build fluency

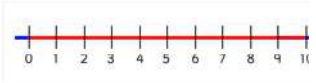
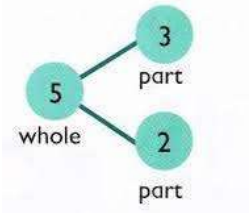
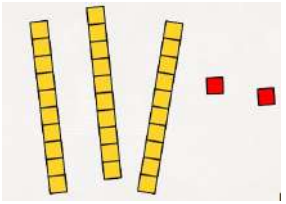
Progression in Calculation

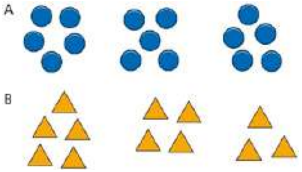
Year Group:	Key learning intentions (national curriculum):	How to support the learning:	Key Vocab:
EYFS	• Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. • In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. • ELG: Number Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Hungarian dice patterns     Fingers 5 and a bit structure also represented here with 5 on 1 hand and 'a bit' on the other hand	Subitise

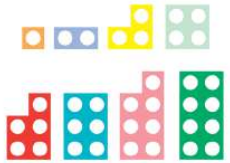
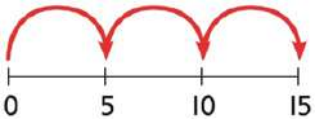
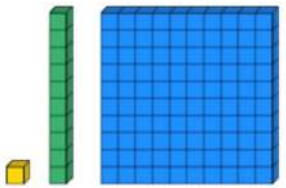
Year 1 **Addition and subtraction (incl place value)**	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.	 Rekenreks used to develop number sense within 5 and '5 and bit structure' and partitioning. Rekenreks used to develop number bonds to 10 and related facts; rekenreks to support '10 and a bit structure' to count numbers 10 - 20 Rekenreks to support subtraction from 10. **E.g 12 - 5 = 10 - 5** **5+ 2 = 7** Rekenreks also support subtracting to 'find ten' **E.g 12 - 5 = 12 - 2** **10 - 3 = 7** Children taught different methods so that they can become flexible with their choice of methods and develop their conceptual understanding  Number Lines to support ordinality of numbers and finding the difference between numbers including 1 more and 1 less  Number tracks and hundred used to develop cardinality and ordinality  	Addend + addend = sum

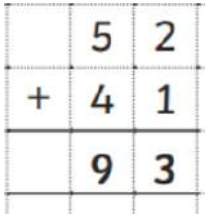
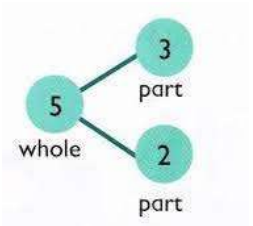
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

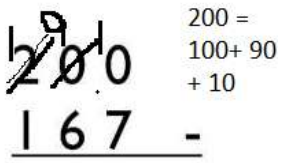
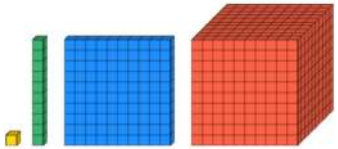
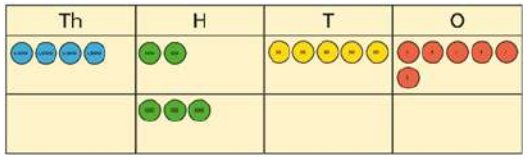
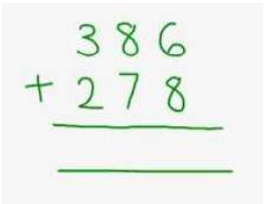
		 Tens frame to support addition and subtraction of one-digit and two-digit numbers. Tens frame to support the 'teen' numbers and the '10 and a bit structure' (as well as the rekenreks) **E.g 12 - 5 = 12 - 2** **10 - 3 = 7**  Part part whole structure to support relationship between addition and subtraction; exploring the relationship between addends and sums; also used to support missing parts  Sticks and bricks to secure place value understanding and allow children to being unitising with 10	
Year 2 **Addition and Subtraction (incl place value)**	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Recognise the place value of each digit in a two-digit number (tens, ones) • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value and number facts to solve	 Rekenreks used to develop number sense within 5 and '5 and bit structure' and partitioning Rekenreks used to develop number bonds to 10 and related facts; rekenreks to support '10 and a bit structure' to count	Addend + addend = sum Minuend - subtrahend = difference

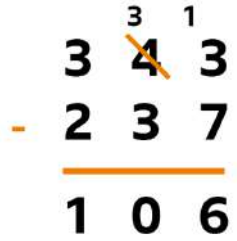
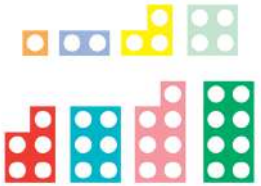
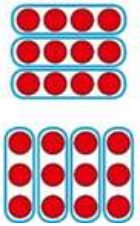
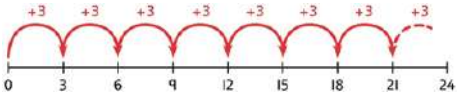
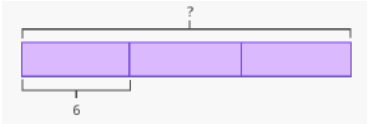
	problems ● Solve problems with addition and subtraction ● Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ● Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers ● show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	numbers 10 - 20 Rekenreks to support subtraction <u>from</u> 10 which can then be applied to multiples of 10 **E.g 23 - 7 = 20 - 7** **13 + 3 = 16** Rekenreks also support subtracting 'find ten' and then the rest. **E.g 23 - 7 = 23 - 3** **20 - 4 = 16**  Number Lines to support ordinality of numbers and finding the difference between numbers; pupils need to begin to recognise and learn when some strategies would be better than others and to become flexible with their maths. **E.g 34-25** would be solved more efficiently when finding the difference as the number as close together  Part part whole structure to support relationship between addition and subtraction and the inverse; also used to support finding missing parts; and place value understanding **E.g 5 = 3 and 2** **50 = 30 and 20**  Sticks and bricks used to consolidate place value understanding; children exposed to exchanging 1 tens for 10 ones in subtraction calculations; deines also support understanding of unitising in 10s.	

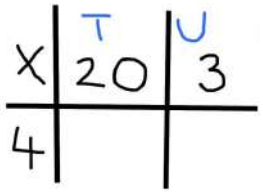
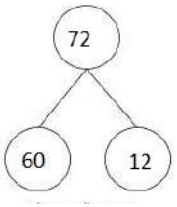
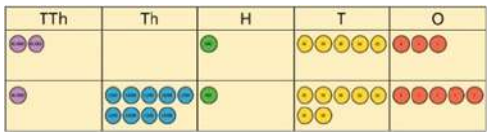
		<table><tr><td>1,000</td><td>2,000</td><td>3,000</td><td>4,000</td><td>5,000</td><td>6,000</td><td>7,000</td><td>8,000</td><td>9,000</td></tr><tr><td>100</td><td>200</td><td>300</td><td>400</td><td>500</td><td>600</td><td>700</td><td>800</td><td>900</td></tr><tr><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr></table> Gattegno chart used to support place value	
Year 1 Multiplication and Division	• 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. • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	 Rekenreks to show the relationship between odd and even numbers  Images and concrete resources used to recognise equal and unequal groups  Children draw equal groups; also use arrays to support the idea of equal groups	
Year 2 Multiplication and Division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including	 Rekenreks to show the relationship between odd and even numbers; link this to equal and unequal groups  Children use concrete resources and also draw unequal and	Repeated addition Factor x factor= product Quotient (answer in a division sum)

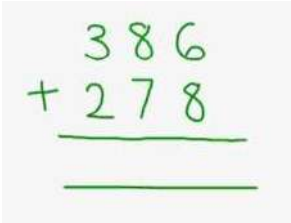
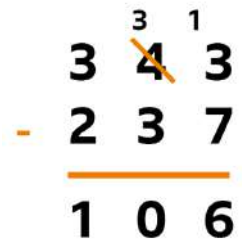
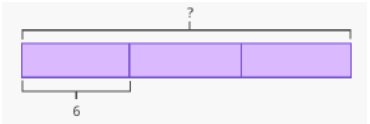
	problems in contexts.	equal groups  Numicon and arrays to support multiplicative and additive relationships; also to develop unitising in 5s, 10s and 2s  Number lines used to support repeated addition  Arrays used to develop the x sign and the cumulative law	
Year 3 Addition and subtraction (incl place value)	• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • Compare and order numbers up to 1000 • Identify, represent and estimate numbers using different representations • Read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas • Pupils should be taught to: add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and	 Dienes further support and extend place value understanding and knowledge of 1 ten = 10 ones; 10 tens = 1 hundred; 120 = 12 tens etc…and further develop unitising into hundreds  Number tracks used to support cardinality with hundreds and being able to count forwards and backwards	Addend + addend = sum Minuend - subtrahend = difference

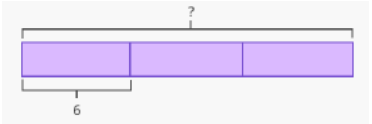
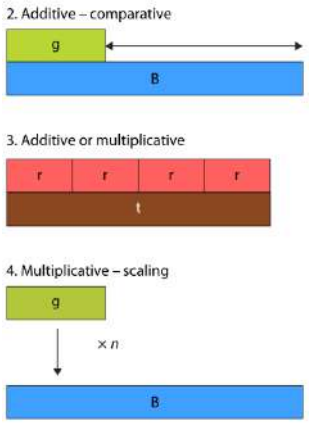
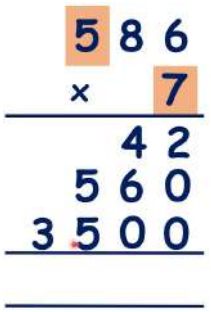
	subtraction ● Estimate the answer to a calculation and use inverse operations to check answers ● Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	 Rekenreks used to consolidate learning (if needed) of year 1 and 2 number facts to ensure automaticity.  Column method introduced as an efficient method but made explicitly clear to the children, then when like values can be added/subtracted mentally then it is more efficient to do so; friendly values however are used to model with to ensure a deep understanding for the children When children are exchanging (or redistributing the values, ensure that units are carried underneath the line) **E.g 52 + 41 - can be done mentally - no need for column** **But 37 + 45 may be more difficult (although children still need to be aware of how to quickly add 7+5 without using their fingers)**  Part part whole model used to further support inverse operations and to support children finding missing parts	

		 Pupils taught column subtraction but can see and understand how the 200 (or the minuend) has been redistributed so it can be subtracted from the subtrahend	
Year 4 Addition and subtraction (incl place value)	• Count in multiples of 6, 7, 9, 25 and 1000 • Find 1000 more or less than a given number • Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Order and compare numbers beyond 1000 • Identify, represent and estimate numbers using different representations • Round any number to the nearest 10, 100 or 1000 • Solve number and practical problems that involve all of the above and with increasingly large positive numbers • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	 Dienes used to further support and secure place value understanding and values into the thousands; develops further understanding of unitising in the thousands  Place value counters used to further develop unitising and place value understanding; also used to develop addition and subtraction understanding  Compact column addition method; units carried underneath the line; pupils explicitly taught the value of digits carried underneath the line	Addend + addend = sum Minuend - subtrahend = difference

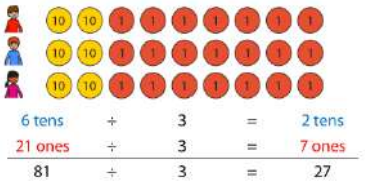
		 Compact column subtraction, explicit teaching reference made to the redistribution of columns **e.g 43 = 30 + 13** so the subtrahend can be subtracted from the minuend to find the difference- this needs to developed fully and supported with the use of dienes so that children can physically see the link	
Year 3 Multiplication and Division	• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know • 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.	  Numicon and arrays to support multiplicative relationships; to support automaticity with new times tables.  Number lines used to expose repeated addition within x tables and how this can then link to the x symbol.  Bar models are introduced to show the relationship between	Factor x factor = product Divisor Quotient

		parts and whole; also highlight additive relationships in relation to multiplication facts Pupils use x tables knowledge to then solve division problems (with no formal method)	
Year 4 Multiplication and Division	• Recall multiplication and division facts for multiplication tables up to 12 × 12 • se place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • Recognise and use factor pairs and commutativity in mental calculations • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	 Arrays used to support new times tables knowledge  23 x 4 Grid method to support partitioning of factors to solve 2 digit by 1 digit calculations and scaling  Partitioning into smaller units appropriate for division where children understand that the parts need to be divisible by the divisor (using x tables knowledge)	Factor x factor = product Dividend Divisor Quotient Remainder
Year 5 Addition and subtraction (incl place	• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers,	 Place value counters used to support place value and unitising;	Addend + addend = sum Minuend - subtrahend = difference

value)	including through zero • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • Solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	used to also deepen understanding within addition and subtraction before looking again at column methods; also applied within decimals  Compact column addition method; units carried underneath the line; pupils explicitly taught the value of digits carried underneath the line' this can also be applied when adding decimals  Compact column subtraction, explicit teaching reference made to the redistribution of columns **e.g 43 = 30 + 13** so the subtrahend can be subtracted from the minuend to find the difference; this also needs to be made clear when adding decimals  Bar models used to help represent word problems and help children to visual problems and what they need to do to solve problems and find the missing parts	
Year 6 Addition and	• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Round any whole number to a required degree of accuracy	Year 6 (same as year 5 but with larger place value units)	Addend + addend = sum

subtraction (incl place value)	• Use negative numbers in context, and calculate intervals across zero • Solve number and practical problems that involve all of the above. • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	 Bar models used to help begin to express algebraic expressions and help to secure understanding between additive and multiplicative relationships 	Minuend - subtrahend = difference Additive Multiplicative
Year 5 Multiplication and Division	• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	 Expand columns to ensure understanding of place value when multiplying larger digits. Compacted columns of 1 digit multiplication which quickly moves to multiplication of 2 digit numbers.	Factor x factor = product Dividend Divisor Quotient Remainder Prime numbers Prime factors

	4	8
x		6
2	8	8
	4	



6 tens	÷	3	=	2 tens
21 ones	÷	3	=	7 ones
81	÷	3	=	27

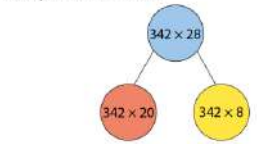
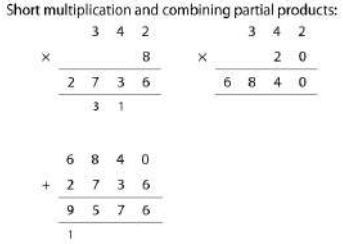
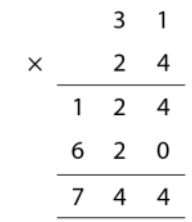
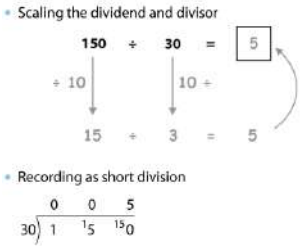
Formal division is introduced first with the use of place value counters; building on from knowledge in year 4 and how partitioning numbers into numbers divisible by the divisor can help

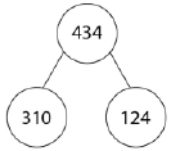
$$\begin{array}{r} 44\ r3 \\ 6\overline{)\,25^{2}7} \end{array}$$

Learning then moves onto using short division which build upon known x tables facts and how known facts can be used to help

dividend ÷ divisor = quotient

$$\begin{array}{r} \text{quotient} \\ \text{divisor}\overline{)\,\text{dividend}} \end{array}$$

Year 6 **Multiplication and Division**	• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations	Part–part–whole model:  Short multiplication and combining partial products:  Solve multiplication calculations through partition and addition to ensure secure place value understanding and a deeper understanding  Children then moved onto compact column multiplication  Scaling used to initially introduce dividing when the divisor is a 2 digit number (children still required to use their known number facts)	Factor x factor = product Dividend Divisor Quotient Remainder Prime numbers Prime factors

		• Recording as long division $\begin{array}{r} 2\ \ r\,25 \\ 30\overline{)8\ \ 5} \\ \underline{6\ \ 0} \\ 2\ \ 5 \end{array}$ Long division: introduce when calculations can be solved with known number facts and remainder is clear to see Partitioning  310 ÷ 31 = 10 124 ÷ 31 = 4 434 ÷ 31 = 14 Short division $\begin{array}{r} 0\ \ 1\ \ 4 \\ 31\overline{)4\ \ {}^{4}3\ \ {}^{12}4} \end{array}$ Long division $\begin{array}{r} 0\ 1\ 4 \\ 31\overline{)4\ 3\ 4} \\ \underline{3\ 1} \\ 1\ 2\ 4 \\ \underline{1\ 2\ 4} \\ 0 \end{array}$ (1 ten × 31 = 31 tens) (4 ones × 31 = 124 ones) Children are encouraged to use a range of different methods for division and then they can make informed choices on the most efficient method for different calculations which allows for flexible learners	

PROGRESSION OF SKILLS

	Place Value	Addition and Subtraction	Multiplication and Division	Fractions & Decimals	Percentages	Ratio and Proportion	Algebra
Yr1	Count to and across 100, forwards and backwards, beginning from 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of 2s, 5s, 10s Identify and represent numbers using objects and pictorial representations Read and write numbers up to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Given a number, identify one more and one less	Read, write and interpret mathematical statements involving additional (+) and subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and 2-digit numbers to 20 including 0. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 - ? = 9	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	Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity			Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ? - 9
Yr2	Count in steps of 2, 3 and 5 from 0 and in 10s from any number, forward and backward Read and write numbers to at least	Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.	Recall and use multiplication and division facts for the 2, 5, and 10 multiplication tables, including recognise odd	Recognise, find, name and write fractions ⅓, 1/4, 2/4 and ¾ of length,shape, set of objects or quantity			Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and

	100 in numerals and words Identify, represent and estimate numbers using different representations, including the number line Recognise the place value of each digit in a two-digit number Compare and order numbers from 0 up to 100 USe place value and number facts to solve problems	Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use and the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems Add and subtract numbers using concrete objects, pictorial representations, and mentally including: -2-digit numbers and ones -2-digit numbers and tens -two 2-digit numbers -adding three 1-digit numbers Solve problems with addition and subtraction Using concrete objects and pictorial representations, including those involving	and even numbers Show that multiplication of 2 numbers can be done in any order (commutative) and division of one number by another cannot Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division () and equals (=) sign Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.	Recognise the equivalence of 2/4 and ½ Write simple fractions for example, ½ of 6 = 3			solve missing number problems

		numbers, quantities and measures Apply their increasing knowledge of mental and written calculations					
Yr3	Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and words Recognise the place value of each digit in a 3-digit number Compare and order numbers up to 1000 Solve number problems and practical problems	Estimate the answer to a calculation and use inverse operation to check answers Add and subtract numbers, mentally, including: -3-digit number and ones -3-digit numbers and tens -3-digit number and hundreds Add and subtract numbers with up to 3-digits, using formal written method of columnar addition and subtraction Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction	Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit number, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers; unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Compare and order unit fractions, and fractions with the same denominators Add and subtract fractions with the same denominator within one whole (e.g 5/7 +1/7 = 6/7)			Solve problems including missing number problems

			are connected to m objects	Solve problems that involve all of the above			
Yr4	Count in multiples of 6, 7, 9, 25 and 1000 Count backwards through zero to include negative numbers Identify, represent and estimate numbers using different representations Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include include the concept of zero and place value FInd 1000 more or less than a given number Recognise the place value of each digit in a 4-digit number Order and compare numbers beyond a 1000 Round any number to the nearest 10, 100, 1000 Solve problems that involve all of the above	Estimate and use inverse operations to check answers to a calculation Add and subtract numbers with up to 4-digits using the formal written method of columnar addition and subtraction where appropriate Solve addition and subtraction two-step problems in contexts, deciding which operations and method to use and why	Recall multiplication and division facts for the multiplication tables up to 12 x 12 Use place value, known and derived facts to multiply and divide mentally, including; multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers Recognise and use factor pairs and commutativity in mental calculations Multiply 2-digit and 3-digit numbers by 1-digit numbers using formal written layout Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as	Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 Recognise and show, using diagrams, families of common equivalent fractions Add and subtract fractions with the same denominator Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Recognise and write decimals equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to ¼, ½, ¾ Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to 2 decimal places Find the effect of dividing a one- or two-digit number by	Solve simple measure and money problems involving fractions and decimals to two places		

			n objects are connected to m objects	10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths			
Yr5	Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000 Count forwards and backwards with positive and negative whole numbers, including through zero Read, write, (order and compare) numbers up to at least 1, 000, 000 and determine the value of each digit Read Roman numerals to 1000 (M) and recognise years written in roman numerals Interpret negative numbers in context Round any number up to 1,000,000 Solve problems	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Add and subtract whole numbers with more than 4-digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly larger numbers Solve addition and subtraction multi-step problems in context deciding which operations and methods to use and why Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign	Identify multiples and factors, including finding all factors pairs of a number, and common factors of 2 numbers Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Recognise and use square numbers and cube numbers, and the notation for squared and cubed Multiply numbers up to 4-digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers Multiply and divide numbers mentally drawing upon known facts	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise mixed numbers and improper fractions and convert one form to the other and write mathematical statements > 1 as a mixed number (e.g ⅖ +⅘ = 6/5 = 1 ⅕) Compare and order fractions whose denominators are all multiples of the same number Add and subtract fractions with the same denominator and denominators that are multiples of the same number Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams Read and write decimal numbers as fractions (e.g 0.71 = 71/100) Recognise and use thousandths and relate them to tenths, hundredths	Recognise the percent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal Solve problems which require knowing percentage and decimal equivalents of ½, ¼, ⅕, ⅖, ⅘ and those fractions with a denominator of a multiple of 10 or 25		

			Divide numbers up to 4-digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Solve problems involving multiplication and division including scaling by simple fractions and problems involving simple rates	and decimal equivalent Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place Read, write, order and compare numbers with up to 3 decimal places Solve problems involving number up to 3 decimal places			
Yr6	Read, write (order and compare) numbers up to 10, 000, 000 and determine the value of each digit Round any whole number to a	Perform mental calculations , including with mixed operations and large numbers Use their knowledge of the order of	Identify common factors, common multiples and prime numbers Use estimation to check answers to calculations and determine, in the context of the	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions >1	Associate a fraction with division and calculator decimals fraction equivalents (e.g. 0.375 for a simple fraction - e.g. ⅜) Recall and use equivalences between simple fractions, decimals	Solve problems involving the relative sizes of two quantities where missing values can be found using integer multiplication and division facts Solve problems involving the	Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that

	required degree of accuracy Use negative numbers in context and calculate intervals across zero Solve number and practical problems that involve all of the above.	operations to carry out calculations involving the four operations Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why	problem, an appropriate degree of accuracy Multiply multi-digit numbers up to 4-digits by a 2-digit whole number using the formal written method of long multiplication Divide numbers up to 4-digits by a 2-digit whole number using the formal written method of long division and short division and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context Perform mental calculations, including with mixed operations and large numbers Solve problems involving all four operations Use their knowledge of the order of operations to carry out calculations	Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g ¼ x1/2 = ⅛) Divide proper fractions by whole numbers (e.g ⅓ divided by 2 = ⅙) Identify the value of each digit in numbers given to 3 decimal places Multiply and divide numbers by 10, 100 and 1000 giving answers up to 3 decimal places Multiply one-digit numbers with up to 2 decimal places by whole numbers Use written division methods in cases where the answer has up to 2 decimal places Solve problems which require answers to be rounded to specified degrees of accuracy	and percentages, including in different contexts	calculation of percentages (e.g measures, and such as 15% of 360) and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables

			involving all 4 operations.				

How do we measure the impact?

Weekly fluency tests & TTRS scores	St Issey Seven – Morning Maths	Daily over the shoulder marking – DREAMS to tackle misconceptions, DIGGING DEEPER to extend learning.	Summative standardised tests: PUMA, SATs WRM end of unit assessments

Developing young historians

Intent of the history curriculum			
Stick	Link	Build	Use
Recall of people, dates and concurrent events	Teaching chronology	Progression of chronological knowledge Progression of knowledge of people, places and events	How the past shapes the future

We recognise that a good grasp of historical knowledge enables people to gain a more comprehensive understanding of the complex political, economic and cultural world we live in today. Historical knowledge provides richness to conversation, explanations to events and fascination to those who learn about it. We understand that history is a narrative. It's a narrative told by different people with different viewpoints and that fact and opinion are often mixed together for us to consider, test, judge and enjoy learning. The intention of our history curriculum is to ensure that all our children develop an energetic curiosity about the past, ask questions, be inspired and build knowledge of the key people and events throughout time. We want our children to recognise that they are part of history and that lessons can be learned from the past. We intend them to interrogate and look at the past with a critical eye, with an awareness that historical events will always be open to interpretation.

We have developed the SIS history narrative that has carefully chosen people, events and eras to learn about. History teaching at SIS intends to focus on children's understanding of chronology from the early years to Year 6. Vocabulary progression is planned carefully and timeline resources are consistent to support learning throughout the school. We intend to build memory by returning to past teaching, highlighting concurrent cultures and events and helping children build their historical narrative. We have chosen to teach children about relevant historical events like the Penlee Lifeboat disaster to shape their understanding of Cornwall's place in history. These alongside a broader chronology of British history and world history.

Agreed teaching principles	Teaching approaches
• That the agreed timeline resources are used to support the teaching of chronology through the key stages • That history is taught as a narrative that is retold in many ways • That a range of sources of evidence are presented to children • That planning using knowledge organisers helps teachers organise intended outcomes and well sequenced lessons that build knowledge.	• Teaching of vocabulary and key facts are done through retrieval / recall pedagogy • Lessons begin with chronology recall including concurrent events / eras • Concurrent events and cultures are highlighted using timelines • Specific vocabulary, dates and names are taught and tested • That chronological vocabulary is used consistently • The use of artefacts in lessons to bring history alive

	• Visits to relevant sites locally and nationally is key to children developing understanding and making links between today and the past.

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Piskies	Children Around the World	Travel and Transport	Community Heroes (Mary Secole/Florence Nightingale)			
Gnomes	Ancient Egypt	Social Studies (Indigenous Australians)			Dinosaurs (Mary Anning - significant individual)	Coasts (Penlee Lifeboat - significant local event)
		Stone Age	The Great Fire of London (Samuel Pepys - significant individual)			Social Studies (Black History USA/UK significant individual Martin Luther/Rosa Parks)
Elves	Mining	Social Studies (South Africa)			World War 2	Tudors
	Iron Age	Social Studies (Uk Black History)	World War 1	Ancient Greeks		
	Social Studies (Native Americans)	Mayans	Roman Britain		Vikings and Saxons	

Piskies Curriculum

Year A	Travel and Transport:	**A study of Transport and how it has changed over time.** ● Chronology ● Now and Then ● Viking Longboats, Trains, Cars and Flight ● Comparing the past, present and future ● Who was George Stephenson and what did he do?
	Community Heroes	**Study of people in our local community that help.** ● Recognise what makes a person significant ● The Life of Florence Nightingale ● The Life of Mary Seacole ● The Life of a modern day nurse ● Comparative Study
	Children around the World	**Study of ourselves and who we are.** ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ● Weekend news ● Human life cycle ● Birthday circles

Gnomes Curriculum

Year A	Ancient Egypt (earliest civilisations)	**In depth study of the achievements of the earliest civilisations.** ● Achievements (paper, hieroglyphs etc) ● religion , culture, beliefs, lifestyle, architecture ● Mummification (links with ART/DT) ● Tutankhamun
	Social Studies (Indigenous Australia)	**Lives of significant individuals in the past who have contributed to national and international achievements.** ● Captain Cook (historical figure) ● British Colonisation (how this changed and still changes, power/empire) ● Cartography (historical impact of mapping the world) ● Conflict between indigenous and British
	Dinosaurs (prehistory)	**Lives of significant individuals in the past who have contributed to national and international achievements.** **Significant historical events in their own locality.**L ● Mesozoic, Triassic, Jurassic, Cretaceous Periods (timelining) ● Different types of dinosaurs and how the evolved ● Mary Anning (her discoveries, the impact of these today) ● Asteroid - impact of this today and include current news stories.

	Coasts (Penlee Lifeboat Disaster)	**Significant historical events in their own locality.** **Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.** ● Penlee lifeboat disaster and impact this had on local society ● Significance in Mousehole - changes that occurred as a result
Year B	Stone Age/ Bronze Age	**Changes in Britain from the Stone Age to the Iron Age** ● Late neolithic hunter gatherers and early farmers ● Skara Brae ● Bronze Age religion, technology and travel ● Stonehenge
	Great Fire of London	**Events beyond living memories that are significant nationally.** **Lives of significant individuals in the past who have contributed to national and international achievements-Samuel Peyps** ● Samuel Peyps ● What was London like before the GFOL ● The chain reaction of events that led to the events of the Great Fire of London. ● Changes in London and Nationally since the GFOL ● Firefighting history and changes that occurred as a result
	Social Studies (UK/USA)	**Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.** **Lives of significant individuals in the past who have contributed to national and international achievements.** ● Martin Luther King/Rosa Parks - impact they have had on society ● Windrush (how these events still have significance on people in the UK today ● Attitudes ● Society, culture, education, change, cause and consequence ● Abolition ● Segregation

Elves Curriculum

Year A	Mining	**A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.** ● Tin mining in Cornwall in the pat and effect this had on Cornwall ● Roles, processes and experiences of miners ● Chronology of mining in Cornish history ● Modern tin mining in cornwall ● Case Studies Geevor and South Crofty
	Comparative Place Study: South Africa	**Non-european society that provides contrast with British history.** ● Nelson Mandela - impact ● South African Culture (past and present), attitudes within society ● Chronology of change, cause and consequence
	World War 2	**A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 (A significant turning point in history)** ● Winston Churchill ● Clement Atlee ● Neville chamberlain

		• Causes of the war, technology advancements • Blitz, evacuees, conscription • Impact today • The Treaty of Versailles.
	Tudors	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (A significant turning point in history) Changing power of monarchs.** • Changing power of monarchs - Henry V111 and his 6 wives - Elizabeth 1 • Sir Francis Drake (local-tie) • Creation of the Church of England • Cultural (food, dance , art)
Year B	Iron Age	**Changes in Britain from the Stone Age to the Iron Age** • Hillforts (Castle and Dinas) • Tribal Kingdoms • Farming, art and culture
	Comparative Place Study: US Black History	**Non-european society that provides contrast with British history.** • Harriet Tubman and the Underground Railway • Movement of people from Africa to America and British Colonies • Lives of enslaved people and why it occurred. • Abolition • Segregation and Jim Crow Laws • Ruby Bridges, Black Panther Party, Rosa Parks • UK racism, BLM movement • Black Voices Cornwall
	World War One	**A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 (A significant turning point in history)** • Lead up , what caused the assassination fo Archduke Franz Ferdinand • Political map of Europe at the time • Conscription and attitude towards war • Life in the Trenches • Development of technology and use of weapons and animals • Battle of the Somme • Edith Cavell • Impact of shell shock and post war
	The Ancient Greeks	**Ancient Greece - A study of Greek life and achievements and their influence on the western world.** • Who they were and when did they live • Daily life and culture • Religion • Athenians and Spartans • Peloponnesian War • Greek Myths • Olympics • Impact on now
	Native American	**The achievements of the earliest civilisations.**

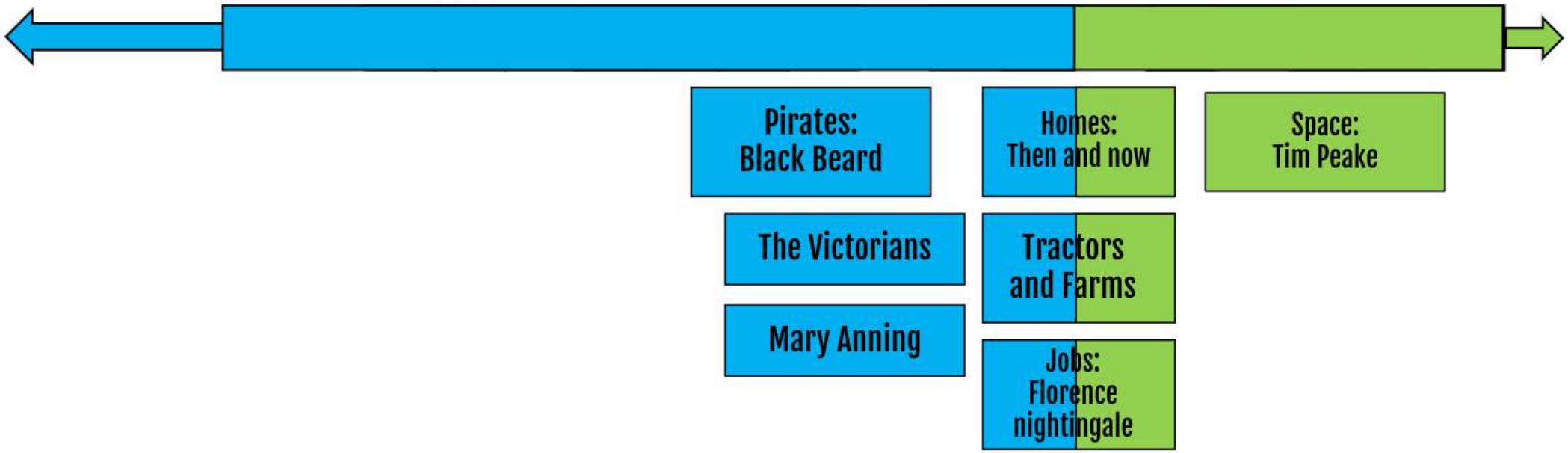
Year C	Comparative Study	• Who were they and where did they live • Lakota people • Apache People • Myths and legends • Colonists and Native American attitude • King Philip's War • Pocahontas and Sacawagea and Crazy Horse • Modern Native Americans • Prejudices
	The Mayans Comparative Study	**Non-european society that provides contrast with British History.** • Mayan society and religions • Mayan calculate and record (Mayan calendar) • Power structures in society • Collapse of civilisation • What remains of the Mayans today.
	Roman Britain	**The Roman Empire and its impact on Britain.** • Beginning of the Roman Empire • Power of the Roman Army • What was Britain like before • Boudica Rebellion • Roman impact on Britain • Archaeological sites and lasting legacies
	Anglo Saxons and Vikings	**Britain's settlement by Anglo Saxons and Scots.** **The viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.** • Fall of the Roman Empire • Hengest and Horsa • Settlement of the Anglo Saxons and SCots • Why they invaded (Scots and Anglo Saxons) • Reasons for the invasions • Relationships between Anglo Saxons and Vikings • Power structures • Christian Conversion • Kings

Teaching chronology (key conceptual vocabulary)

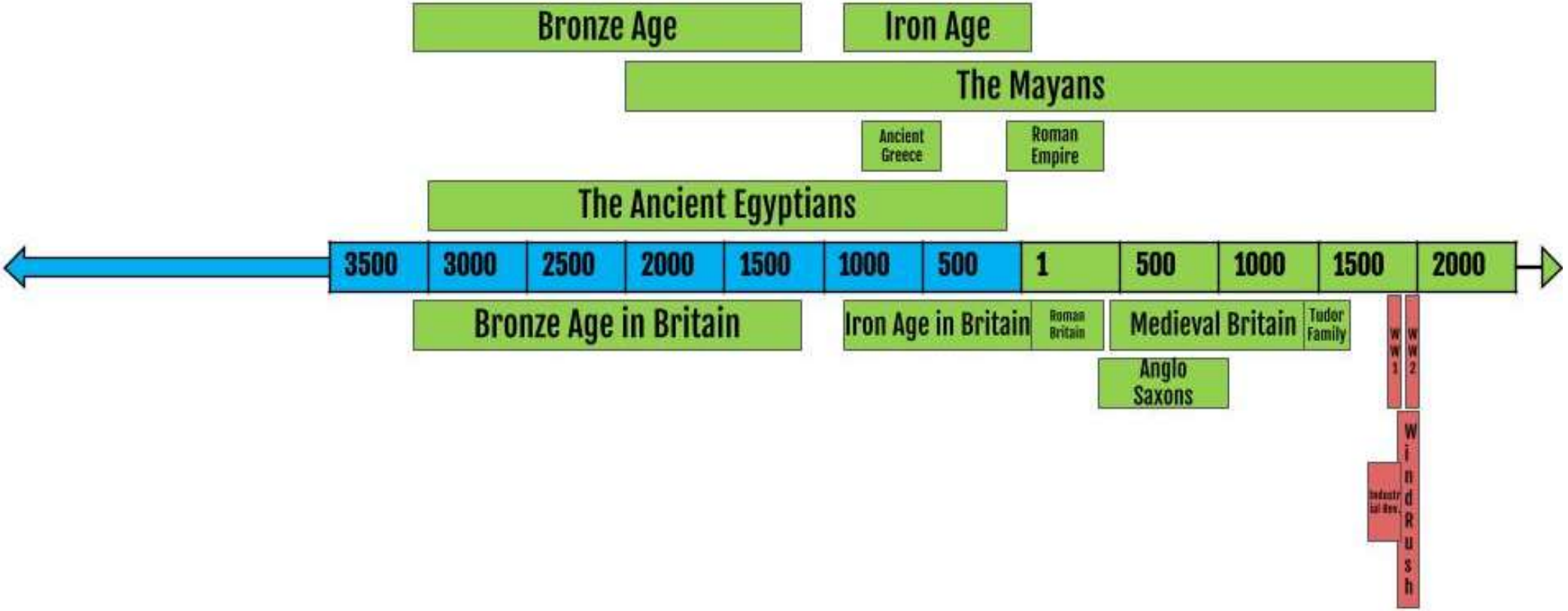
	Term	Definition
	Sequence	Placing events/people etc. in chronological order
	Scale	Using a mathematical scale on a timeline. The scale can vary (and probably will) and will be decided on by the teacher to begin with. It is a prerequisite for the subsequent points.
	Interval	The ‘gap’ between events, periods occurring

	Duration	The amount of time a period, event, lifetime runs for.
	Concurrence	Two people, periods, events happening at the same point in history. Periods do not need the same duration to be concurrent.
	Interacted	Not strictly referring to chronology BUT builds on the understanding of concurrence. Two periods or groups in history that interacted. This allows us to explore concepts such as migration, militarism, trade, culture etc.
By end of KS2	BC/BCE (before Common Era)	Anything that occurs before the date Christians believe Jesus was born. The numbers work in the same way as negative numbers
	AD/CE (Common Era)	Anything after the date Christians believe Jesus was born. Latin Anno Domini meaning "In the year of our Lord". The numbers begin at 1 as there is no 0.

KS1 Narrative



KS2 Full Narrative



Progression of historical vocabulary

Chronological words and phrases		Enquiry	Knowledge and Interpretation
EYFS			
Year R	past, before, now, then,(in the morning, yesterday, at the weekend)	How? Why? Because, Find out, I Wonder	I can see, I saw, the same, different, similar, change, what happened? Explain
KS1			
Year 1	As previous vocabulary + Long ago, Before I was born, Changes to now	Questions, find out, evidence, collect, history, information, research, artefacts, investigate, historians	find out, explain, facts, reasons, events and actions
Year 2	As previous vocabulary + The present, Stayed the same, in order, a long time ago, recently, years, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, period, timeline, primary source, impact	questions, wonder, find out, collect, points of view, opinion, historical, information, research, sources of information, artefacts, objects, historians, investigate	find out, explain, reasons, events, causes, consequences, impact, affected, actions
KS2			
Year 3	past, before, now, then, present, period, decade, century, Long ago, Before I was born, CHanges to now, Stayed the same, time scale, Interval, BC/BCE, AD/CE	Evidence to support, suggests, recognise, compare, contrast	Reason, summarise, conclusions, diversity
Year 4	**As previous vocabulary +** Duration, period, era, concurrent, during this time, previously, compared to	suitable sources, accurate, research, compare and contrast	present, evidence, broad, describe, characteristics, features, accounts, consequences
Year 5	**As previous vocabulary +** Chronology, context, the duration of, continuing on from	evidence, explore, sources, research, devise, enquire, compare, contrast and contradict, support, propaganda, hypothesis	consider, construct, appreciate, awareness, continuity, connections
Year 6	**As previous Vocabulary +** The narrative of history	change, cause, effect, similarities, differences, analyse,	justify, hypothesis, test, challenge, deduce, selective, refine, appropriate

How do we measure the impact?

Y2-Y6 recap quizzes	Timeline recognition	Class Discussions
Outcomes in writing books show the depth of knowledge the children have of the units of work.	Writing products always have a link to topics.	Evidence in topic books

Developing young geographers

Intent of the geography curriculum

Stick	Link	Build	Use
REGULAR RECALL OF LOCATIONAL KNOWLEDGE	HOW GEOGRAPHY EXPLAINS THE WAY THINGS LOOK & CHANGE OVERTIME	KNOWLEDGE OF PLACE, PROCESSES, LOCATIONS	INTERPRET LANDSCAPES

We agree that geographical understanding helps explain how the world looks, how humans develop it, how processes change it and why we face a climate crisis today. Geographical knowledge is key to understanding the world's great physical processes and the development of children's local human and physical environment. It helps children understand the uneven development of the human world and develop curiosity about the wonders of the natural world's complexity and scale.

The intention of our geography curriculum is to develop children's locational knowledge, place knowledge and knowledge of human and physical processes. As knowledge is acquired, it is intended to teach the geographical skills required to gain further knowledge and develop understanding. Skills that help them to interpret landscapes, navigate, explain phenomena and to provide answers to questions about the natural and human aspects of the world. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

Implementation

Agreed principles for teaching Geography at SIS:

- That locational knowledge is regularly recalled and returned to in order to develop memory
- That previous knowledge is revisited using recap quizzes
- Existing knowledge is recalled at the beginning of each unit and recaps a the beginning of each session to recall previous learning
- That place knowledge to best taught through comparison case studies that link locational knowledge, processes and perception / experience together
- That geographical skills are taught as the relevant knowledge is acquired by the children
- That although most geographical knowledge is taught discretely, much content will be taught in other subjects such as history, science and forest school sessions
- That teachers organise the intended knowledge that is to be taught into consistent planning documents
- That geographical vocabulary is progressive and planned specifically
- That our learning in geography is intrinsically linked to our English and Art final projects at the end of each half term (a sense of product, achievement when the children have something to show at the end of their learning)

- That our local environment is fully utilised to achieve the desired outcomes, with extensive opportunity to learn outdoors and get to know our local area

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Piskies	Social Studies Children around the World	Travel and Transport (local study of Padstow)	Community heroes			
Gnomes			Rainforests (human/physical)	Farm to Fork (human/physical)		Coasts (Human/physical)
	Mapping (Geographical fieldwork skills)			Weather (Physical)	Mountains (Physical)	
Elves			Rivers (physical)	Erupting Earth (physical)		
					Coasts (physical)	Climate Change (human/physical)
				Maps (Geographical fieldwork skills)		Reduce, Reuse, Recycle (Human/physical)

Piskies Curriculum

Year A	Travel and Transport: Local Area and Comparative Study Padstow	• Where is Padstow e.g. europe, Uk, England, cornwall. • Human and physical features of Padstow e.g. harbour, cliff, beach, town, lifeboat • Human and physical features of a non - European location • Comparison between Padstow and non European town • Aerial photographs and simple mapping with basic symbols and a key
	Our Oceans: Continents and Oceans	• Oceans and continents - with a focus on OCEAN • What continent and what ocean is the Coral Reef in? • Conversation about the equator - hot and cold, identify on globes • What marine life would you find in the Coral reef and why?
	Children around the world: United Kingdom	• Where do we live - locate on a map zooming out e.g. Padstow & Wadebridge, Cornwall, England, UK. • Name and locate the countries that form the UK • Locate the capital cities - conversation around cities/towns/ villages etc • Use maps and atlases to locate the surrounding seas • Observational skills to study geography of school and grounds

Gnomes Curriculum

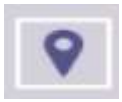
Year A	Coasts	• Where are we? E.g. Cornwall, England, Uk. • Beach surveys - Cornish Coasts • Where is cornwall? What do you notice on a map? • Coastal features (arch, stack, bay, harbour) • RNLI (People on the coast who help us)
	Farm to Fork Comparative Place Study	• Throughout learning map skills • UK/South America human and physical comparison • Food miles • Different types of farming and where these are found in the world • Weather patterns
	Rainforests	• Climate zones + Amazon rainforest (case Study) • What are the climate zones in relation to the equator/ northern and southern hemisphere? • Hot place = Amazon all the way through • Where is the equator and what do you notice about the temperatures of the countries? Look at examples • Where are the North and South poles? On a map. • Physical and Human Features of Hot (Rio) and Cold places - identify weather/climate • Use photos, maps and google earth to identify what life would be like in Rio • Pack list for a hot and cold places

	Indigenous Australia	• Throughout learning map skills, • Captain Cook's Journey • Cartography • Different ways the land was used by the people • where/how did the people live? • Ways the land shaped the lives of the indigenous people
Year B	Wacky Weather	• Identify seasonal and daily weather patterns in the United Kingdom and the wider world. • The location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Seasons • Tornadoes, cyclones, hurricanes, tropical storms • Creating own weather reports
	Black History Comparative Place Study	• Throughout learning about map skills • UK/North American comparison • Windrush (travel and movement)
	Mapping	• Where do we live - locate on a map zooming out e.g. Padstow & Wadebridge, Cornwall, England, UK. • Name and locate the countries that form the UK • Locate the capital cities - conversation around cities/towns/ villages etc • Use maps and atlases to locate the surrounding seas • Different types of maps • Compass work • Ordnance survey • Scale • Topography • Grid references
	Mountains	• How are mountains formed? • What is the climate like on a mountain? • Where are the worlds '7 summits' on a map? • Zoom in on Everest and the Himalaya. Changes over time, impact of mountain tourism and climate change on glacier retreat. • Which famous explorers have climbed Everest?

Elves Curriculum

Year A	Erupting Earth: Volcanoes and Earthquakes	• Structure of the Earth - plate tectonics • Volcanoes and natural disasters • Formation - plate margins - different types of volcano • Case study - famous volcano • Impact of volcanoes - positive and negative on human and physical environment and economic activity • Tourism
	Rivers	• Describe the water cycle - and explain what a river is • Use maps to identify local rivers and world's great rivers (continents/ oceans) • Physical formation and stages • Uses of river at different stages Economic activity + trade links • Links between locations • Human activity affects rivers - dams etc. • How do rivers change lives? E.g flooding, damming
	Tudors	• Locational knowledge of the Americas • Locational knowledge of the Journey of the Golden Hind
	Mining	• Where is cornwall? What do you notice on a map? • Land use patterns how they have changed over time • What is a region? • What makes Cornwall unique? • What is mining? Lithium? • Who produces them (glocally and locally) and what is the economic activity associated with this. Wealth and distribution or sources • Zoom into Cornwall and look at the Resources Cornwall produces. • Comparison between United Kingdom and European: Austria • Transportation of resources
	Comparative Place Study: South Africa	• Land use • how/where do people live? • homes/culture/how land shaped their lives • travel
Year B	Climate Change	• Vegetation belts and biomes • How are NR Energy sources formed? • What are the layers of the atmosphere and how are they impacted by greenhouse gases? • What is happening to the ozone layer? • How does deforestation contribute to climate change? • What is happening to our world because of climate change?
	Comparative Place Study: US Black History	• Comparison between United Kingdom and North America • Throughout learning about map skills, draw comparisons between Local Area and North America • The movement of enslaved people from Africa to the West for financial gain.
	Coasts Local Area and Region	• Who produces them (glocally and locally) and what is the economic activity associated with this. Wealth and distribution or sources

		● Zoom into Cornwall and look at the Resources Cornwall produces. E.g. Why does Cornwall produce wave energy? Coastal knowledge. ● Beach surveys - Cornish Coasts ● Where is cornwall? What do you notice on a map? (Sketch maps, plans and digital technology.) ● What is a region? ● What makes Cornwall unique? E.g. coasts, fishing, mining etc. ● How has the Cornish coast changed over time? ● What lies beyond the Cornish coast?
Year C	The Mayans Comparative Study	● Comparison between United Kingdom and North America ● Throughout learning about map skills, draw comparisons between Local Area and North America
	Reduce Reuse Recycle	● Renewable energy in Cornwall - (Wind and Solar farms) ● What is climate change? ● What are renewable energy sources (& what are NRE) + how are they produced ● Who produces them (glocally and locally) and what is the economic activity associated with this. Wealth and distribution or sources ● Zoom into Cornwall and look at the Resources Cornwall produces. E.g. Why does Cornwall produce wave energy? Coastal knowledge. ● Draw a comparison with China.
	Maps	● Throughout learning about map skills, draw comparisons between Local Area and North America ● Different types of maps ● Compass work (8 points) ● Ordnance survey (to build knowledge of UK and wider world) ● Scale ● Topography ● Grid references (4 and 6 figure grid references) ● Latitude, longitude, equator, hemispheres, tropics and time zones ● Digital computer mapping to locate countries and describe features
	Native America Comparative Study	● Comparison between United Kingdom and North America ● Throughout learning about map skills, draw comparisons between Local Area and North America

Planning through themes		
	**Place**	What is it like, what happens there, how it changes, emotional response
	**Space**	Location, distribution, patterns and network connections, layout
	**Environment**	Physical and human processes, actions and features, change
	**Scale**	Local, regional, national, continental, global
	**Environmental Impact**	Interactions, change. Usage, sustainability, effects, response
	**Cultural awareness**	Diversity, disparity, connections, social identity, values
	**Interconnections**	Links between features, places, events and people

Progression of Geography Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge / Place Knowledge 	Name and locate different parts of the local community.	Name and locate some places in their locality, the UK and wider world.	Name and locate significant places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.	Name and locate an increasing range of places in the world including globally and topically significant features and events.	Name and locate an extensive range of places in the world including globally and topically significant features and events.
Human and Physical Processes 	Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character.	Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time.	Use geographical language to identify and explain some aspects of human and physical features and patterns Describe how features and places change and the links between people and environments.	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places and environments.
Geographical Skills – enquiry and investigation 	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment.	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues.
Geographical Skills – Fieldwork	Find out about the environment by talking to people, examining photographs, simple	Observe and describe daily weather patterns. Use simple fieldwork and observational skills	Identify seasonal and daily weather patterns. Develop simple fieldwork and	Observe, record, and name geographical features in their local environments.	Observe, record, and explain physical and human features of the environment.	Observe, measure, and record human and physical features using a range of methods e.g.	Use a range of numerical and quantitative skills to analyse, interpret and

	maps and visiting local places.	when studying the geography of their school and its grounds.	observational skills when studying the geography of their school and local environment.			sketch maps, plans, graphs, and digital technologies.	present data collected from fieldwork observations, measurements and recordings.
Geographical Skills – interpret a range of sources of geographical information 	Use a range of sources such as simple maps, photographs, magnifiers.	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
Geographical Skills – communicate geographical information 	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where.	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.

Exemplar Knowledge Organiser

YEAR 2/3 GEOGRAPHY: MAPPING

Zooming into St Issey (coordinates in the school and Bird's eye view of the school – Pirates Ahoy)

Locational knowledge 	Place Knowledge 	Processes (Human & Physical)  
Scale (local, regional, national, global) Distribution	What's it like, perspective, change, emotional response	Impact, environmental impact, culture, interconnections
Maps - school - area (local) Maps - atlases (global) Maps - Harlyn (coastal) Looking at maps for different purposes	Maps - bird's eye view - change of perspective from above to onlooking Keys on a map (making links with things we know and helping us recognise familiar in unfamiliar places). Different uses of maps…looking at a variety to see how they can be used differently.	How maps have changed over time and why (Cartography)? Who used to use a map (pirates)/Who still uses a map? Coordinates on a map (simple) up to 4 figure Compass (8 point)

Vocabulary	Meaning	Vocabulary	Meaning
Maps	*a drawn area of the land or sea*	Compass	*a tool showing north, east, south and west*
Key	*A list of symbols that appear on a map*	Direction	*the way that you should move*
Symbol	*a tool showing north, east, south and west*	Locate	*finding a place or position*
Coordinates	*Coordinates are a set of numbers or numbers and letters together that show you a position on a map.*	Bird' eye View/plan view	*The view from above*
Atlas	*An atlas is a book or collection of maps.*	Cartographer	*Cartographers and photogrammetrists typically collect and verify data used in creating maps.*
	A globe is a spherical model of Earth		*A grid reference is a location on a map, which is found using the northing and easting numbered lines. Grid references are useful*

globe		Grid reference	*for helping a map user to find specific locations.*

Key Questions...	
What is a map and why is it important?	Can maps change over time?
How do you use a map?	Are maps still used today?
How do keys/scales on a map help us to locate things?	What are compass points and how do they help us with directional knowledge?

Trips/experiences and sources of information		
Follow a map to lead down to Harlyn beach (write instructions later in the half term based on this map)	Creating their own maps of the school and classroom (using these to write instructions for someone else to follow using their map and locational oracy).	Newquay Orchard (imagine outdoors)
Orienteering around the school (learning how to use a plan view map to locate areas and objects).	Using chalks to learn coordinates and grid references.	

How do we measure the impact?

Y2-Y6 Recap quizzes in books	SIS Big Map	Observations of children on field trips
Outcomes in writing books show the depth of knowledge the children have of the units of work.	Writing products always have a link to topics.	Evidence in topic books

Developing young artists

Intent of the art curriculum			
Stick	Link	Build	Use
KNOWLEDGE OF ARTISTS AND THEIR WORK	DEVELOP APPRECIATION	GAIN ARTISTIC SKILLS	DEVELOP CHARACTER, RESILIENCE & ORACY

The art curriculum is intended to develop children's artistic skills, as well as an understanding of their own and others' cultural heritages through the study of a diverse range of artists. Children will develop their understanding of the visual language of art with effective teaching and considered sequences of lessons and experiences. Progression of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) is well planned supporting teachers in teaching progressive skills and knowledge of technique and artists work.

Cornwall has a rich artistic heritage with some of Britain's most influential artists having based themselves here. The art curriculum intends to teach children about Cornwall's place in the artistic world as well as exposing them to the work of many great artists.

Implementation – Agreed principles

Teaching principles

- That a wide variety of materials are provided
- That learning based on the work of artists, style of art and concepts is most powerful
- That high quality modelling is key to the teaching process
- That building skill and knowledge will progress with repeated practice
- That providing a safe space for creative exploration is essential
- That time to evaluate and respond to their own and other's work is a key self assessment tool
- That teacher assessment opportunities are guided by the progression documents
- That humanities and literacy led art outcomes provide purpose

Sketchbooks

- The use of high quality sketchbooks for practice, planning, designing
- 5 minute warm up in sketch books related to the taught process for that session
- Sketchbooks to be taken on trips to bring opportunity for practising artistic skills in across the curriculum
- 5 minute "draw what you see", "draw how you feel"
- Art lessons teach specific planned knowledge and skills as outlined in the progression documents.

Progression in artistic skills

R / Year 1		
Drawing	• Experiment with a range of tools e.g. felt tips, chalk, crayons and pastels • Draw large and small scale images using different shapes and colour • Draw a range of objects upright and flat • Draw on/in different mediums e.g. sand, playground, playdough	Pattern Texture Line Space Form Colour Tone
Painting	• Explore different paints using different applicators e.g. ready mixed, powder, water colour • Mix paints with other materials for texture e.g. Sawdust, sand, washing up liquid • Paint on a small & large scale. Use different shapes, sizes and colours of paper • Mix primary colours to make secondary colours	
Collage/textiles	• Sort threads and fabric • Thread and weave into netting, fencing and mesh • Identify textiles in the environment • Use a variety of media and how they work together e.g. photocopied materials, magazines, tissue paper • Discover the interplay between materials e.g. wax and water colour	
Print making	• Print patterns with found objects e.g. building bricks, sponges, fruit • Make monoprints • Print on paper and fabric (wall hangings)	
Sculpture	• Manipulate clay by rolling, kneading, shaping and using tools to mark • Compare clay with dough and plasticine using appropriate vocabulary and tools • Construct and deconstruct 3D designs that begin as drawing • Use a range of materials for sculptures, e.g. clay, boxes, bottles, sticks	
Digital Media	• Use a digital camera to capture work • Use paint programmes	
Observation	Memory	Imagination

Year 2

Drawing	• Complete drawings that show change over time • Vary pressure with crayons and pencils • Draw and blend with charcoal and pastels • Use fine tip pens to create thin markings
Painting	• Create paintings and then experiment – mixed media e.g. drawing, scraping, layering • Add black and white to paints • Use a range of scales e.g. large brush, large paper • Develop understanding of primary and secondary colours and their relationships
Collage/textiles	• Colour fabrics using natural dyes e.g. tea, beetroot, berries • Join fabrics using glue and simple stitch • Experiment with manmade and natural materials • Incorporate repeated pattern
Print making	• Create screen prints • Develop mono printing by mixing colours • Press, roll, rub and stamp • Create Mosaics
Sculpture	• Discuss sculptures, their purpose and the materials involved • Consider how to make structures stronger e.g. stuff boxes with paper, turning objects inside out • Manipulate clay and create pots/ tiles • Use a range of materials to develop structures e.g. paint, tissue, pens
Digital Media	• Create flipbooks linked to animation • Create images and edit them using ICT • Take photos displaying different moods

Pattern

Texture

Line

Space

Form

Colour

Tone

Observation memory imagination

Year 3		
Drawing	• Understand the different grades of pencil and use them to scribble and shade e.g. cross hatch, spirals • Create small sketches to contribute to a final piece after careful looking • Experiment with pressure • Draw for a sustained amount of time	Pattern Texture Line Space Form Colour Tone
Painting	• Select appropriate brushes depending on the desired outcome • Know where primary and secondary colours are on a colour wheel • Continue to mix colours to create contrasting and contrasting shades • Explore the relationship between colour and mood	
Collage/textiles	• Accurately cut and overlap materials to develop a final look • Incorporate mosaic and montage • Experiment with silk paintings and tie dye • Stitch additional items into work e.g. buttons, sequins	
Print making	• Make and print card blocks in two colours • Print onto paper and fabric • Layer materials, using printing for background	
Sculpture	• Look at the changes in clay as it dries/fired • Experiment with clay joining techniques • Create slab drawings • Use a range of materials to form a structure e.g. wire, paper, string, wood	
Digital Media	• Use printed images and incorporate these in art • Use ICT programs to create art and edit their work and work of others • Edit and manipulate photograph they have taken	
Observation	memory	imagination

Year 4		
Drawing	• Draw and demonstrate an understanding of scale and depth • Use mirrors and magnifying glasses to aid observation and precision • Show reflections • Use a variety of tools e.g. pencils, charcoal, chalk, wax	Pattern Texture Line Space Form Colour Tone
Painting	• Work in different shades of one colour • Create paintings with a foreground, middle ground and background • Mix different thicknesses of paint • Mix colours with confidence and use them to create mood	
Collage/textiles	• Add to materials with stitching, collage and drawings • Change the structure of materials • Combine visual and tactile materials • Deconstruct clothing to make it into new products	
Print making	• Print using four colours • Design and create accurate print designs • Print onto different materials e.g. wood, paper, fabric	
Sculpture	• Make a simple slab pot • Begin to shape clay into other shapes • Build up sculptures from flat surfaces to make masks and panels	
Digital Media	• Use scanning to transfer work to the computer to edit and re-print • Use a paint program for very specific effects • Combine images and text	
Observation	Memory	Imagination

Year 5

Drawing	• Use new media e.g. pen and ink, pastel • Make a collection of drawings around a theme • Draw simple objects adding texture • Prepare a surface before drawing e.g. crayons or paint and scratch away
Painting	• Layer paint to add detail to background colours • Create mixed media work, layering paint to add texture and effect • Create different skin tones • Express emotions through painting
Collage/textiles	• Use flour and water to create batik • Use textiles and sewing skills to form part of a project • Combine visual and tactile qualities
Printmaking	• Print using a number of colours • Create a print that meets a given brief • Begin screen printing
Sculpture	• Add colour to tiles using paint and PVA mixed • Sculpt clay into other shapes • Work as part of a group to create large sculptures
Digital Media	• Make animations using powerpoint • Create stop motion animations using small sketches • Scan images and layer them with text to give their work meaning

Pattern

Texture

Line

Space

Form

Colour

Tone

Observation memory imagination

Year 6

Drawing	• Create sketches that convey emotion, combined with accuracy and imagination • Explain why they have combined different tools • Explain why they have utilised specific techniques
Painting	• Begin to establish own style • Add texture through PVA, Sawdust, Sand • Use brushes in different ways with thickened paint • Create mixed media work and explain their intentions
Collage/textiles	• Combine pattern, tone and shape to create effect and explain their choice of materials • Develop a range of stitches • Use computers to create designs to print on fabrics
Printmaking	• Over print using a range of colours • Print for purpose: e.g. celebration cards, wrapping paper • Link print making with other subjects
Sculpture	• Research designs and create according to a brief • Use wood and card to make panels • Create models in a range of scales • Create work which is open to interpretation by the audience • Include visual and tactile elements
Digital Media	• Use software to create art that can be used as part of a wider piece • Use the internet to get research and inspiration • Type up descriptions and evaluations of work for a final product

Pattern

Texture

Line

Space

Form

Colour

Tone

Observation memory imagination

How do we measure the impact?	
Year 1	• Tell me about what you are making • What might you do next? • Tell me about what you have made
Year 2	• Tell me about what you are making • What might you do next? • Which materials might you use? • What have you discovered? • Tell me about what you have made • What would you like to explore more of?
Year 3	• Tell me about what you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of?
Year 4	• Tell me about what you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of?
Year 5	• Tell me about what you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? What could you do next?
Year 6	• Tell me about what you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of? • What is the potential of what you have done? What could you do next?

Developing young musicians

Intent

The music curriculum ensures our pupils sing, listen, play, perform and evaluate a full diversity of music including an enormous range of genres. This is embedded within school life through daily singing in Collective Worship, performances during Harvest Festivals and Christmas productions and extra-curricular opportunities. The elements of music are taught in classroom lessons to enable the children to be able to discuss the language of music, understand how it is made, played, appreciated and analysed. Musical experiences are embedded throughout St Issey, such as opportunities to learn a brass instrument as a cohort, African drumming workshops and private lessons. Throughout their musical education, the children will develop their understanding of the principles of creating notes, devising and reading their own musical scores and basic music notation. Additionally, composing their own music whilst developing listening and analytic skills. An appreciation of diverse music is fostered throughout our curriculum with children given the opportunities to explore different cultures, historical periods and musical genres.

Implementation

Teaching Principles

- Planning is carefully mapped across the school to ensure each class has a broad and diverse curriculum and covers the range of subjects across the cycles.
- That a wide variety of percussion and tuned instruments are provided
- That learning based on the work of musicians, different musical genres and periods of history
- That high quality modelling is key to the teaching process
- That building skill and knowledge will progress with repeated practice
- That providing a safe space for creative exploration is essential
- That time to evaluate and respond to their own and other's work is a key self assessment tool

Teaching Approaches

- Listening and appraising famous compositions and songs from a wide range of genres, cultures and time periods
- Self and peer assessments during compositions
- Warm-up games to improve rhythm, pulse and beat
- Flexible games to extend and consolidate knowledge as required
- Constant recall and recapping of technical and musical language

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Piskies Year R Year 1	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
	Hey You (Old School Hip Hop)	Banana Rap The Rhythm in the Way We Walk (Reggae)	In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk)	Round and Round (Bossa Nova)	Your Imagination (pop music)	Reflect, Rewind and Replay (classical)
Gnomes Year 2 Year 3	Hands, Feet, Heart (South African Music)	Ho, Ho, Ho (Rapping, improvising)	I Wanna Play in a Band (Rock music)	Three Little Birds (Reggae Music)	The Dragon Song (Pop/Story)	Reflect, Rewind and Replay (classical)
	Let Your Spirit Fly (RnB)	Glockenspiel Unit 1	Bringing Us Together (Disco)	Zoo Time (Reggae)	Friendship Song (pop)	Reflect, Rewind and Replay (classical)
Elves Year 4 Year 5 Year 6	You've Got a Friend (70s Ballad/Pop)	Glockenspiel Unit 2	Living' on A Prayer (Rock music)	Classroom Jazz Unit 1	Happy (Pop/Neo Soul)	Reflect, Rewind and Replay (classical)
	Stop! (Grime music)	Lean on Me (Soul/Gospel music)	A New Year Carol (Classic/Urban Gospel)	The Fresh Prince (Old school Hip Hop)	Classroom Jazz Unit 2	Reflect, Rewind and Replay (classical)
	Blackbird (pop music)	Dancing in the Street (Motown)	Make You Feel my Love (ballads)	Mamma Mia (pop music)	Music and Me (Own composition)	Reflect, Rewind and Replay (classical)

Development of Musical skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SINGING	Use voices to speak, sing and chant.	Use voices to add expression. Sing with melody.	Sing in unison, becoming aware of pitch.	Sing in unison, maintaining the correct pitch and using increased expression.	Sing in unison and parts with good expression and correct pitch throughout.	To sing in solo, unison and in parts with good expression and correct pitch throughout.
PLAYING INSTRUMENTS	Choose instruments to make sounds. Perform simple rhythmic patterns, beginning to show an awareness of pulse.	Choose appropriate instruments and play them to make sounds for a specific effect. Perform rhythmical patterns, keeping a steady pulse.	Perform simple rhythmical and musical parts, beginning to vary the pitch by using a small range of notes.	Play and perform notes with an increasing number of notes, beginning to change dynamics to add expression.	Begin to play and perform musical parts in both solo and ensemble contexts with increasing accuracy and expression.	Play and perform in ensemble, solo and parts with increased accuracy, control and expression.
COMPOSING	To know and experiment with sounds using voice or instruments.	Listen to and copy short rhythmic and melodic patterns using voice or instruments.	Create simple rhythmic patterns using a small range of notes.	Create simple rhythmical patterns using an increased range of notes.	Create more complex rhythmic and melodic patterns and phrases within a given structure.	Create rhythmic and melodic phrases as part of a group performance.
	Recognise different sounds. Identify and categorise sounds using simple criteria e.g. low, high, loud, soft.	Begin to explore, choose and order sounds using the inter-related dimensions of music.	Begin to layer sounds e.g. a background beat/rhythm and a melody.	Layer sounds with increased understanding of the effect of each sound.	Create short pieces of music, layering sounds and considering the inter-related dimensions of music.	Create group pieces of music, layering sounds and showing a strong understanding of the purpose and effect of each sound.
LISTENING	Discuss how a piece of music makes you feel or want to move e.g. jump or sleep.	Consider and discuss how different sounds within a piece of music affect the mood. Identify repeated patterns	Explore and comment on the way sounds are used within a piece of music and the effect they have	Explore and comment on the way sounds are used and combined within a piece of music and the effect they have.	Describe, compare and evaluate different pieces of music, beginning to use a range of musical vocabulary.	Describe, compare and evaluate different pieces of music, using a range of musical vocabulary, including the inter-related dimensions of music.
COMPOSITION	Begin to understand that different musical elements can be used to create	Understand how different musical elements create different moods and effects in a piece of music. Represent	Begin to understand how musical elements can be combined together to create an effect.	Understand how musical elements can be combined together to create a particular mood or effect.	Begin to identify the relationship between sounds and how music can reflect different meanings/emotions.	Identify and explore the relationship, in greater detail, between sounds and how music can reflect different moods or effects

	different moods or effects.	sounds with a range of symbols, shapes and marks.	Begin to recognise simple notations to represent music.	Understand and begin to use established and invented musical notations.	Recognise and use a range of musical notations including staff notation.	
APPRECIATION	To listen to short pieces of music and discuss when and why they might hear it e.g. Christmas Carol, lullaby etc.	To listen to short pieces of music and discuss when and why they might hear it. Use musical vocabulary to explain why it is fit for purpose e.g it is a soft, slow sound so it would be good as a lullaby.	Listen to and discuss music from different traditions, cultures and great composers/musicians	Listen to and discuss music from a wide variety of different traditions, cultures and great composers/musicians	Listen to music from a wide variety of different traditions, cultures and great composers/musicians. Begin to discuss how they differ from one another/ how they are similar and how music has changed over time.	Develop an understanding of the history of music from different traditions, cultures, composers and musicians. Consider how venue, occasion and purpose affects the way the music is created and performed.

How do we measure the impact?

Listening and evaluating compositions	Composing own music and creations	Discussion and analysing	Teacher Assessment

Developing young scientists

Intent of the science curriculum			
Stick	Link	Build	Use
Fun, engaging lessons with exciting resources	How science impacts and shapes the lives we live	Knowledge of the disciplines of science Progression of scientific enquiry skills	Understand the uses and implications of science today and in the future

We know that the development and understanding of science and its processes help to shape and determine the world in which we live. Innovation and the development of technology, engineering and an investigation into the natural world all help to progress our society and allow us to lead richer, fuller and more efficient lives. Everywhere around us, on any given day, at any given minute, there is science to be discovered, to be understood, to be developed. We recognise that a vital part of education is to expose our children to every aspect of STEM and to enable them to not only understand the world around them, but to also develop an inquisitiveness for the wonder in our world, to ask questions, to seek answers, to investigate. In essence, we intend to nurture scientists alongside instilling a natural curiosity about the world around us, teaching children to think analytically about situations.

Through our dynamic science sessions, we provide our children with the opportunity to explore the five enquiry types: Identifying, Classifying & Grouping, Fair Testing, Observing, Pattern Seeking and Research using secondary sources. Through these explorations the children develop their knowledge of the nature, methods and processes of science. Our lessons are heavily practical as we know that we can increase children's enjoyment of science through frequent, engaging practical work. Our curriculum is carefully designed to ensure progression throughout the years across mixed-aged classes. National Curriculum objectives across the year groups are carefully woven together thematically to make links between concepts and to ensure that knowledge and skills build without repetition as children move through the school. Prior knowledge forms the basis of the planning of each new topic so that misconceptions can be addressed, any gaps in knowledge re-taught and to enable retrieval within all age ranges. We build opportunities for all of our children to demonstrate their learning in a variety of ways which meets the needs of all age ranges and abilities of children. We introduce children to key scientific vocabulary and seek to extend their grasp on this by enhancing their ability to use these terms both when speaking and writing.

Implementation – Agreed principles

Teaching principles	Teaching approaches
• Planning is carefully mapped across the school to ensure progression of scientific knowledge and concepts alongside working scientifically • That opportunities are provided to explore the five enquiry types	• Long and medium term plans created by subject leads to ensure progression • Specific key vocabulary and scientific terms are taught and tested

● That there is a focus on learning key scientific vocabulary and using it accurately ● That using our location and investigating the 'science' around us within our locality ● That child-led enquiry to encourage children to both ask and seek to answer their own questions about the world around them is most effective	● The use of resources in lessons and getting out into our surroundings to bring science alive ● Visits to Wadebridge Secondary school to extend science investigations and learning ● Knowledge organisers used to map lessons and learning ● Concept cartoons, mind maps, concept maps, kahoot quizzes used to test understanding of taught content ● Use digging deeper challenges and dreams to consolidate or extend

Piskies Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Seasons	Seasons	Seasons Everyday Materials	Seasons Plants	Seasons Animals Including Humans	Seasons Animals Including Humans

Gnomes Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Everyday Materials		Animals Including Humans	Light	Rocks	Plants
B	Forces and Magnets		Living Things and their Habitats	Living Things and their Habitats	Animals Including Humans	Plants

Elves Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	Electricity		Animals Including Humans	Earth and Space	Living Things and Their Habitats	Materials (States of Matter)
B	Sound		Materials (States of Matter)	Living Things and their Habitats	Light	Animals Including Humans
C	Electricity		Evolution and Inheritance	Living Things and their Habitats	Forces	Animals Including Humans

Progression of Key questions and Vocabulary KS1

		Year 1	Year 2
Seasons	KQ	What are the four seasons? How does the length of day vary in each season? What is the weather like in each season? What order are the four seasons in and which months do they include?	
	Vocab	Weather (sunny, rainy, windy, snowy etc.) • Seasons (winter, summer, spring, autumn) • Sun, sunrise, sunset, day length observe, magnifying glass, compare, contrast, describe	
Plants	KQ	Can I identify a range of common, wild and garden plants and know which group they belong in? What are the names of parts of the basic structure of a plant and what is their function? What is the difference between an evergreen and deciduous tree? What changes can I see as a seed grows?	Where do plants come from? How do plants reproduce? What are the best conditions for a plant to grow in? How can we test the best conditions for a plant to grow in?
	Vocab	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, wild plant, garden plant, growth, deciduous, Evergreen Names of trees in the local area Names of garden and wild flowering plants in the local area observe, magnifying glass, compare, contrast, describe	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, light, shade, sun, warm, cool, water, grow, healthy, reproduction, conditions, germination observe, compare, contrast, describe, identify, record, change over time

Living things and their Habitats	**KQ**		What are the things a living thing needs in order to stay alive? What do we mean by a micro habitat and where might we find a microhabitat? What is a habitat and what are the different types of habitat? What does a food chain look like and what does it tell us?
	Vocab		Habitat, microhabitat, food chain, life processes, living, dead, never been alive, suited, suitable, basic needs, food, shelter, move, feed • Names of local habitats e.g. pond, woodland etc. • Names of micro-habitats e.g. under logs, in bushes etc. sorting, classifying, recording, describe, construct, food chain, conditions, affect
Materials	**KQ**	What is the difference between an object and a material? What do we mean by 'properties' and can I identify the properties of a material? Can I identify the material an object is made from? Can I choose the most suitable material for an object based on its properties?	
	Vocab	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through observe, magnifying glass, compare, contrast, describe	Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, nonreflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching observe, magnifying glass, compare, contrast, describe
Animals Inc Humans	**KQ**	How does the human body look? What are the five senses? What are the different parts of the body called? How do we use the senses to understand the world and which art of our bodies do we use?	How do different animals change as they grow from babies into adults? What is a healthy diet and why is this important? What do animals and humans need to stay alive? Why do we need to need to exercise and maintain good levels of personal hygiene?

	Vocab	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Names of animals experienced first-hand from each vertebrate group Parts of the body Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue observe, compare, describe, identify, senses, grouping, question, similar, different, magnifying glass, microscope	Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta) observe, compare, describe, identify, senses, grouping, question, similar, different, magnifying glass, microscope

Progression of Key questions and Vocabulary KS2

		Year 3	Year 4	Year 5	Year 6
Seasons	KQ				
	Vocab				
Plants	KQ	What do plants need to live and grow successfully? How do plants transport water? What are the different parts of a planet called and what is their purpose? How do plants reproduce?			
	Vocab	Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), life processes, germination compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion			
Living things	KQ		What are the seven life processes? What are the positive effects humans have had on our	How do plants reproduce? How do animals reproduce? What is a life cycle and how do	How can plants and animals be grouped based on their characteristics?

and their Habitats			environment? How can we group animals using their characteristics? What are the negative effects humans have had on our environment?	these differ in animals? Who is Jane Goodall and what contributions has she made to science?	What are the features of the different animal groups? Who created classification and what are the benefits of it? What is a food web and why is it important?
	Vocab		Classification, classification keys, environment, habitat, human impact, migrate, hibernate, Life processes, Vertebrate, Invertebrate, Conservation, Urbanisation guides, keys, identify, observation, classifying, grouping, positive effects, negative effects	sexual reproduction, asexual reproduction, life cycle, metamorphosis, conservation, life cycle, sperm, fertilises, egg, live young, plantlets, runners, bulbs, cuttings Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict	microorganism, vertebrate, invertebrate, fish, amphibians, reptiles, birds, mammals, insects, spiders, snails, worms, flowering, non-flowering Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict
Materials	KQ		What are the three states of matter and what are the differences between them? What is evaporation? Why do some materials change when the temperature changes? How does the water cycle work?	How could we group different materials based on their properties? What is meant by reversible and irreversible changes? What is meant by soluble and insoluble? How have some irreversible changes had a positive impact on the everyday life of humans?	
	Vocab		Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle guides, keys, identify, observation, grouping, positive effects, negative effects, measure	Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material observing, comparing, enquiry, secondary sources, force, measure, frequency, observation	

				period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict	
Animals Inc Humans	**KQ**	What are the different food groups and what they do they provide for our body? What is a skeleton and what is its purpose? What muscles can be found in the human body and what is their function? How can we keep our bodies healthy?	What are the different parts of the digestive system and how do they work? What is tooth decay? What are the different types of teeth and what do they do? What does a food chain tell us and what are the roles each animal plays?	What do we mean by gestation and how does this differ in different mammals? How does a foetus develop in the womb? What stages does a human go through in their lifetime? What physical and emotional changes might a human face during puberty?	What is the circulatory system and what does it do? What effect does smoking have on a person's health? How does the heart function and what is its purpose? What is the digestive system and what does it do?
	Vocab	Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine, endoskeleton, exoskeleton compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram,	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram,	Puberty – the vocabulary to describe sexual characteristics, gestation, foetus, mammal, child development, childhood, adolescence, adulthood describe, observe, explain, explore	Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict
Forces and Magnets	**KQ**	What do we mean by the term 'force'? How do we know if an object is magnetic? What do magnetic objects have in common? What is friction and how might friction affect objects? What is meant by the North and South poles on a magnet and how does this affect the magnets?		What is gravity? What is friction and how can it be measured? What are the effects of air resistance? Water resistance? How can simple machines help reduce the amount of force needed to move/lift objects?	

	Vocab	Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram		Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears observing, comparing, enquiry, secondary sources, force, measure, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict	
Electricity	**KQ**		How is electricity generated and how is this done in different ways? What is the difference between a conductor and an insulator? What do we need to build a simple circuit? How does a switch work and when might we need to use one?		How can we make a complete series circuit? What components will we need? How does the voltage in a circuit affect the components? How can we represent a simple circuits using symbols? How does varying the components in a circuits affect its effectiveness?
	Vocab		Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram		Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict
Sound	**KQ**		How is sound made? What is meant by pitch and		

			volume? What is the difference? How do we hear sounds? How can we make a soundproof product?		
	Vocab		Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram		
Light	KQ	What is the difference between light and dark? What is meant by a light source? What are the benefits and the dangers of sunlight and how can we keep safe in the sun? What do we mean by reflect and which surfaces reflect light? How are shadows formed?			How does light travel? How can we explain refraction? How are humans able to see? What do we mean by reflection?
	Vocab	Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram,			Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict
Rocks	KQ	What are the three types of rock and			

		what are the difference between them? Who was Mary Anning and what did she contribute to science? How are fossils made and what do they tell us? How is soil made and what are the different soil types?			
	Vocab	Fossil, palaeontologist, soil formation, igneous, sedimentary, metamorphic, rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil compare, different factors, amount, formed, observing, patterns, transported, accurate, data logger, thermometer, conclusion, secondary source, measure, systematic, table, tally, diagram,			
Earth and Space	**KQ**			What are the planets and how do they move in relation to the sun? Why does the shape of the moon appear to change on different nights? Why do we have day and night? What discoveries/theories have been made about our solar system and how have these changed over time?	
	Vocab			Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets observing, comparing, enquiry, secondary sources, force, measure, frequency, observation	

				period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict	
Evolution and Inheritance	**KQ**				Who was Charles Darwin and why is he such a significant figure in science? What can fossils tell us about the past? What do we mean by evolution? How have humans evolved? What characteristics are passed from parents to offspring?
	Vocab				Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils Classification, observing, comparing, enquiry, secondary sources, force, measure, trundle wheel, frequency, observation period, variables, control, Venn diagram, Carroll diagram, evidence, support, refute, causal relationship, evaluate, credibility, predict

How do we measure the impact?

Developing young digital citizens

Intent of the computing curriculum			
Stick	**Link**	**Build**	**Use**
Engaging lessons with exciting resources	How computing impacts and shapes the lives we live	Knowledge of the disciplines of computing & progression of computing skills	Transfer of skills/ knowledge to enhance outcomes in other curriculum areas

At St Issey School we recognise and embrace the significant role that technology plays in society today. Our children are taught the skills and the correct morals, values and ethics to participate effectively and safely in this digital world which can only be achieved through a broad and diverse Computing curriculum. At the core of our Computing curriculum children are introduced to a wide range of technology, including Chromebooks, iPads and interactive whiteboards, allowing them to continually practise and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology.

Implementation

Our Computing curriculum enables children to become effective users of technology who can:

- Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation;
- Analyse problems in computational term, and have repeated practical experience of writing computer programs in order to solve such problems;
- Evaluate and apply information technology analytically to solve problems;
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum.

At St Issey School we take internet safety extremely seriously. We have an Internet Policy that provides guidance for teachers and children about how to use the internet safely. All children participate in annual e-safety lessons so that children understand how to stay safe online and report any concern they may have when using technology.

Planning through themes

Computer Science	Information Technology	Digital literacy

Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Piskies	Online Safety and Exploring (PM Unit 1.1)	Grouping and Sorting (PM Unit 1.2)	Pictograms (PM Unit 1.3)	Lego Builders (PM Unit 1.4)	Coding (PM Unit 1.7)	Spreadsheets (PM Unit 1.8)
Gnomes	Coding (PM Unit 3.1)		Online Safety (PM Unit 3.2)	Email (PM Unit 3.5)	Google Slides (PM Unit 3.9)	
Elves	Coding Catch up (PM Unit 5.1)		Online Safety (PM Unit 5.2)		Word Processing (PM Unit 5.8)	

Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Piskies	Online Safety and Exploring (PM Unit 1.1)	Grouping and Sorting (PM Unit 1.2)	Pictograms (PM Unit 1.3)	Lego Builders (PM Unit 1.4)	Coding (PM Unit 1.7)	Spreadsheets (PM Unit 1.8)
Gnomes	Online Safety (PM Unit 2.2)	Effective Searching (PM Unit 2.5)	Branching Databases (PM Unit 3.6)	Touch Typing (PM Unit 3.4)	Simulations (PM Unit 3.7)	Graphing (PM Unit 3.8)
Elves	Online Safety (PM Unit 4.2)		Game Creator (PM Unit 5.5)		Databases (PM Unit 5.4)	

Cycle C						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Elves	Online Safety (PM Unit 6.2)	Concept Maps (PM Unit 5.7)	Hardware Investigators (PM Unit 4.8)		Networks (PM Unit 6.6)	

Progression of Skills

KS1	Computer Science			Information Technology	Digital literacy	
	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Y1	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand	Children can work out what is wrong with a simple algorithm when the steps are out of order, and can write their own simple algorithm. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.

Y2	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs,children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code	Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug. Children's program designs display a growing awareness of the need for logical, programmable steps.	Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.	Children demonstrate an ability to organise data using, for example, a database such as 2Invesitigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.

KS2	Computer Science				Information Technology		Digital literacy
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Y3	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it	Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step	Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.	Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to

	following the desired algorithm and then fix it.	repeat command when creating repetition effects.	through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	conventions when communicating in this way.		to attach to emails, e.g. 2Respond.	report unacceptable content and contact.
Y4	When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In	Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the Internet can be used to provide different methods of communication is improving.	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. .	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards	Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.

		a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code	programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.				
Y5	Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.	Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables	Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.

						able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	
Y6	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs.Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

How do we measure the impact?

Pupil Voice	Transfer of skills/knowledge to other curriculum areas	Children's work

PESSPA

Physical Education, School Sport, Physical Activity

Intent of the physical education curriculum			
Stick	**Link**	**Build**	**Use**
REGULAR RECALL OF KEY VOCABULARY & KNOWLEDGE OF GAMES/SPORTS	HOW KNOWLEDGE & SKILLS CAN BE USED IN A VARIETY OF PHYSICAL SITUATIONS	PHYSICAL LITERACY & AN AWARENESS OF OWN PHYSICAL STRENGTH & WEAKNESSES	VARIOUS PHYSICAL AND SPORTING EQUIPMENT SUCCESSFULLY

At St Issey we understand the importance of promoting healthy, active lifestyles to our children and wider community. We believe Physical Education, School Sport and Physical Activity should give all children the opportunity to improve and achieve physical competence in line with their age and potential. We acknowledge its importance with regards to academic results and whole school improvements. Our PE curriculum is designed to focus on developing fundamental physical literacy skills in KS1, building towards successfully incorporating these skills in a variety of games/activities during KS2. Providing children with the necessary knowledge & physical skills to be able to participate in a wide variety of physical activities and competitive situations. Opportunities for children to extend themselves outside of the curriculum are extensive and we also provide targeted activities for children with SEND. We place a focus upon the core values that are fundamental to children being successful and able to take on the daily challenges that school life brings (confidence, respect, resilience, determination, honesty, self belief and teamwork.) Children are introduced to key scientific vocabulary and seek to extend their grasp on this by enhancing their ability to use these terms within spoken language through discussion. We make regular links to the wider curriculum within PE lessons - whether that be basic mathematical skills (adding and subtracting) in KS1 lessons or map work & geographical skills in KS2.

INTENT STATEMENTS

Physical Education (PE)	School Sport (SS)	Physical Activity (PA)
• All children have access to at least 2 hours of high quality PE every week. • To teach children to become skilful and thoughtful performers, developing control and coordination and becoming physically literate. • To develop an understanding of what they do in PE, school sport and physical activity and how it contributes to a healthy and active lifestyle. • To provide opportunities for children to develop their social skills through pairs, groups and team	• To give children the confidence to get involved in PE and school sport, applying and adapting their skills in a wide range of activities. • To provide opportunities for ALL children to experience school sport experiences (both competitive and participatory). • To reduce barriers to children's participation in school sport opportunities. • To increase opportunities for children to experience new activities.	• To encourage children to take part in 30 active minutes daily providing a varied menu of activities. • To improve children's physical health. • To make children aware of physical and mental health & specifically their own. • To raise awareness of fitness and give children an increased understanding of their own fitness and health. • To increase physical activity within the school day (Government 30:30 target).

activities. ● To provide FUN experiences of PE and physical activities to help create a lifelong enjoyment of exercise and personal health. ● To provide opportunities for children to challenge and extend their physical literacy and fundamental movement skills. ● To support children in becoming water confident and improving swimming knowledge and ability. ● To prepare children for secondary school and later life.	● To develop qualities such as commitment, fairness, tolerance and a concern for others as well as individual success. ● To provide opportunities for children to feel part of a team and represent St Issey in external events. ● To develop personal and social competence and the necessary skills to manage success in competitive and cooperative situations, to cope with losing, and to retain a proper sense of perspective in competition. ● Support children in transitioning to sports/physically active clubs outside of school hours. ● To provide opportunities for children to experience new sports/activities ● To inspire children to pursue sporting opportunities into later life.	● Provide enjoyable physical activity opportunities. ● To make children aware of how the local environment can be used to promote good mental and physical health.

IMPLEMENTATION

Teaching principles	Teaching approaches
● Planning is carefully mapped across the school to ensure progression of physical skills across key stages. ● DIfferentiation opportunities listed on lesson plans using the STEP principle. ● Opportunities are provided to extend beyond. ● There is a focus on learning key vocabulary and using it accurately. ● Scaffolding the learning where applicable ● Assessment for learning opportunities	● The school uses the Arena PE schemes of work and Leap Into Life at EYFS and KS1 ● PE lessons are planned so that they build upon the prior learning of the children. ● There is a planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school. ● All components of the Curriculum are taught through Athletics, Dance, Games, Gymnastics, Outdoor Adventure Activities and Swimming are covered throughout the year, so that children receive a broad and balanced curriculum. ● There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school. ● Visits to our local secondary school to extend physical literacy opportunities. ● Plenary to assess learning and allow children time to reflect on their learning. ● Self & peer assessment where applicable

Physical Education (PE)	School Sport (SS)	Physical Activity (PA)
• Lessons are conducted in a secure, supportive and disciplined manner. • Lessons should have clear objectives and defined learning outcomes that are shared with the class at the beginning of the lesson. • The individual ability of pupils is developed with increasing demands made on them both physically and mentally. • High expectations are set for individual and group achievement. Pupils are extended both physically and mentally through interesting tasks. • A range of high quality, appropriate resources are used in lessons to ensure differentiation and success for all. • Children are given responsibility for equipment, group organisation and at times their own learning as they practise and refine skills in order to improve the quality of their performance. • Outside providers (Arena School/Cornwall Cricket) to provide high quality learning opportunities within curriculum PE. • Curriculum swimming for Y2, Y3 & Y6 • Surfing to Y4 & Y5	• Provision of a range of extra- curricular activities; tp encourage children to further develop their skills: Netball, Football, Cross Country, Athletics, Multi Skills and Cricket.St Issey School is member of xxx cluster and we take part in level 1 and 2 competitions which give the children the opportunity to take part in the Cornwall School Games • Maintained/new links with community clubs. These provide opportunities for taster sessions, in school support and after school club support/provision. • Inter-School Sports days that give the children an opportunity to compete. • Enrichment sports trips	• Children are given the opportunity to take part in a variety of opportunities to promote physical activity including 30 active minutes, outdoor learning and the opportunity to experience a variety of outdoor and adventurous activities on and off the school site. • Short active breaks between lessons provided • Our youngest children visit the Venture Zone (Forest School) weekly. • Children in Reception and Year 5 attend annual Bikeability lessons. • Children have access to tikes, bikes and go-karts at break times. • Children have access to a range of games and sports equipment at break and playtimes. • Offer of after school Venture 60 (Forest School) and Gardening Clubs • St Issey's Living Curriculum offers children the opportunity to be active and appreciate the benefits thereof. • Specific active interventions (FunFit) provided to support children when needed. • Children are provided with free fruit to snack on at break times.

PROGRESSION OF SKILLS

	EYFS / KS1	Lower KS2	Upper KS2
Physical	☐ Run in a straight line (locomotion) ☐ Underarm throw accurately ☐ Overarm throw into an area ☐ Jump & land on two feet ☐ Roll and kick a ball forwards ☐ Catch with two hands ☐ Balance objects on different body parts ☐ Hit a ball off a tee ☐ Control own bodyweight ☐ Balance by individually on different body parts ☐ Change direction when moving (agility) ☐ Hop on one foot ☐ Jump on two feet (up & forwards) ☐ Ride a balance bike (EYFS)	☐ Change direction quickly (agility) to avoid being caught ☐ Support own bodyweight ☐ Skip with a rope ☐ Hit an object with a bat or racquet ☐ Throw & catch underarm ☐ Perform partner balances ☐ Dribble with a range of equipment ☐ Throw overarm with accuracy ☐ Man mark someone in a game ☐ Water confident ☐ Swim 25m with buoyancy aid ☐ Pace themselves for a short distance (over 200m) ☐ Pass a ball using foot ☐ Hold various body positions with control. ☐ Hit a ball with a bat/racquet & make it go where you want it too. ☐ Orientate a map	☐ Swim 25m unaided ☐ Swim a range of strokes ☐ Dribble with a range of equipment quickly ☐ Jog for a set amount of time without walking ☐ Perform fundamental movements (lunge, squat, press up) ☐ Throw and catch over longer distances ☐ Throw and catch with variety of equipment (frisbee, ball) ☐ Follow a map to find points around the school grounds ☐ Maintain a rally with a partner (tennis, badminton) ☐ Develop agility whilst dribbling a piece of equipment.
Social	☐ Can share ☐ Can play games with others ☐ Listen and follow simple instructions ☐ Always try & join in ☐ Wait your turn ☐ Tag others nicely ☐ Be honest & kind ☐ Listen to others ☐ Share ideas ☐ Try & challenge yourself	☐ Control feelings & emotions when winning & losing ☐ Try to win in a controlled/fair way ☐ Congratulate others when they win ☐ Understand the importance of someone's own space ☐ Set your own goals ☐ Lead by example ☐ Be part of a team	☐ Understand and demonstrate fair play ☐ Take responsibility for your own actions ☐ Help younger children ☐ Try to help others who need it ☐ Make others feel successful ☐ Lead a small activity/warm up
Thinking	☐ Know what I am doing ☐ Say or show how to stop myself wobbling over ☐ Remember a short sequence of moves ☐ Say or show what a balance is	☐ Explain different swimming pool safety rules ☐ Know and explain the different coloured beach flags ☐ Know what the ABC's are & be able to explain them ☐ Think of suitable balances/shapes to use in a sequence ☐ Say or what what is good about my performance	☐ Explain how to create space with & without a ball ☐ Know what canon and unison is in dance/gymnastics ☐ Suggest ways to solve a problem

	☐ Find 'good' spaces ☐ Remember the learning objective ☐ Know how I can get better (remember a teaching point) ☐ Know why we warm up ☐ Explain how to jump safely ☐ Say or show what the ABC's are ☐ Can set a map ☐ Comment on someone's performance & say what you like about it.	☐ Know if you are defending or attacking in a game ☐ Understand what 'pacing' is ☐ Create a game/activity with others ☐ Identify potential hazards in our work space ☐ I can identify spaces	☐ Think of my own ideas during gymnastics/dance ☐ Remember some rules of our game ☐ Think of ways to adapt an activity to make it easier/harder ☐ Can think of and apply tactics to help me or my team ☐ I can suggest ways to improve my own or my team's performance.
Healthy	☐ Drink water everyday ☐ Be active when outside ☐ Eat fruit and vegetables ☐ Enjoy playing with others ☐ Name 5 body parts ☐ Know what a portion of fruit/veg is ☐ Sometimes walk/scoot to school ☐ Say or show why it's important to eat me-sized meals. ☐ Identify friendly and unfriendly foods ☐ Know what 5 a day is and why it's important.	☐ Know why it is important to eat a healthy breakfast ☐ Know why drinking water is healthy ☐ Know how to feel their own pulse ☐ Say or show how food gives me energy ☐ Get out of breath and break/lunchtime ☐ Say or show why it is important to have regular mealtimes, with healthy snacks in between ☐ Take part in at least 1 active club at school. ☐ Know why being active is important for my health & well being. ☐ Say or show what my muscles, heart & lungs do & why exercise is important for them. ☐ To understand privacy & personal space when changing	☐ Read food labels and know why too much fat, sugar or salt is unhealthy. ☐ Say or show why sleep is important for health & well being. ☐ Explain why too much screen time is not good for your health & well being. ☐ Represent school at least once in sport/PA. ☐ Describe & or draw the eat well plate. ☐ Name several bones in the human body. ☐ Can say or show a simple warm up or cool down.

Progression of vocabulary *(Not an exhaustive list)*

KS1	Lower KS2	Upper KS2
Agility, balance, coordination, space, pass, roll, jump, bowl, spring, fast, quick, dodge, turn, target, release, power, gentle, stretch, extend, pointy toes, forwards, backwards, explore, bend, teamwork, honesty, determination.	**KS1 vocabulary in addition to:** Invasion, possession, attack/attacking, defend/defence, stamina, pacing, tension, extension, communication, lateral, dodge, travel, overload, respect, dribble/dribbling, heart.	**KS1 & lower KS2 vocabulary in addition to:** aesthetic, canon, unison, endurance, flexibility, strength, speed, power, orientate, fairplay, resilience, determination, self-belief, spatial awareness, reaction time.

How do we measure impact in our lessons?	
YR Y1	• Tell me what you are doing. • Can you show me a balance? • Is a balance good if you are wobbly? • Show me your spiderman hands after you've thrown an underarm. • Do you need to throw your bean bag gently or harder now?
Y2 Y3	• What are we learning to do today? • What are the ABC's? • What is a 'good' space? Can you point to a 'good' space? • Why should we warm up before we start PE? • How can we make this activity harder? • How can we stay safe at the swimming pool? • Can you name me 3 swimming pool rules? • Can you tell me anything about beach flags? What colour are they and what do they mean? • What did you do today? • How can you become a better, more confident swimmer?
Y4 Y5 Y6	• What is our learning objective today? • What does pacing mean? • Can you name an invasion sport? • In an invasion game, if you have the ball, what can your team do? • What did you like about this group's routine? • What happens to your body when we exercise? • How can we communicate with each other in PE and sport? • Can you explain or show me what canon and unison is in gymnastics? • How can you improve yourself in this activity? • What happens to our bodies when we exercise? • Can you suggest a way that the group could improve their performance? • What does orienting a map mean? Can you show me? • Can you tell me some of the rules of this game? • Can you explain why rules are important in games/sports? • How can we work more effectively as part of a team? • How can we challenge ourselves with this activity? How can we make it harder? • Can you explain how someone could be healthier?

Piskies Medium-Term Rolling Programme Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year groups in Piskies Class are taught individually.						
YR	**EYFS Fundamentals (1)** I can begin to use the skills I have learned to jump and bound, run and move in different directions and balance in different shapes.	**KS1 Games (1)** I can use the skills learnt to roll, throw, catch, strike and kick a ball in a small game situation.	**KS1 Gym Basic Skills** I can choose 2 - 4 different gymnastic actions and link these together, so that I do one after the other, using the floor and apparatus. I can make shapes at the beginning and the end of movements. (Start and finish positions).	**Fundamental Athletics** I can take part in a mini Olympic Activity Circuit to show that I can run, throw and jump with support.	**Dance: Toys** I can move in a range of ways to perform a motif.	**Striking and Fielding (ELG)** I can show good control and coordination in large and small movements. I can move confidently in a range of ways, safely negotiating space.
Y1	**KS1 Fundamentals** I can begin to use the skills I have learned to jump and bound, run, move in different directions and balance in different shapes.			**KS1 Gym Directions and Pathways,** I can join together four actions showing different pathways and moving in different directions. I can either start on the floor and finish on the apparatus or start on the apparatus and finish on the floor.	**Net and Wall** I can begin to use the skills I have learned to play a competitive game. (ready position, volley, return the ball).	**KS1 Athletics (1)** I can demonstrate the skills I have learned in a competitive situation.

Gnomes Medium-Term Rolling Programme Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
This mixed Y2/3 class will run these headings on a two year rolling basis. Given class structures bridge the key stages, we've made the decision to embed fully KS1 learning in Gnomes class and all KS2 learning will take place in years 4-6 until we can move to a more conventional 2 years per class structure.						
A	**KS1 Games (2)** I can use the skills I have learnt over this term (bouncing, dribbling, passing and receiving) and apply them to a Basketball game.	**KS1 Games (3)** I can use my throwing skills to play a Frisbee golf game as in the pupil challenge.	**KS1 Gym Stretching and Curling** I can create a gymnastic sequence using the floor and apparatus of 4 different actions in which I can show stretched and curled actions. I can include a start and finish position.	**KS1 Dance – Animals** I can recall and perform a dance based on Animals. I can describe the work of others.	**Striking and Fielding** I can begin to use the skills I have learned to bowl, roll, throw, catch, strike and hit a ball in a small game situation.	**KS1 Athletics (2)** I can increase the distance I can jump by improving my technique and I can link a hop, jump and leap together. I am beginning to use my arms to help increase distance, my head for balance and my legs for a good take-off and landing
B	**KS1 Games (4)** I can send, receive and steer a ball in a game situation.	**KS1 Dance – Antarctica** I can recall and perform most of the dances in Antarctica, making some comments on others' work.	**KS1 Gym Travelling with Jumping and Landing** I can choose 2-4 different gymnastic actions. I can include a jump in my sequence. I can link these together, so I do one after the other, using the floor and apparatus. I can make a shape at the beginning and the end of my movements. (Start and finish positions)	**KS1 Dance – Celebrations** I can practise and perform a dance based on celebrations. I can work with a partner, using levels and travel actions in my dance.	**Orienteering and Problem Solving** I can work with a partner to complete an orienteering course of 10 controls on a playground. I can work in a group to cross an imaginary river safely. I can use only the equipment on the river bank to help me and work as part of a team.	**KS1 Cricket** I can play a cricket game using the following skills: hit the ball a range of distances off a batting tee. I can bowl a ball underarm or overarm towards a target in a designated area, allowing the ball to bounce once. I can stop the ball and throw back to the bowler or a set of stumps.

Elves Medium-Term Rolling Programme Plan

YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
This 3 year group mixed class will cover all KS2 objectives across a 3 year rolling program.						
A	**Football (Y3)** I can play in a small football game, making some effective decisions during play. I can dribble the ball close to my body and pass and receive the ball with control.	**KS2 Gym Flight** I can make up a sequence of 6 - 8 actions that link together using the floor and apparatus. I can show contrasting shapes, actions and travelling movements within a sequence. I can show different levels in a sequence.	**KS2 Dance – Weather** I can perform a longer sequence of moves. I can describe my own work and others.	**Striking and Fielding Skills (Y3/Y4)** I can use the following skills to play a striking and fielding game. I can throw a ball overhand and stop a ball passing when fielding, and hit a ball at different distances.	**Netball** I can demonstrate some footwork, shooting, passing and receiving, finding a space and positions skills in a game of High 5 Netball.	**KS2 Athletics (1)** I can sprint using an effective arm action. I can pass and receive a baton successfully. I can select a jump for distance, driving arms and legs to gain height. I can throw balls in a variety of ways with increasing accuracy.
B	**Invasion Games Hockey** I can control the ball whilst moving and pass and receive it in a game situation.	**KS2 Gym Counterbalances and Symmetry** I can create a sequence of 6 - 8 elements using the floor and apparatus. I can name and include both symmetrical and asymmetrical elements and a start and finish position. I can show different levels in my sequence and perform with some body tension.	**KS2 Dance – Romans** I can be part of a group dance sequence based on The Romans, playing an effective role in storytelling.	**Cricket** I can play a cricket game using the following skills: hit the ball a range of distances off a batting tee. I can bowl a ball underarm or overarm towards a target in a designated area, allowing the ball to bounce once. I know how runs are scored in cricket.	**Tag Rugby** I can run with the ball at speed, dodging tackles and passing with accuracy.	**KS2 Athletics (2)** I can participate in an athletics competition and am trying to improve my sprinting, jumping and throwing skills

C	**Football (5&6)** I can decide which player it is best to pass the ball to so I can keep possession and I can explain formation. I can decide when it is best to pass around the defenders or take them on, and I can play a position in a team.	**KS2 Gym Partner Sequences** I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus? I can travel apart and sometimes together showing a range of gymnastic elements and including at least 2 partner balances.	**KS2 Dance - Communication** I can copy a number of set steps and then change their order, size, direction or speed to make a new dance phrase. I can teach a dance phrase to a friend and learn theirs.	**Rounders** I can play a competitive match/bout using a range of skills. I can use some attacking and defending tactics in a competitive environment.	**Tennis** I can play a competitive tennis game using the following skills: to play a forehand and backhand tennis shot in a match, be able to overhead pop and push serve, to be able to volley and use some tactics in gameplay for both singles and doubles matches.	**Cricket** I can play a competitive cricket game using the following skills: hit the ball a range of distances and bowl a ball over or underarm consistently into a designated area, allowing the ball to bounce once. I can stop the ball and throw it over my arm towards the bowler at the stumps.

How do we measure the impact?

Assessment in PE takes place through observation during lessons and follows the Arena bronze, silver and gold assessment scheme.	Knowledge and understanding of health and well-being and leadership skills through formative assessments.	PE lead ensures PE curriculum is delivered throughout the school through monitoring, learning walks, lesson observations and discussion with staff and pupils.	Discussions carried out on a termly basis with children to monitor the impact of PE and identify changes which need to be made to improvement.
Participation in after school clubs, physical activity sessions and competitions	Successes in school competition	Certificates & awards related to sport/physical success	ASA swimming level paperwork and results.

Religious education

Intent of the Religious Education Curriculum			
Stick	Link	Build	Use
INTENT			
The principal aim of religious education at St Issey is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. RE lies at the very heart of the curriculum. It is driven by our Christian vision and is intrinsic to the Christian ethos and the Christian values of St. Issey C of E School. Our RE curriculum is rich and varied and both engaging and challenging, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. The RE curriculum at St. Issey gives the children an opportunity to explore Christianity in depth and to learn about Christianity as a diverse and living faith around the world starting locally, thinking nationally and then globally. While the majority of the curriculum is centred on Christianity, our syllabus also incorporates the teaching of other main world faiths. RE at St Issey also supports pupils to develop a sense of fairness and justice for all peoples whatever their background and wherever they live. Our RE curriculum develops knowledge, vocabulary, and skills in ordered sequential learning. We use an enquiry approach that engages with biblical text and aims to develop religious and theological literacy. The school provides a wide range of opportunities for learners to understand and make links between the beliefs, practices, and value systems of the range of faiths and world views studied. Pupils are encouraged to ask important questions and consequently become confident in expressing their views and discussing challenging issues in RE within the context of our Christian values of hope, dignity, wisdom and community. Our RE curriculum contributes to promoting British values by providing opportunities to study and learn about different faiths and beliefs. As part of our aim to help pupils fully embrace society and the wider world community, other faiths are valued and treated with respect. RE is central to preparing our pupils to become resilient, respectful, compassionate, and responsible citizens who are encouraged to make valuable and sustained contributions to local, national, and international communities.			

IMPLEMENTATION

Teaching principles	Teaching approaches
● Planning is carefully mapped across the school to ensure progression of key skills across key stages within the 3 core elements; make sense of a range of religious and non-religious beliefs, so that, understand the impact and significance of religious and non-religious beliefs and make connections between religious and non-religious beliefs, concepts, practices and ideas studied. ● The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs ● Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many pupils in our schools. ● Close to 10%, but not less than 5%, of curriculum time is devoted to RE. ● There is a focus on learning key vocabulary and using it accurately. ● Assessment for learning opportunities (Recap quizzes). ● Christianity plays a central role in RE, taking up two thirds of the RE curriculum. Appropriate teaching about other faiths and worldviews are included in each year group's yearly overview. ● SIS follows the Cornwall Agreed Syllabus and Understanding Christianity. ● SIS uses units from RE today for other faith teaching. ● 8 core concepts (Understanding Christianity) are taught (big frieze) ● Pupils are introduced to the 8 core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.	● Medium Term plans created by subject lead to ensure progression across key stages ● Teaching of vocabulary is done through retrieval / recall pedagogy ● Plenary to assess learning and allow children time to reflect on their learning, use of recap quizzes at the beginning of each lesson to retrieve knowledge. ● Using idea of 'dreams' to recap basic lesson understanding ● Using idea of 'digging deeper' challenges to consolidate or extend ● Use of floorbook (ideas gathered together, use of 'children's voice', questions raised) ● Differentiation ● Self & peer assessment where applicable ● Teachers will use first-hand experience, visits, visitors and artefacts and the local and wider environment to engage children's interest, imagination and to deepen knowledge and understanding in RE.

Piskies RE Medium Term Plan 2021-2023

2021-2023	A1	A2	SP1	SP2	S1	S2
EYFS	Unit 1 Being special: where do we belong? **MIXED FAITH**	Unit 2 Why is Christmas special for Christians? **CHRISTIANITY**	Unit 3 Why is the word of 'God' special to Christians? **CHRISTIANITY**	Unit 4 Why is Easter special for Christians? **CHRISTIANITY**	Unit 5 Which places are special and why? **MIXED FAITH**	Unit 6 Which stories are special and why? **MIXED FAITH**
Year 1	Year 1 **1.1** What do Christians believe God is like? **CHRISTIANITY**	Year 1 **1.2** Who do Christians say made the world? **CHRISTIANITY**	Year 1 **1.7** Part 1: Who is Jewish and how do they live? **OTHER FAITH**	Year 1 **1.10** What does it mean to belong to a faith community? **OTHER FAITH**	Year 1 **1.7** Part 2:Who is Jewish and how do they live? **OTHER FAITH**	Year 1 **1.9** How should we care for the world and for others. And why does it matter? **THEMATIC UNIT**

Gnomes 2021/2023 RE Medium Term Plan

Rolling Programme	A1	A2	SP1	SP2	S1	S2
A 2021/2022	Year 2 **1.6** Part1: Who is a Muslim and how do they live? **OTHER FAITH**	Year 3 **LKS2.1** What do Christians learn from the Creation story? (CREATION) **CHRISTIANITY**	Year 2 **1.4** What is the 'good news' Christians believe Jesus brings? (GOSPEL) **CHRISTIANITY**	Year 2 **1.5** Why does Easter matter to Christians? (SALVATION) **CHRISTIANITY**	Year 3 **LKS2.10** How do festivals and family life show what matters to Jewish people? **OTHER FAITH**	Year 3 **LKS2.12** How and why do people try to make the world a better place? **THEMATIC UNIT**
B 2022/2023	Year 2 **1.6** Part 2: Who is a Muslim and how do they live? **OTHER FAITH**	Year 2 **1.3** Why does Christmas matter to Christians? (INCARNATION) **CHRISTIANITY**	Year 3 **LKS2.4** What kind of world did Jesus want? (GOSPEL) **CHRISTIANITY**	Year 3 **LKS2.9** How do festivals and worship show what matters to a Muslim? **OTHER FAITH**	Year 3 **LKS2.2** What is it like for someone to follow God? (PEOPLE OF GOD) **CHRISTIANITY**	Year 2 1.8 What makes some people and places in Cornwall sacred? **THEMATIC UNIT**

Elves 2022/23 RE Medium Term Plan

Rolling Programme	A1	A2	SP1	SP2	S1	S2
Year 2	Unit 1 - Year 4 **L2.3** What is the 'Trinity' and why is it important for Christians? **CHRISTIANITY**	Unit 6 - Year 4 **L2.11** How and why do people mark significant events in life? How and why do people in Cornwall mark significant events in community life? **THEMATIC UNIT**	Unit 3 - Year 5 **U2.4** Why do Christians believe Jesus was the Messiah? **CHRISTIANITY**	Unit 4 - Year 5 **U2.9** Why is the Torah so important to Jewish people? **OTHER FAITH**	Unit 5 - Year 5 **U2.5** Christians and how to live: 'What would Jesus do?' **CHRISTIANITY**	Unit 1 - Year 6 **U2.2** Creation and Science: Conflicting or Complementary? **THEMATIC UNIT**
Year 3	Unit 1 - Year 5 **U2.1** What does it mean if Christians believe God is holy and loving? **CHRISTIANITY**	Unit 2 - Year 4 **L2.7** What do Hindus believe God is like? **OTHER FAITH**	Unit 4 - Year 6 **U2.6** What do Christians believe Jesus did to 'save people'? **CHRISTIANITY**	Unit 6 - Year 5 **U2.10** What matters most to Humanists and Christians? **CHRISTIANITY/ HUMANISM**	Unit 3 - Year 4 **L2.8** What does it mean to be a Hindu in Britain today? **OTHER FAITH**	Unit 6 - Year 6 **U2.12** Does faith help people in **Cornwall** when life gets hard? **THEMATIC UNIT**
Year 1	Unit 3 - Year 6 **U2.7** Why do Hindus want to be good? **OTHER FAITH**	Unit 5 - Year 6 **U2.8** For Christians, what kind of King is Jesus? **CHRISTIANITY**	Unit 4 - Year 4 **L2.5** Why did Christians call the day Jesus died 'Good Friday'? **CHRISTIANITY**	Unit 5 - Year 4 **L2.6** For Christians, when Jesus left, what was the impact of the Pentecost? **CHRISTIANITY**	Unit 2 - Year 5 **U2.8** What does it mean to be a Muslim in Britain today? **OTHER FAITH**	Unit 2 - Year 6 **U2.11** Why do some people believe in God and some people not? **THEMATIC UNIT**

Progression of RE Skills

EYFS	KS1	Lower Key Stage 2	Upper Key Stage 2	Further development of skills
Pupils can recall details of stories. Pupils are beginning to retell Details of religious stories.	Pupils can retell religious stories.	Pupils can make links between sacred texts/stories and beliefs	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.	Pupils can explain how religious texts are used to answer the big questions in life.

Pupils can name features of religious life and practice.	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.	Pupils can recognise similarities and differences within and between religions and make links between them.	Pupils can suggest possible reasons for distinctive beliefs within and between religions.
Pupils can recognise symbols and use some religious words.	Pupils can use religious words to identify features of religious life and practice, suggesting meanings for actions and symbols.	Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.	Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them	Pupils can describe why people belong to religions and the challenges they face.
Pupils talk about their own experiences and feelings, what is of value to themselves and others	Pupils are recognising their own values and values of others.	Pupils are beginning to identify the impact of religion on believers' lives.	Pupils can describe the impact of religion of people's lives.	Pupils can explain the impact of religion on believers' lives and communities.
Pupils talk about what they find interesting and puzzling.	Pupils are beginning to ask good questions about their own and others' experiences.	Pupils can ask important and relevant questions about religion and belief	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.	Pupils ask ultimate questions and can express their own and others' views.

How do we measure the impact?

Learning walks	Pupil Voice	Formative assessment (question & answer within lessons)	Weekly recap quizzes
Collective Crew	End of term assessments completed by teachers	End of unit assessments completed by teachers	8 concepts timeline referred to in class

Developing young linguists

Intent of the Modern Foreign Language curriculum				
Stick	Link	Build		Use
Fun, engaging lessons with exciting resources	How language impacts and shapes the lives we live	Knowledge of French grammar	Progression of language and conversational skills	Speaking, listening and reading languages Putting language into a practical context

Piskies (YR & Y1)

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	F: Handa's Surprise	F: Poetry Well Known Rhyme	F: Traction Man	F: Jack and the Beanstalk	Poetry List Poem	F: Duffy the Sea Turtle
	NF: List	NF: Labels, captions	NF: Recount (Diary)	NF: Instructions How to make...	NF: Information Text Report on an animal	NF: Recount Letter
History & Geography	Social Studies Children around the World	Travel and Transport	Community Heroes Past and Present	Plants	Animals	Our Ocean
Reading	RWI	RWI	RWI	RWI	RWI	RWI
Science	Seasonal Changes Y1 B5	Everyday Materials Y1 B3	Everyday Materials Y1 B4	Plants Y1 B3	Animals including Humans Y1 B1	Animals including Humans Y1 B2
Trips	Balance Bike Trip Eden Trip	Space Museum	Community helpers visit RNLI/vets/nurse/visit	Heligan joint trip with Gnomes	Farm Trip	Aquarium and Beach
Y1 Maths	**Number:** Place value (within 10) **Number:** Addition and subtraction (within 10) **Number:** Place Value (within 20) **Geometry:** Shape		**Number:** Addition and subtraction (within 20) **Number:** Place value (within 50) (Multiples of 2,2 and 10 to be included) **Measurement:** Length and Height **Measurement:** Weight and volume		**Number:** Multiplication and Division (Reinforce multiples of 2,5 and 10 to be included) **Number:** Fractions **Number:** Place Value (within 100) **Geometry:** Position and direction **Measurement:** Money **Measurement:** Time	
YR Maths	**Number:** Match, compare and sort amounts **Geometry**: Explore pattern **Measurement:** Compare size, mass and capacity **Number:** Representing, comparing and composition of 1,2,3 **Geometry**: Circles, triangles and positional language **Number:** Representing numbers to 5, one more and one less **Geometry**: Shapes with 4 sides **Measurement**: Time		**Number:** Introducing zero, comparing numbers to 5, composition of 4 & 5 **Geometry**: Match, rotate, manipulate **Measurement:** Compare mass and capacity (2) **Number:** 6,7,8, making pairs and combining two groups **Measurement**: Length, height, time **Number:** 9 & 10 Comparing numbers to 10 and bonds to 10 **Geometry**: 3D shape and pattern (2)		**Number:** Building numbers and counting patterns beyond 10 **Geometry**:: Match, rotate, manipulate **Number:** Addition and subtraction **Geometry**: Compose and decompose **Number:** Doubling, sharing, grouping, even and odd **Geometry**: Visualise and build **Number:** Deepening understanding of relationships and pattern **Geometry**:Mapping	

Y1 PE	Fundamental Movement	KS1 Games (1)	KS1 Gym Basic Skills	KS1 Gym Directions and Pathways	Net and Wall	KS1 Athletics (1)
YR PE	EYFS Fundamentals (1)	EYFS Gymnastics 1	Dance - Toys	EYFS Games 1	Fundamental Athletics 1	Striking and Fielding
DT/Art	Printing	Vehicle Junk Modelling Painting (Christmas)	Drawing Digital Media	Cooking Painting Still Life (Mother's Day)	Animal Sculpture Digital Media	Ocean Waste Collage DT (Father's Day)
PSHE	Health and Wellbeing		Relationships		Living in the Wider World	
Y1 RE	Y1 Unit 1 1.10 What does it mean to belong to a faith community?	Y1 Unit 2 1.1 What do Christians believe God is like?	Y1 Unit 3 (OF) 1.7 Part 1: Who is Jewish and how do they live?	Y1 Unit 6 1.9 How should we care for the world and for others? And why does it matter?	Y1 Unit 5 1.2 Who do Christians say made the world?	Unit 4 (OF) 1.7 Part 2: Who is Jewish and how do they live?
YR RE	YR Unit 1 Being special: where do we belong?	YR Unit 2 Why is Christmas special for Christians?	YR Unit 5 Which places are special and why?	YR Unit 4 Why is Easter special for Christians?	YR Unit 3 Why is the word of 'God' special to Christians?	YR Unit 6 Which stories are special and why?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	F: Elmer	F: Whatever's Next	F: Poetry Well Known Rhyme	F: The Enormous Turnip	F:Poetry List Poem	F: Duffy the Sea Turtle
	NF: List	NF: Labels, captions	NF: Recount (Diary)	NF: Instructions How to make...	NF: Information Text Report on an animal	NF: Recount Letter
History & Geography	Social Studies Our Rainbow World	Travel and Transport	Community Heroes Past and Present	Plants	Animals	Our Ocean

Reading	RWI	RWI	RWI	RWI	RWI	RWI
Science	Seasonal Changes Y1 B5	Everyday Materials Y1 B3	Everyday Materials Y1 B4	Plants Y1 B3	Animals including Humans Y1 B1	Animals including Humans Y1 B2

Trips	Balance Bike Trip Eden Trip	Space Museum	Community helpers visit RNLI/vets/nurse/visit	Heligan joint trip with Gnomes	Farm Trip	Aquarium and Beach
Y1 Maths	**Number:** Place value (within 10) **Number:** Addition and subtraction (within 10) **Number:** Place Value (within 20) **Geometry:** Shape		**Number:** Addition and subtraction (within 20) **Number:** Place value (within 50) (Multiples of 2,2 and 10 to be included) **Measurement:** Length and Height **Measurement:** Weight and volume		**Number:** Multiplication and Division (Reinforce multiples of 2,5 and 10 to be included) **Number:** Fractions **Number:** Place Value (within 100) **Geometry:** Position and direction **Measurement:** Money **Measurement:** Time	
YR Maths	**Number:** Match, compare and sort amounts **Geometry**: Explore pattern **Measurement:** Compare size, mass and capacity **Number:** Representing, comparing and composition of 1,2,3 **Geometry**: Circles, triangles and positional language **Number:** Representing numbers to 5, one more and one less **Geometry**: Shapes with 4 sides **Measurement**: Time		**Number:** Introducing zero, comparing numbers to 5, composition of 4 & 5 **Geometry**: Match, rotate, manipulate **Measurement:** Compare mass and capacity (2) **Number:** 6,7,8, making pairs and combining two groups **Measurement**: Length, height, time **Number:** 9 & 10 Comparing numbers to 10 and bonds to 10 **Geometry**: 3D shape and pattern (2)		**Number:** Building numbers and counting patterns beyond 10 **Geometry**:: Match, rotate, manipulate **Number:** Addition and subtraction **Geometry**: Compose and decompose **Number:** Doubling, sharing, grouping, even and odd **Geometry**: Visualise and build **Number:** Deepening understanding of relationships and pattern **Geometry**:Mapping	
Y1 PE	Fundamental Movement	KS1 Games (1)	KS1 Gym Basic Skills	KS1 Gym Directions and Pathways	Net and Wall	KS1 Athletics (1)
YR PE	EYFS Fundamentals (1)	EYFS Gymnastics 1	Dance - Toys	EYFS Games 1	Fundamental Athletics 1	Striking and Fielding
DT/Art	Printing	Vehicle Junk Modelling Painting (Christmas)	Drawing Digital Media	Cooking Painting Still Life (Mother's Day)	Animal Sculpture Digital Media	Ocean Waste Collage DT (Father's Day)
PSHE	Health and Wellbeing		Relationships		Living in the Wider World	
Y1 RE	Y1 Unit 1 1.10 What does it mean to belong to a faith community?	Y1 Unit 2 1.1 What do Christians believe God is like?	Y1 Unit 3 (OF) 1.7 Part 1: Who is Jewish and how do they live?	Y1 Unit 6 1.9 How should we care for the world and for others? And why does it matter?	Y1 Unit 5 1.2 Who do Christians say made the world?	Unit 4 (OF) 1.7 Part 2: Who is Jewish and how do they live?

YR RE	YR Unit 1 Being special: where do we belong?	YR Unit 2 Why is Christmas special for Christians?	YR Unit 5 Which places are special and why?	YR Unit 4 Why is Easter special for Christians?	YR Unit 3 Why is the word of 'God' special to Christians?	YR Unit 6 Which stories are special and why?

Gnomes (Y2 and 3)

Elves (Y4, 5 & 6)