The Federation of Fairfield and Colneis

KS1 & KS2 Curriculum Progression Document

Subject progression plans

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English

At Fairfield and Colneis, we believe that:

- phonics lessons are the building blocks for reading and writing and are essential for their early language skills.
- it is essential to provide opportunities for the children to read aloud a variety of literature and their own writing so they can listen respectfully and build on others' ideas.
- it is important to provide opportunities for children to develop oracy skills.
- to write for both enjoyment and a clear purpose, children should be regularly exposed to a rich vocabulary to make writing exciting and enjoyable to create.
- a cross-curricular approach is valuable to ensure the children can immerse themselves in a book or topic. Where possible we use this approach as it enables the children to get to know each area of study such as the Celts and St. Lucia in rich detail.

At Fairfield children learn through a systematic approach (ELS Phonics) to secure early reading and writing.

Children are encouraged to read a wide variety of genres to teach them how to comprehend, interpret and apply reading skills. We teach children through whole class and group guided sessions. This includes the skills of vocabulary, inference, prediction, explaining, reasoning and summarising and encourages them to apply these skills to a range of texts. At Fairfield we explicitly teach these skills through the Pawsome Gang and at Colneis it is taught through VIPERS. Enjoyment and engagement of reading is encouraged through library visits, a chance to win golden tickets for children who read 4 times a week at home and reading tea party's in KS2. We have book fairs, book swaps, drop everything and read, reading competitions, pupil librarians and library clubs to help children read for pleasure and read often.

We encourage children to write for enjoyment and a clear purpose. We have clear vocabulary progression to develop children's speaking and listening, allowing them to be effective communicators. We develop language and communication through role play, poetry recital and drama. The children gain a rich experience and a deeper understanding of the context of the topic. This, in turn, leads to the children enjoying writing for a clear purpose.

Writing in Year 2 and Key Stage 2 is predominantly taught using 'Curriculum by Unity Partnership' (CUSP). CUSP is an ambitious research and evidence-based approach which is built around the belief that every child should be taught the key skills and techniques to be able to communicate effectively in their writing. Our curriculum is carefully structured to ensure pupils build upon prior knowledge to master writing and develop their ideas. Expert subject knowledge is carefully woven into each Writing unit, giving teachers the opportunity to teach and

rehearse key knowledge and skills before children then apply this learning to meaningful, extended pieces of writing. This careful architecture of the curriculum ensures pupils revisit different writing genres twice in each year, to maximise the opportunities for progression and consolidate their skills, so they become writers for life. Within the CUSP curriculum, punctuation and grammar is taught both directly and discretely enabling children to see how it is embedded in example texts and then given the opportunity to apply this to their own writing. The overview of CUSP units is shown below:

Year 2 Autumn Term	
Character descriptions Simple retelling of a narrative	Formal invitations Stories from other cultures
Year 2 Spring Term	
Non-chronological reports Formal Invitations	Character descriptions Recount from personal experience
Year 2 Summer Term	
Non-chronological reports Recount from personal experience	Simple retelling of a narrative Stories from other cultures

NB: CUSP Poetry units are not followed. National Curriculum expectations for poetry for each year group are met through locally planned lessons.

Year 3 Autumn Term	
First person narrative Non-Chronological reports	Formal letters to complain Dialogue through narrative (historical stories)
Year 3 Spring Term	
Third person narrative (animal stories) Non-chronological reports	Advanced instructional writing First person narrative descriptions
Year 3 Summer Term	
Third person narrative (animal stories) Formal letters to complain	Dialogue through narrative (historical stories) Advanced instructional writing

NB: CUSP Poetry units are not followed. National Curriculum expectations for poetry for each year group are met through locally planned lessons.

Year 4 Autumn Term	
Persuasive writing First person diary entries	Third person adventure stories News reports
Year 4 Spring Term	
Stories from other cultures Explanatory texts	Third person adventure stories
Year 4 Summer Term	
Stories from other cultures First person diary entries	News reports Explanatory texts

NB: CUSP Poetry units are not followed. National Curriculum expectations for poetry for each year group are met through locally planned lessons.

Year 5 Autumn Term	
Formal letters of application Third person stories set in another culture	Dialogue in narrative (first person myths and legends) Balanced argument
Year 5 Spring Term	
Third person stories set in another culture	Formal letters of application Biography
Year 5 Summer Term	
Playscripts Dialogue in narrative (first person myths and legends)	Balanced argument Biography

NB: CUSP Poetry units are not followed. National Curriculum expectations for poetry for each year group are met through locally planned lessons.

Year 6 Autumn Term	
Autobiography Discursive writing and speeches	First person stories with a moral Explanatory texts
Year 6 Spring Term	
Extended third person narrative (adventure stories) First person stories with a moral	Autobiography News report
Year 6 Summer Term	
Balanced argument Leaflet	Playscript Character description Informal letter

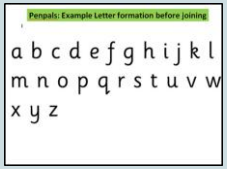
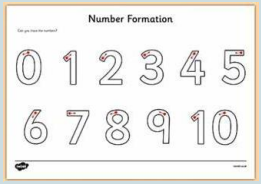
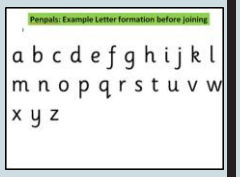
NB: CUSP Poetry units are not followed. National Curriculum expectations for poetry for each year group are met through locally planned lessons.

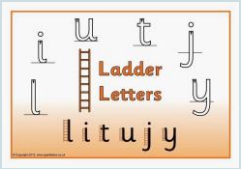
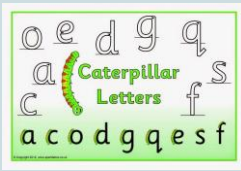
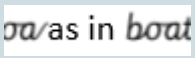
Writing

	KS1		KS2			
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Phonics and Spelling Rules	To know all letters of the alphabet and the sounds which they most commonly represent. To write vowel digraphs which have been taught (ee, oo, ai, ay, aw, ea, ie, oa, oi) To spell words with adjacent consonants such as fl- flush cl- clap str- straw To accurately spell most words containing the Phase 2, 3 and 5 phonemes. To spell some words in a phonically plausible way, even if sometimes incorrect. Such as beech (beach) and plai (play) **To apply Y1 spelling rules (See appendix 1a)**	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). **To apply further Y2 spelling rules and guidance taken from ELS/CUSP Spelling (See appendix 2a)**	Pay special attention to the rules for adding suffixes. **To apply Y3 spelling rules and words to be tested see guidance taken from NC Statutory Requirements and linked to CUSP Spelling (Appendix 3a)**	Pay special attention to the rules for adding suffixes. **To apply Y4 spelling rules and words to be tested see guidance taken from NC Statutory Requirements and linked CUSP Spelling (Appendix 4a)**	Revise, revisit and consolidate spelling rules from previous years during Year 5. **To apply Y5 spelling rules and words to be tested see guidance taken from NC Statutory Requirements and linked to CUSP Spelling (Appendix 5a)** .	Revise, revisit and consolidate spelling rules from previous years during Year 6. **To apply Y6 spelling rules and words to be tested see guidance taken from NC Statutory Requirements and linked to CUSP Spelling (Appendix 6a)**

Common Exception Words	To spell all Year 1 common exception words correctly. **See appendix 1b.**	To spell all Year 1 and most Year 2 common exception words correctly. **See appendix 1b and 2b.**	To spell many of the Year 3 words correctly. **See appendix 3b.**	To spell all Year 3 and most Year 4 words correctly. **See appendix 3b and 4b.**	To spell many of the Year 5 words correctly. **See appendix 5b.**	To spell all Year 5 and most Year 6 words correctly. **See appendix 5b and 6b.**
Prefixes and Suffixes	Add s to words to change it into a plural e.g. dog – dogs car – cars Add es to words ending in ch, sh, x, z or s to change them into plurals e.g. bus – buses brush - brushes To use the prefix 'un-' accurately. To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words e.g. help – helper quick – quickest jump - jumping	To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly. e.g. enjoyment happiness hopeful useless hopefully	To spell most words with the prefixes dis-, un-, mis-, re-, sub-, tele-, super-, auto- correctly. To spell most words with the suffix -ly with no change to the root word; root words that end in -le, -al' or -ic and the exceptions to the rules. To spell words with added suffixes –er, -ed, - in, -ing, -ness, -ful, -less and -ly See appendix 3a for rules and examples.	To spell words with endings sounding like /ʒə/ -sure or /tʃə/ -ture. Most prefixes are added to the beginning of root words without any changes. il-, im-, ir-, re-, sub-, anti-, inter-. Adding suffixes beginning with vowel letters to words of more than one syllable. -ing, -er, -en, -ed To spell word endings which are spelt –tion, -sion, -ssion, -cian To spell the suffix –ous.	To spell words containing the letter string -ough, -ought. Words ending in –able and –ible. Words ending in –ably and –ibly.	To spell words which are spelt –cious or –tious. To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial'. –cial is common after a vowel letter. To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' –tial is common after a consonant letter. Teach the exceptions to the rules. To spell words ending in -ant, -ance, -ancy. Use -ant, -ance, -ancy if there is a related word with with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. To spell words ending in -ent, -ence, -ency. Use -ent, -ence, -ency after soft c (/s/ sound), soft g and qu, or if there is a related word with a clear /ɛ/ sound in the right position. Teach the exceptions to the rules – these words just need to be learnt.

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Additional spelling rules	To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes).	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	To spell some more complex homophones and near-homophones. To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words e.g. mystery. To spell words with a short /u/ sound spelt with 'ou' e.g. young. To spell words with a /k/ sound spelt with 'ch' e.g. scheme. To spell words ending with the /zher/ sound e.g. pleasure. To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' e.g. league. To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey. To spell words with the sound 'ou' See Appendix 3a for rules and examples. To use the first two or three letters of a word to check its spelling in a dictionary.	To spell words that use the possessive apostrophe with plural words, including irregular plurals. Homophones and near-homophones. The /g/ sound spelt 'gu' To spell words with the /s/ sound spelt 'sc' To use their spelling knowledge to use a dictionary more efficiently.	To spell complex homophones and near- homophones, To spell words with 'silent' letters. Use of the hypen. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one, co-, re-. Words with the /i:/ sound spelt ei after c. The i before e except after c rule applies to words where the sound spelt by ei is /i:/ Make children aware of exceptions to this rule. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	, To be able to spell homophones and words that are often confused, including the pairs of words nouns end –ce and verbs end –se. To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.

Letter formation, placement and positioning	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.   To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9 and start and finish in the correct place.  Handwriting is taught through discrete Penpals handwriting sessions for 45 minutes weekly as	Letter formation of capitals and lower case letters should now be familiar and secure. To form lower case letters of the correct size, relative to one another.  To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  To use spacing between words that reflects the size of the letters. To start using the joins that are taught through discrete Penpals handwriting sessions (weekly). Children will have been introduced to two basic join types in Year One: diagonal joins and horizontal joins (see	To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined. Introduce all children using a pen in the Summer term – pen license. Using the joins that are taught through Penpals handwriting sessions (weekly). See Appendices 3c for details.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. All children to be using a pen when writing by the Spring Term. Using the joins that are taught through Penpals handwriting sessions (weekly). See Appendices 4c for details.	Always using a pen when writing. To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. Using the joins that are taught through Penpals handwriting sessions (weekly). See Appendices 5c for details.	Choosing the writing implement that is best suited for a task. To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; To recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form). Using the joins that are taught through Penpals handwriting scheme – joining letters at speed. See Appendices 6c for details.

	well as during morning work activities. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.     Children will also begin to learn diagonal and horizontal joins in the Spring and Summer Term. They will be taught to join pairs of letters within words. **See appendices 1c for further guidance.**	Appendices 1c). This year they will be learning new joining letters and will be learning to understand break letters: b, g, j, p, y, x and z. They will learn to join from q, r, s and f. **(See appendices 2c)** The children will be learning to join more than a pair of letters within a word using all of the different joins. For example:  To begin with, however, children will focus on joining letters that combine to make a common letter pattern For example:  in   Learning to combine letters like this will also help children to become more confident spellers.				

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	To say out loud what they are going to write about. To compose a sentence orally before writing it with a peer or their adult. To sequence simple sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes e.g. adding adjectives, capital letters and full stops. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe nouns and to make their work more interesting.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread examples and own work to précis longer passages by removing unnecessary repetition or irrelevant details. To begin to link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To record and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Awareness of audience purpose and structure	To say out loud what they are going to write about. To compose a sentence orally before writing it with a peer or their adult. To sequence simple sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes e.g. adding adjectives, capital letters and full stops. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe nouns and to make their work more interesting.	To write narratives about personal experiences and those of others (real and fictional). Write about real events. Write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious, wow word choices to add detail. To begin to create settings, characters and plot in narratives.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well- structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing To use appropriate intonation and to control the tone and volume so that the meaning is clear.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented.

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence construction and tense	To use simple sentence structures. For example, I can see I think _____ because I notice that	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense (past/present perfect) throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Use of phrases	To use conjunctions (and, but, because, however) to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify e.g. The blue, beautiful butterfly.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials, e.g. later, place adverbials, e.g. nearby, and number, e.g. secondly. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice To use question tags in informal writing.

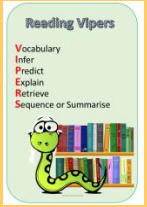
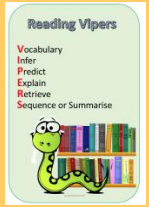
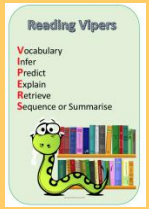
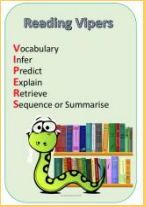
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at Key Stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks. - commas to separate words in a list - apostrophes to mark singular possession - contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use the full range of punctuation from previous year groups. To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use the full range of punctuation from previous year groups. To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at Key Stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Use of Terminology	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To use the full range of terms from previous year groups. To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas.	To use the full range of terms from previous year groups. To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To use the full range of terms from previous year groups. To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To use the full range of terms from all previous year groups. To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

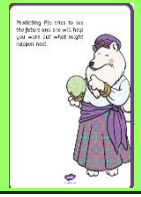
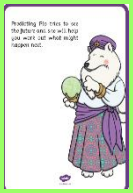
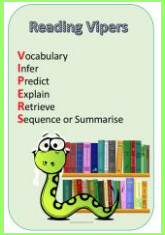
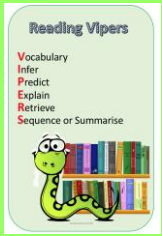
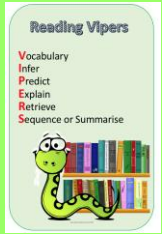
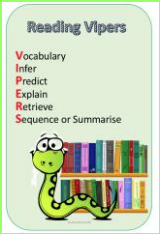
Reading

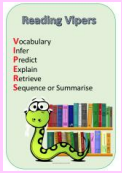
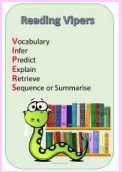
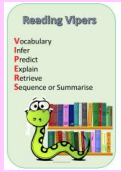
	KS1		KS2			
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Phonics and Decoding	To apply phonic knowledge and skills to sound out and blend the whole word (to decode unfamiliar words) To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings such as dogs, buses, helping, helped and hardest. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read most words quickly and without overt sounding out and blending. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. E.g. the grapheme 'a' can make alternative sounds in bacon, hat, path and what. To accurately read most words of two or three syllables. To read most words containing common suffixes such as –in and -ed	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge to decode root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, tele-, super-, anti- and auto- and read aloud. To apply their growing knowledge, to decode root words and suffixes/word endings, including; -er, -in, -ness, -ful, -less, -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, and read aloud.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion,, -tion and –ous. To apply their knowledge of root words, prefixes and suffixes/word endings to understand the meaning of new words that they read.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes, il-, im-, ir-, re-, sub-, anti-, inter; and suffixes/ word endings, including, -ough, -ought, -ible, -able, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Common Exception Words	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. Common exception words include words such as the, friend, school, love and some.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To read all Y3 and Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. **See appendices 1**	To read all Y3 and Y4 exception words, discussing the unusual correspondences between spelling and where these occur in the word. **See appendices 1**	To read some of Year 5/ 6 common exception words and discus the unusual correspondences between spelling and sound and where these occur in the word. **See appendices 2**	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. **See appendices 2**
Fluency	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. Begin to read with pace and expression, i.e. pause at full stops; raise voice for questions.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary	To read smoothly with natural breaks in the text, but self-correct when you omit a word or meet difficult words or phrases. To use varied volume and expression. To read with appropriate pace for the text and content of the text.	To read smoothly with natural breaks in the text. Controlled volume and expression. To read with appropriate pace for the text and content of the text.	To read challenging texts and text types smoothly with natural breaks in the text. Controlled volume and expression. To read with appropriate pace for the text and content of the text.

	KS1		KS2			
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understanding and Correcting Inaccuracies	To check that a text makes sense to them as they read and to self- correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.	To check that the text makes sense to them as they read and self-correct inaccurate reading.	Identify unknown words when reading independently. Identifies ideas and portions of text to clarify when prompted (Wow words). Use the same one or two strategies to figure out words and ideas. Children to self-correct their own reading when they miss or misread words.	Identify unknown words and use context and cues to establish meaning. Use the best strategy to figure out words and ideas. To use language of clarifying.	Consistently identifies and uses rich variety of strategies for figuring out difficult words and ideas. Identifies and clarifies high level ideas such as idioms, metaphors and symbolism.
Comparing, contrasting and discussing	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail and think about their characteristics. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

		To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).		To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	summarise these. To recommend texts to peers based on personal choice.	To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
Words in Context and Authorial Choice	To discuss word meaning and link new meanings to those already known. To think of synonyms (words with the same meaning) for word choices. 	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. 	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. 	Discuss vocabulary used to capture readers' interest and imagination. 	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. 	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. 

Inference and Prediction	To begin to make simple inferences using Inference Iggy.  To use Predicting Pip skills to predict what might happen on the basis of what has been read so far. 	To make inferences on the basis of what is being said and done using Inference Iggy.  Use Predicting Pip skills to explain why they think that will happen based on the context and cues in the text that they have read so far. 	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. 	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. 	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues. 

Sequencing and summarising	Be able to talk about and identify what happened at the beginning, middle and end. Use Sequencing Suki skills to put events in order from the story that they have read. 	Be able to talk about things in the order they happen and if they are connected to one another. To be able to identify key events within a story and when this happened. 	To be able to summarise what they have read within a paragraph and explain the key points. To sequence and recall events in the correct order. **Erik the Viking retelling** **Sea monster retelling** 	To understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and to summarise these. 	To understand what he/she has read independently by identifying main points and ideas drawn from multiple paragraphs and to summarise and sequence these chronologically. **Emperor's New Clothes** 	To understand what he/she reads independently by identifying and summarise main ideas drawn from a piece of text. To be able to identify key details that support the main ideas and the sequence/structure of the story. **Rumpelstiltskin** 

	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Poetry and Performance	Learn to appreciate rhymes and poems and to recite some by heart. To join in with predictable phases from texts such 'We're Going On a Bear Hunt'. Retell a story or share work with accuracy and confidence.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To present or debate on topics, using notes if necessary.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. Read aloud poems and play scripts and to perform these to an audience showing understanding through intonation, tone and volume so that the meaning is clear to the audience. To present or take part in a debate and share ideas clearly and concisely.

Non-Fiction	Explore a range of non-fiction texts and discuss information found in them. To identify features if a non-fiction text such as headings, contents pages, captions and the index.	To recognise that non- fiction books are often structured in different ways.	To retrieve and record information from non- fiction texts.	To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Fiction	**Explore the following fiction texts:** But Martin Dr Xargyle We're Going on a Bear Hunt Cat in the Hat A selection of Julia Donaldson e.g. Stickman, Room on the Broom and A Squash and a Squeeze Finn MacCool and the Giants Causeway	**Explore the following fiction texts:** The Owl Who is Afraid of the Dark The Darkest Dark Little Red Riding Hood Stone Girl Bone Girl	**Read at least 3 of the following fiction texts:** Fantastic Mr Fox Flat Stanley The Butterfly Lion The Nothing To See Here Hotel Tom Gates Magic Faraway Tree The Magic Finger	**Read the following fiction texts:** You're a Bad Man Mr Gum The Firework Makers Daughter The Iron Man All children will also read a Dick King-Smith text (Harriet's Hare, The Queen's Nose or The Swoose)	**Read 3 of the following fiction texts:** Oranges in No Man's Land Room 13 Stitch Head A Boy in The Girl's Bathroom The Wolf Wilder The Secret Garden One of Roald Dahl's stories; George's Marvellous Medicine, Charlie and the Chocolate Factory, Matilda,The BFG	**Read 3 of the following fiction texts:** Wonder Friend or Foe Street Child Goodnight Mr. Tom The Wreck of the Zanzibar

Literacy Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
read spell letters sound blend fiction non-fiction illustration character order sequence sentence	singular plural contraction horizontal diagonal narrative predict retell expression narrative edit improve adapt language plot meaning comprehend list	retrieve vocabulary infer retrieve conclude recount content plot define improve infer feature expression fluent pace explore evidence discover subject	describe explain summary/summa rise engage receive emphasise among ambitious conclusion main clause persuade exaggerate	convince improve extend generate purpose passage resolution interpret compare amend structure	chronological features fronted factual complex relative research dialogue semi-colon summary article quote	lament debate experience continuous account primary secondary sources phrase

Tier 3 Vocabulary (Adventurous vocabulary /Word of the Week)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
additional	absorb	astonished	absurd	allegiance	aspire	agile
adventure	adorable	chaotic	alternate	anticipation	acrid	apprehend
annoy	advice	coax	ambitious	arrogant	bellow	articulate
believe	ancient	contribute	amateur	barren	bewilder	audacious
boiled	arctic	crouched	anxious	blunder	canine	authority
calm	avoid	devastated	appreciate	consequence	catastrophe	avid
connect	careless	distress	cautious	diligent	concur	bizarre
delicious	classify	dusk	clutched	dwell	conjure	clarify
demolish	compare	endless	compassion	elaborate	devour	confiscate
direction	continent	familiar	crucial	futile	distraught	conventional
dozen	convince	frantic	despise	hostile	flabbergast	crucial
evening	courageous	ghastly	draught	inept	hunches	deceptive
factory	dazzled	heroic	essential	inevitable	impede	desolate
fresh	effort	irate	exchanged	loathe	infamous	disgruntled
gravity	elegant	mischievous	hesitant	meagre	insinuate	elite
greedy	embarrass	mysterious	identical	monotonous	lavish	enhance
grumpy	enrange	nuisance	identify	odious	legitimate	exceptional
luxury	exclaim	outrageous	illuminate	omniscient	lurk	excruciating
nature	expert	possession	immense	optimist	maroon	flustered
nervous	expression	precious	isolated	persecute	quench	gaunt
nibble	fierce	queasy	nestled	predicament	melancholy	haggard
pale	gasp	ruined	obedient	primitive	noteworthy	heritage
reflect	glamorous	scent	perched	prominent	notorious	imperative
scar	glide	scramble	preferred	radiating	obnoxious	luminous
shelter	impossible	shabby	preserve	reluctant	pelt	onslaught
shiver	intelligent	shivering	quivering	remorse	plague	perspective
similar	miserable	stern	reassure	rigorous	predatory	plausible

timid transportation tremble vanish warn wealthy whisper wonder zigzag	observe pause predict respect responsible spoil wander weigh	stumble submerge swerved tremendous vague valiant venture wailed weary	require resemble seize shimmer sympathetic transferred tremendous vigorous unwilling	sanctuary smouldering stifle subsequent terrain trait treacherous vacate vital	robust shirk simultaneously sullen unscathed vindictive vocation wince wrath	proficient pungent rebuke revenue shackle sublime trepidation turbulent ultimate

Mathematics

We firmly believe that with the correct provision ALL pupils can make progress, achieve and enjoy mathematics. This is essential because mathematics is part of everyday life; it is critical to other subjects such as science, technology and engineering, and is necessary for most forms of employment and managing future finances.

For these reasons we aim to set mathematics in real life contexts. We provide a range of representations, models and physical resources to support conceptual development and understanding. These representations, models and physical resources are used throughout the school and build successively over the year groups. Access to them will be encouraged in all classes regardless of age or ability and the children are encouraged to take an active role in deciding when, and which one to use to support their mathematical thinking. Varied representations will enable children to deepen and express their understanding of abstract concepts. The written calculations are used alongside the images and representations, and then questioning and discussions are used to make the connection between the written calculation and the resources.

Our maths lessons are rich in discussion with opportunities to practise vocabulary, language, ideas and methods, and to discuss and deal with misconceptions. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. Ultimately we want pupils to actively explore and investigate methods and strategies and be open to challenges that deepen their understanding.

For further information about the methods and strategies that we teach, please see the separate document entitled 'The Federation of Fairfield and Colneis Calculation Policy'.

The progression map is structured using the topic headings as they appear in the National Curriculum and each of the categories has been divided into sub categories to illustrate progression in key areas. The Learning Objectives for each Year Group are included and some appear more than once if they are relevant to more than one sub category within a topic. This is done to reflect the aims of the curriculum:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

At Fairfield and Colneis we firmly believe that with the correct provision ALL pupils can make progress, achieve and enjoy mathematics. We know that children are born ready, able and eager to learn and they have a set of skills already in place to master mathematical concepts, however this development depends on the experiences and opportunities that we provide both at home and at school. An understanding and enjoyment of mathematics is essential because mathematics is part of everyday life; it is critical to other subjects such as science, technology and engineering, and is necessary for most forms of employment and managing future finances.

For these reasons we aim to set mathematics in real life contexts. We provide a range of representations, models and physical resources to support conceptual development and understanding. These representations, models and physical resources are used throughout the school and build successively over the year groups. Access to them will be encouraged in all classes regardless of age or ability and the children are encouraged to take an active role in deciding when, and which one to use to support their mathematical thinking. Varied representations will enable children to deepen and express their understanding of abstract concepts. The written calculations are used alongside the images and representations, and then questioning and discussions are used to make the connection between the written calculation and the resources.

Our maths lessons are rich in discussion with opportunities to practise vocabulary, language, ideas and methods, and to discuss and deal with misconceptions. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. Ultimately we want pupils to actively explore and investigate methods and strategies and be open to challenges that deepen their understanding.

We use 'Big maths' resources across the school to ensure regular weekly practice of some of the core number fact and calculation skills in between the times that they are being taught explicitly in maths lessons. These resources are in two groups – Learn its and CLIC tests.

Learn its tests are done weekly and focus on basic addition and multiplication number facts. The expectation is that their score will build from very low at the beginning of the year to a much higher score at the end. Every improvement should be celebrated, so the children can see their knowledge improving and they are motivated to try to beat their best score.

The aim is that by the END of that school year, the children will have quick recall (ideally within the times given) of the target facts, ready to be able to use them efficiently in the calculation methods that they will go on to learn.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Doubles to 5+5 Other addition facts up to 5 7 questions 20 seconds	Doubles up to 9 + 9 and other addition facts to 20 17 questions 30 seconds	All addition facts to 20 as Yr 1 and 2x, 5x and 10 x table facts 40 questions 90 seconds	3x 4x and 8 x table facts 24 questions 60 seconds	All times table facts to 12 x 12 42 questions 60 seconds	All addition facts and all x table facts. 72 questions 100 seconds	

CLIC tests are done weekly and focus on core calculation skills. They begin at Level 1 and build up, with calculations of increasing difficulty. The children remain on the same level (but with different questions each week) until they can get all 10 questions correct, unaided, for three weeks in a row. This shows that they have a secure understanding of both a suitable calculation method, and the number facts needed, to be ready to move onto the next level.

Both these resources allow teachers to assess the knowledge and understanding of these core number and calculation skills and address any gaps that are preventing the children from progressing.

NUMBER AND PLACE VALUE					
COUNTING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number			count backwards through zero to include negative numbers	interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	use negative numbers in context, and calculate intervals across zero
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward	count from 0 in multiples of 4, 8, 50 and 100;	count in multiples of 6, 7, 9, 25 and 1000	count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	
given a number, identify one more and one less		find 10 or 100 more or less than a given number	find 1000 more or less than a given number		
use the language of: equal to, more than, less than (fewer), most, least	compare and order numbers from 0 up to 100; use <, > and = signs	compare and order numbers up to 1000	order and compare numbers beyond 1000 *compare numbers with the same number of decimal places up to two decimal places* (copied from Fractions)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)	read, write, order and compare numbers up to 10 000000 and determine the value of each digit (appears also in Reading and Writing Numbers)

IDENTIFYING, REPRESENTING AND ESTIMATING NUMBERS					
identify and represent numbers using objects and pictorial representations including the number line	identify, represent and estimate numbers using different representations, including the number line	identify, represent and estimate numbers using different representations	identify, represent and estimate numbers using different representations		

READING AND WRITING NUMBERS (including Roman Numerals)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
read and write numbers from 1 to 20 in numerals and words.	read and write numbers to at least 100 in numerals and in words	read and write numbers up to 1000 in numerals and in words *tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks* (copied from Measurement)	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.	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Comparing Numbers) read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Understanding Place Value)

UNDERSTANDING PLACE VALUE					
	recognise the place value of each digit in a two-digit number (tens, ones)	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) *find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths* (copied from Fractions)	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) *recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents* (copied from Fractions)	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers) *identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and* *1000 where the answers are up to three decimal places* (copied from Fractions)

ROUNDING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			round any number to the nearest 10, 100 or 1 000	round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000	round any whole number to a required degree of accuracy
			round decimals with one decimal place to the nearest whole number (copied from Fractions)	*round decimals with two decimal places to the nearest whole number and to one*	*solve problems which require answers to be rounded to specified*

				decimal place (copied from Fractions)	*degrees of accuracy* (copied from Fractions)
	use place value and number facts to solve problems	solve number problems and practical problems involving these ideas.	solve number and practical problems that involve all of the above and with increasingly large positive numbers	solve number problems and practical problems that involve all of the above	solve number and practical problems that involve all of the above

ADDITION AND SUBTRACTION					
NUMBER BONDS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
represent and use number bonds and related subtraction facts within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100				

MENTAL CALCULATION					
add and subtract one-digit and two-digit numbers to 20, including zero	add and subtract numbers using concrete objects, pictorial	add and subtract numbers mentally, including:		add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers

	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	* a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds			
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot				use their knowledge of the order of operations to carry out calculations involving the four operations
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)		add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)	

INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS					
	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	estimate the answer to a calculation and use inverse operations to check answers	estimate and use inverse operations to check answers to a calculation	use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

PROBLEM SOLVING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods *solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change* (copied from Measurement)	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	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

MULTIPLICATION AND DIVISION					
MULTIPLICATION & DIVISION FACTS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
count in multiples of twos, fives and tens (copied from Number and Place Value)	*count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward* (copied from Number and Place Value)	*count from 0 in multiples of 4, 8, 50 and 100* (copied from Number and Place Value)	*count in multiples of 6, 7, 9, 25 and 1 000* (copied from Number and Place Value)	*count forwards or backwards in steps of powers of 10 for any given number up to* *1 000 000* (copied from Number and Place Value)	
	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to 12 × 12		

MENTAL CALCULATION					
		write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	multiply and divide numbers mentally drawing upon known facts	perform mental calculations, including with mixed operations and large numbers

		methods (appears also in Written Methods)			
	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		recognise and use factor pairs and commutativity in mental calculations (appears also in Properties of Numbers)	multiply and divide whole numbers and those involving decimals by 10, 100 and 1000	*associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)* (copied from Fractions)

WRITTEN CALCULATION					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (appears also in Mental Methods)	multiply two-digit and three-digit numbers by a one-digit number using formal written layout	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 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 one-digit number using the formal written method of short division and interpret remainders	divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the

				appropriately for the context	context 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
					use written division methods in cases where the answer has up to two decimal places (copied from Fractions (including decimals))

PROPERTIES OF NUMBERS: MULTIPLES, FACTORS, PRIMES, SQUARE AND CUBE NUMBERS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			recognise and use factor pairs and commutativity in mental calculations (repeated)	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	identify common factors, common multiples and prime numbers *use common factors to simplify fractions; use common multiples to express fractions in the same denomination* (copied from Fractions)
				recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})	*calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3 (copied from Measures)*

ORDER OF OPERATIONS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					use their knowledge of the order of operations to carry out calculations involving the four operations

INVERSE OPERATIONS, ESTIMATING AND CHECKING ANSWERS					
		estimate the answer to a calculation and use inverse operations to check answers (copied from Addition and Subtraction)	*estimate and use inverse operations to check answers to a calculation* (copied from Addition and Subtraction)		use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy

PROBLEM SOLVING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	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	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	solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates	solve problems involving addition, subtraction, multiplication and division *solve problems involving similar shapes where the scale factor is known or can be found* (copied from Ratio and Proportion)

FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)					
COUNTING IN FRACTIONAL STEPS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		count up and down in tenths	count up and down in hundredths		

RECOGNISING FRACTIONS					
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	recognise, find, name and write fractions $^{1}/_{3}$, $^{1}/_{4}$, $^{2}/_{4}$ and $^{3}/_{4}$ of a length, shape, set of objects or quantity	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents (appears also in Equivalence)	

COMPARING FRACTIONS					
		compare and order unit fractions, and fractions with the same denominators		compare and order fractions whose denominators are all multiples of the same number	compare and order fractions, including fractions >1

COMPARING DECIMALS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			compare numbers with the same number of decimal places up to two decimal places	read, write, order and compare numbers with up to three decimal places	identify the value of each digit in numbers given to three decimal places

ROUNDING INCLUDING DECIMALS					
			round decimals with one decimal place to the nearest whole number	round decimals with two decimal places to the nearest whole number and to one decimal place	solve problems which require answers to be rounded to specified degrees of accuracy

EQUIVALENCE (INCLUDING FRACTIONS, DECIMALS AND PERCENTAGES)					
	write simple fractions e.g. $^1/_2$ of 6 = 3 and recognise the equivalence of $^2/_4$ and $^1/_2$	recognise and show, using diagrams, equivalent fractions with small denominators	recognise and show, using diagrams, families of common equivalent fractions	identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	use common factors to simplify fractions; use common multiples to express fractions in the same denomination
			recognise and write decimal equivalents of any number of tenths or hundredths	read and write decimal numbers as fractions (e.g. 0.71 = $^{71}/_{100}$) recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^3/_8$)
			recognise and write decimal equivalents to $^1/_4$; $^1/_2$; $^3/_4$	recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator 100 as a decimal fraction	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

ADDITION AND SUBTRACTION OF FRACTIONS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		add and subtract fractions with the same denominator within one whole (e.g. $^5/_7 + ^1/_7 = ^6/_7$)	add and subtract fractions with the same denominator	add and subtract fractions with the same denominator and multiples of the same number recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (e.g. $^2/_5 + ^4/_5 = ^6/_5 = 1^1/_5$)	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

MULTIPLICATION AND DIVISION OF FRACTIONS					
				multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $^1/_4 \times ^1/_2 = ^1/_8$) multiply one-digit numbers with up to two decimal places by whole numbers

					divide proper fractions by whole numbers (e.g. $^{1}/_{3} \div 2 = {}^{1}/_{6}$)

MULTIPLICATION AND DIVISION OF DECIMALS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					multiply one-digit numbers with up to two decimal places by whole numbers
			find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths		multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
					identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places
					associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $^{3}/_{8}$)

					use written division methods in cases where the answer has up to two decimal places

PROBLEM SOLVING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		solve problems that involve all of the above	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	solve problems involving numbers up to three decimal places	
			solve simple measure and money problems involving fractions and decimals to two decimal places.	solve problems which require knowing percentage and decimal equivalents of $^{1}/_{2}$, $^{1}/_{4}$, $^{1}/_{5}$, $^{2}/_{5}$, $^{4}/_{5}$ and those with a denominator of a multiple of 10 or 25.	

RATIO AND PROPORTION					
Statements only appear in Year 6 but should be connected to previous learning, particularly fractions and multiplication and division					
					Year 6
					solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
					solve problems involving the calculation of percentages [for example, of 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.

MEASUREMENT					
COMPARING AND ESTIMATING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] * time [e.g. quicker, slower, earlier, later]	compare and order lengths, mass, volume/capacity and record the results using >, < and =		estimate, compare and calculate different measures, including money in pounds and pence (also included in Measuring)	calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (also included in measuring) estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water)	calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3.
sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	compare and sequence intervals of time	compare durations of events, for example to calculate the time taken by particular events or tasks			
		estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours			

		and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Telling the Time)			

MEASURING and CALCULATING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
measure and begin to record the following: * **lengths and heights** * **mass/weight** * **capacity and volume** * **time** (hours, minutes, seconds)	choose and use appropriate standard units to estimate and measure **length/height** in any direction (m/cm); **mass** (kg/g); **temperature** (°C); **capacity** (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	measure, compare, add and subtract: **lengths** (m/cm/mm); **mass** (kg/g); **volume/capacity** (l/ml)	estimate, compare and calculate **different measures,** including **money in pounds and pence** (appears also in Comparing)	use all four operations to solve problems involving measure (e.g. **length, mass, volume, money**) using decimal notation including scaling.	solve problems involving the calculation and conversion of **units of measure**, using decimal notation up to three decimal places where appropriate (appears also in Converting)
		measure the **perimeter** of simple 2-D shapes	measure and calculate the **perimeter** of a rectilinear figure (including squares) in centimetres and metres	measure and calculate the **perimeter** of composite rectilinear shapes in centimetres and metres	recognise that shapes with the same areas can have different **perimeters** and vice versa
recognise and know the value of different denominations of **coins and notes**	recognise and use symbols for pounds **(£) and pence (p)**; combine amounts to make a particular value find different combinations of coins that equal the same amounts of money	add and subtract amounts of **money** to give change, using both £ and p in practical contexts			

	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change				
			find the area of rectilinear shapes by counting squares	calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes *recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3})* (copied from Multiplication and Division)	calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [e.g. mm^3 and km^3]. recognise when it is possible to use formulae for area and volume of shapes

TELLING THE TIME					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)		

recognise and use language relating to dates, including days of the week, weeks, months and years	know the number of minutes in an hour and the number of hours in a day. (appears also in Converting)	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight (appears also in Comparing and Estimating)			
			solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Converting)	solve problems involving converting between units of time	

CONVERTING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	know the number of minutes in an hour and the number of hours in a day. (appears also in Telling the Time)	know the number of seconds in a minute and the number of days in each month, year and leap year	convert between different units of measure (e.g. kilometre to metre; hour to minute)	convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)	use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using

					decimal notation to up to three decimal places
			read, write and convert time between analogue and digital 12 and 24-hour clocks (appears also in Converting)	solve problems involving converting between units of time	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (appears also in Measuring and Calculating)
			solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time)	understand and use equivalences between metric units and common imperial units such as inches, pounds and pints	convert between miles and kilometres

GEOMETRY: PROPERTIES OF SHAPES					
IDENTIFYING SHAPES AND THIER PROPERTIES					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
recognise and name common 2-D and 3-D shapes, including: * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]		identify lines of symmetry in 2-D shapes presented in different orientations	identify 3-D shapes, including cubes and other cuboids, from 2-D representations	recognise, describe and build simple 3-D shapes, including making nets (appears also in Drawing and Constructing) illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	complete a simple symmetric figure with respect to a specific line of symmetry	draw given angles, and measure them in degrees (^{o})	draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets (appears also in Identifying Shapes and Their Properties)

COMPARING AND CLASSIFYING					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	compare and sort common 2-D and 3-D shapes and everyday objects		compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles	compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
		recognise angles as a property of shape or a description of a turn		know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	
		identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	identify acute and obtuse angles and compare and order angles up to two right angles by size	identify: * angles at a point and one whole turn (total 360°) * angles at a point on a straight line and ½ a turn (total 180°) * other multiples of 90°	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
		identify horizontal and vertical lines and pairs of perpendicular and parallel lines			

GEOMETRY : POSITION, DIRECTION AND MOVEMENT					
POSITION, DIRECTION AND MOVEMENT					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
describe position, direction and movement, including half, quarter and three-quarter turns.	use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)		describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down	identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed	describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
			plot specified points and draw sides to complete a given polygon		

PATTERN					
	order and arrange combinations of mathematical objects in patterns and sequences				

STATISTICS					
INTERPRETING, CONSTRUCTING AND PRESENTING DATA					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	interpret and construct simple pictograms, tally charts, block diagrams and simple tables	interpret and present data using bar charts, pictograms and tables	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	complete, read and interpret information in tables, including timetables	interpret and construct pie charts and line graphs and use these to solve problems
	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity				
	ask and answer questions about totalling and comparing categorical data				

SOLVING PROBLEMS					
		solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	solve comparison, sum and difference problems using information presented in a line graph	calculate and interpret the mean as an average

ALGEBRA					
EQUATIONS					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and ***missing number problems*** *such as* *7 = □ - 9* (copied from Addition and Subtraction)	*recognise and use the inverse relationship between addition and subtraction and use this to check calculations and* ***missing number*** *problems.* (copied from Addition and Subtraction)	solve problems, *including* ***missing number*** *problems, using number facts, place value, and more complex addition and subtraction.* (copied from Addition and Subtraction) *solve problems, including* ***missing number*** *problems, involving multiplication and division, including integer scaling* (copied from Multiplication and Division)		*use the properties of rectangles to deduce related facts and find* ***missing lengths and angles*** (copied from Geometry: Properties of Shapes)	express missing number problems algebraically
	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (copied from Addition and Subtraction)				find pairs of numbers that satisfy number sentences involving two unknowns
represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)					enumerate all possibilities of combinations of two variables

Maths Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
Matching Sorting More Less Compare Count None Pattern Forwards Backwards	Greater Above Below Most Least Symbol Explain Different Total Altogether	Digit Group Share Represent Partition Exchange Part Whole Odd Even	Boundary Reasoning Method Column Row Calculate Value Quantity Properties Statement	Possibilities Nearest Equivalent Prove Position Example Solution Remaining Convert Accurate	Ascending Descending Sequence Operation Interpret Efficient Factor Negative Rounding Estimate	Common Power Simplify Recurring Reasonable Accuracy
Subject specific, Tier 3 words						
Represent/ion Subitize Part Whole Equal Skip count Tens Ones Ten frame Symmetry	Hundreds Double Half Sharing Grouping Array Symbol Increase Decrease Ordinal	Commutative Rotate Interval Increment Exchange Estimate Horizontal Diagonal Product Difference	Partition Related Numerator Denominator Unit Remainder Arithmetic Tenth Perimeter Area	Multiple Divisible Regular Irregular Thousands Acute Obtuse Quadrilateral Axis/axes Analogue Digital	Percentage Variable Transformation Reflex angle Integer Proper fraction Improper fraction Volume Factor Remainder	Millions Indices Algebra Formulae Circumference Radius Diameter Prime Cubed BODMAS

Science

At Fairfield and Colneis we strive for children to question and learn about our world through the subject of Science (comprising biology, chemistry and physics). We want children to be inquisitive and develop an enthusiasm for science.

When developing their understanding of the world, children are encouraged to recognise the power of rational explanation and develop a sense of curiosity and wonder about natural phenomena.

Our science lessons focus on the development of challenging, practical, and interactive science lessons. Children learn about science through doing and exploring. Through questioning, designing and collaboration, the children are encouraged to explore and develop their understanding, using higher order thinking. This allows them to find possible answers in perplexing situations.

Children develop their own experiments, making their own reasoned predictions, evaluating their findings and considering ways improvements can be made. This helps to equip them with the scientific knowledge required to understand and rationalise the world around them.

Pupils at Colneis enjoy taking part in experiments and learning about their world.

“We get to do lots of experiments and record what we do”

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning **Asking questions** **Planning detail**	Recognises the differences between a statement and a question. Begins to shape questions using different question stems. Decides which questions can be answered practically and which cannot. Suggest next step, or a sequence of steps in a plan.	With support, suggests own questions that they might investigate. Decides independently simple questions that could be answered practically and some that cannot.	Asks questions independently and generate own ideas to explore through scientific enquiry. Recognises when to answer a question by using a fair test method and when other methods might be needed.	Asks questions and offers ideas for a range of scientific enquiry. With support, improves focus of question to clarify its scientific purpose. Knows when to answer a question by using a fair test method and when better evidence could be generated in other ways. Sets up a fair test controlling variables, what to change, what to keep the same.	Independently asks questions and offers ideas for Scientific enquiry, which have a clear Scientific purpose. Identifies the most appropriate enquiry methods to use to generate evidence needed to solve problems and answer Scientific questions. Plan familiar enquiry types in appropriate detail.	Recognises scientific questions that do not yet have a definitive answer. Selects methods to use to solve problems or answer questions, including a full range of enquiry methods, which are planned in detail.
Observing **Using equipment** **Making observations**	Begins to choose appropriate equipment to use to make observations and follows simple instructions for using it correctly and safely. Makes relevant observations in familiar contexts. With support take some non-standard measurements.	Chooses appropriate equipment from a selection and follows instructions for using it, sometimes working independently. Makes relevant observations. Takes non-standard measurements. Begins to use basic equipment for measuring length or mass, in standard units.	Selects from a wider range of equipment what to use in an investigation. Uses basic equipment correctly, safely and with increasing accuracy. Makes relevant observations throughout an investigation. Uses standard measuring equipment for quantities, such as volume and temperature.	Uses a wide range of equipment, for example thermometers and data loggers, correctly, safely and accurately. Deals with most equipment difficulties independently before asking for support. Choose to make a series of observations that will add to the evidence they collect while investigating. With support takes accurate readings on measuring equipment, recognising when to repeat them.	Selects the most appropriate equipment to use in a range of contexts and enquiries. Takes measurements, using a range of Science equipment with increasing accuracy and precision. Chooses to make a series of observations or measurements that will add to the quality of the evidence collected while investigating.	Explains why particular pieces of equipment or information sources will provide better quality evidence. Repeats sets of observations or measurements, where appropriate, selecting suitable ranges and intervals, to give sufficient depth of evidence.

Recording **Presenting evidence**	Uses drawings and labels to present evidence. With support, uses prepared simple tables and charts, including ICT. Describes simple observations of an object or objects or of an event and with support, makes a simple comparison.	Uses drawings and labels to present evidence. Uses prepared tables and block graphs, including ICT forms.	Gathers, records, classifies and presents data in a variety of ways to help in answering questions. Sometimes creates own tables and bar charts, using ICT. Interprets a line graph with support.	Selects the most appropriate way to present evidence they have collected. Records findings using drawings, labelled diagrams, bar charts, tables and graphs. Use ICT.	Records data and results of increasing complexity using Scientific diagrams, classification keys, tables, bar and line graphs and models. Communicates findings in a variety of ways. Uses Scientific language effectively.	Decides on the most appropriate formats to present sets of data, such as using line graphs for continuous variables. Communicates findings in written form, across a range of genre, and uses multi-media and other forms of presentation.
Concluding **Drawing conclusion** **Explaining evidence**	Describes simple observations of an object or objects or of an event and with support, makes a simple comparison. With support recognises the links between cause and effect in simple, familiar situations.	Describes what has happened making comparisons where appropriate. With support, sequences results. (smallest-largest) Recognises the link between cause and effect in simple familiar situations. Begins to notice simple patterns of results.	Reports on findings from enquiries, including oral and written, displays or presentations of results and conclusions. Make a general statement about simple patterns. Provides explanations for simple patterns in results, referring to everyday experiences when explaining and reasoning.	Makes a comparative statement, sometimes referring to the factors under investigation. Identifies differences, similarities, or changes related to ideas or processes. Relates explanations of patterns in results to scientific knowledge and understanding when explaining reasoning.	Where appropriate, makes a comparative statement, describing relationships between factors being investigated. Uses simple models to help describe Scientific ideas. Relates explanations of evidence gathered to Scientific knowledge and understanding. Makes generalisations about evidence.	Uses Scientific evidence to answer questions or support findings. Draws valid conclusions that utilise more than one piece of supporting evidence. Provides explanations for differences in repeated observations or measurements, identifying reasons for any anomalies noticed.
Evaluating **Evaluating outcomes**	Reviews their work and with support, recognises some of the difficulties encountered.	Reviews their work and recognises some of the difficulties encountered. With support suggests how to avoid.	Suggests how an enquiry might be improved. With support recognises some of the limitations and significance of evidence.	Suggests how much to trust results, identifying some of the limitations of evidence. Suggests new questions and predictions for setting up further tests.	Recognises some of the limitations of their evidence and can suggest why it should not be trusted. Uses test results to set up further comparative tests.	Evaluate the effectiveness of their working methods, making practical suggestions for improving them. Identifies Scientific evidence that has been used to support or refute ideas or arguments.

Science planning overview

KS1

Year 1	Year 2
Materials • Be able to distinguish between an object and the material that it is made. • Identify and name variety of materials • Observe and describe simple properties of every day materials. • Compare and grouping materials based on properties. **Animals including humans** • Identify and name a variety of animals - grouping • Fish, amphibians, reptiles, birds and mammals. • Understanding the differences of omnivores, carnivores and herbivores (building on EYFS dinosaurs) • Name and identify parts of human body and what they do and compare with some animals. • Making links between body part and the role of the sense (this will be taken further in Year 3 with light and sound) **Seasonal changes** • Observe and describe changes between the four seasons (Building and developing on EYFS knowledge.) • Explore and investigate how day length varies	**Living things and their habitats** • Explore and discuss difference between things that are living, dead and have never been alive. • Most living things live in habitats to which they are suited. • Explain why specific animals live in specific habitats. • Identify and name plants and animals in their chosen habitats, including micro habitats. • Discover and develop a simple food chain • Identify and name different sources of food. **Animals including humans** • Notice that animals including humans have offspring. • Find out and describe the basic needs of animals, including humans, the basic needs for survival water, food and air. • Describing the right amount of food and exercise for humans (moving forward in five and six and drawing on EYFS • Recognising signs of growth – NOT how reproduction occurs (year 5 and 6) **Every day materials** • Build and develop from identifying materials in year 1) compare the purpose and suitability of materials.

• Looking at recording these observations in basic table or data form (Moving on from talking or pictorial in EYFS) • Noting the patterns in seasons in the world around them and comparing to our own. **Plants** • Identify and name a variety of common and wild plants including deciduous and evergreen plants. • Identify and describe BASIC components of common plants. – Leaves, petals, fruits , roots, fruit, bulb, seed trunk, branches, stem **ONLY** • Naming common names • Observe plant life cycles, identifying where seeds come from.	• Explore and experiment how the shape of materials can be changed by squashing, bending, twisting and stretching. • Building on identifying properties in year 1 – Year 2 must note the properties for their suitability to task or purpose. **Plants** Observe and describe plant life cycles of how seeds grow into mature plants • (build on basic EYFS knowledge) Explore what plants need to survive and be healthy

KS2

Year 3	Year 4	Year 5	Year 6
Rocks • Compare and categorize a variety of rocks • Describe how fossils are formed • Explain and describe how rocks are formed and what they consist of. **Light and shadow** • Observations of light and how we see things • Study how light is reflected from surfaces. • Understand and be able to explain how to protect yourself from light. • Experiment with shadows and reflections. • Evaluate how to change the shape and size of shadows.	**Sound** Identify how sounds are made. • Note the significance of vibrations • Recognise and explain how sound travels to your ear. • Notice patterns between pitch and the object. • Determine links between volume and strength of vibrations. • Investigate and experiment with distance and increase or decrease of sound. **Electricity** • Identify common objects that run on electricity. • Construct a series circuit • Identify basic parts including cells, wires, bulbs, switches and buzzers. • Experiment with complete and in complete circuits, evaluating the different outcomes. • Know purpose of switch in a circuit • Investigate and experiment with a variety of materials to determine whether they are a conductor or insulator.	**Earth and Space** • Describe the moon, earth and other planets relative to the solar system. • Explain the movement of moon relative to the earth. • Know and describe correctly the shape of earth sun and moon. • To understand about the rotation of the earth and how this affects day and night (links to light and shadow) **Animals including humans (growth)** • Describe the changes over time as humans develop to old age. • Learning about the change experienced in puberty • Compare and contrast the gestation periods of other animals to humans.	**Living things and habitats** • Recap and revise previous knowledge (year 2,4,5) • Moving from and adding to previous animal classifications, include and investigate micro-organisms with plants and animals • Now children reason, justify and explain why specific characteristics are classified. • Discover and research significance of Carl Lineaus - pioneer in classification. **Animals including humans - circulatory system** • Describe functions of heart, blood vessels and blood. • Keeping healthy - considering diet exercise and lifestyle (drawing on conclusions from nutrition in year 4 and year 5 growth.) • Describe how water and food is transported in animals including humans (building on knowledge from year 4 for humans)

Forces and magnets • Observe and contrast how things move. • Explore magnetic force and how it occurs. • Observe and investigate how magnets attract and repel materials. • Investigate, study and evaluate a variety of materials and possible magnetic properties. • Know that magnets have two poles. • Apply knowledge and observations from study to predict whether magnets will attract or repel.	**Animals including humans - digestive system** • Describe the simple functions and features of human digestive system • Identify the types of teeth and their varying functions. • Interpret a variety of food chains identifying producer, predators and prey.	**Materials - properties and changes** • Compare and group materials based on properties including magnets (recap from year 4) • Know, investigate, evaluate that some materials will dissolve in liquid to form a solution. • Experiment with specific Reversible changes. • Recognise that melting (year4) and dissolving (year 5) are different processes. • Investigate reversible and irreversible changes through dissolving and mixing. • Apply previous knowledge of states of matter (year 4) to decide how mixtures might be separated. • Evaluate and present evidence – drawing conclusions for use of everyday materials. Eg – why is the table made of wood?	**Electricity** • Recap and revise building on base knowledge in Year 4 • Experiment how to make a lamp or buzzer more powerful or less powerful • Justifying and explaining their understanding in how components function • (Building on and extending previous knowledge) • Recording circuitry pictorially using recognised symbols (as opposed to just practically extending skills)
Animals including humans • Recognise and compare humans to animal groups. • Demonstrating knowledge that humans cannot make their own food. • Being healthy and receiving the right amount of nutrition from food. • Drawing conclusions based on research on what the role of the skeletons and muscles are. (humans and some animals)	**Living things and their habitats** • Revise and recap knowledge from KS1 (year 1) • Explore categorisation with living things. • Explore and use classification keys in local environment. • Note and explain how changes in environment can affect living things and habitats.	**Living things and their habitats** • Describe the differences in life cycles between mammal, amphibian an insect and a bird. • Describe the life process of SOME plants and animals • (drawing and building previous knowledge • Looking at asexual reproduction in plants and sexual reproduction in animals.	**Light and shadow** • Building on Year 3 work • Recognises pattern of travel of light. • Making links between pattern of travel and how object can be seen • (links back to senses in year 1) • Explain and reason how we see things. • Relating it back to shadows and year 3 knowledge to explain why shadows have the same shape as the objects that cast them – experiment. • Discussing and making predictions (rather than just practical exploration alone)

Plants	States of Matter	Forces	Evolution and inheritance
• Revising knowledge from EYFS and KS1 (year1) • Identifying different parts of flowering plants. • Explore what a plant needs for life and growth • Compare and contrast between different plants • Investigate and conduct studies into how water is transported in plants. • Life cycle of plant, including pollination, seed formation and seed dispersal.	• Compare and group materials together according to whether they are solid, liquid or gas. • Observe and experiment with reversible and irreversible changes linked to heating and cooling. • Explore the water cycle including evaporation and condensation. • Experiment, evaluate and draw conclusions on the link between rate of evaporation and temperature.	• Recap, revise and build on year 3 knowledge. • Explain the effects of gravity on falling object. • Specific forces and effects that act between moving surfaces including air resistance, water resistance and friction. • Recognise and experiment with mechanisms that allow a smaller force to have a greater effect.	- Building on fossils and rocks in year 3 • Notice changes over time in environment and link back to fossils giving us information on that change. • Grouping and comparing offspring of animals and humans with their parents. • Identifying how animal and plants are adapted to environment. • Understand that these adaptations may lead to evolution

Science Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
Explore Natural Environment Blossom Translucent Transparent Roots Stem Season	Materials Properties habitats Unpredictable Hibernate Equator Toxic Sensation Deciduous Organs classify	Living Non-living Respiration Predator Savanah Urban Nutrient Pollen Pollination Photosynthesis	Ray Pupil Retina Optic nerve Contract Relax	Vibration Pitch Waves Particles Matter Absorb Particle Function Organism Viscous Evaporate Vapour	Exerted Mass Axis Revolution Crater Orbit Permeable Soluble Insoluble Reproduction Germinate Gestation	Virus Mould Spore Voltage Adaptation Interdependence Offspring Variation Characteristics Evolution
Subject specific, Tier 3 words						
Autumn Winter Spring Summer Cause Effect Experiment Equipment Life cycle root	Comparison Recognise Temperature Observe Fair Test Record Results Carnivore Herbivore Omnivore	Instructions Measurement Evidence Patterns Review Enquire Evaluate Investigate Changeable Predict	Accuracy Classify Significance Prediction	Clarify Scientific purpose Variable Repeat Process Validity of results Limitations	Controlling variables Scientific enquiry Enquiry method Quality of evidence	Depth of evidence Continuous variables Valid conclusions Supporting evidence Support or refute ideas

Art and Design

At Fairfield and Colneis we want our children to access an engaging and inspiring art, craft and design curriculum.

We want the children to have the knowledge and skills to experiment, invent and create their own works of art including printing, painting, 3D models, textiles, collage and drawing.

The children are provided with the opportunity to plan, develop and create their own works of art, craft and design. Children should be able to think critically by continually evaluating their work, throughout the art process.

Pupil perceptions of art:

Reception – "I like firework painting because I was mixing colours."

Year 1 – "I like collaging fish because we got to break the paper and we had to leave no gaps.

Y2 – "I liked learning about Roy Lichtenstein. We did dot painting and the dots looked pretty."

Y3 –"I like painting because I like learning about famous paintings. I liked covering balloons with brown gummed paper. It was fun."

Yr 4- I enjoyed working with watercolour. I liked experimenting with complementary colours when I painted a lizard.

Yr 5 –"I liked working with wire and plaster to make a 3D Giacometti figure."

Yr 6 – "I enjoyed collage. We cut out buildings from black paper to make silhouettes. Making the clay desk tidies was fun."

Art and Design Progression Map KS1 and KS2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	**Key Artist: Julian Opie** Use a sketchbook. Develop fine motor skills using different materials to draw, e.g. charcoal, chalk, felt tips, pencil, pen etc. Represent a face using a guideline to create eyes, nose, ears and mouth (understand proportions). Experiment with drawing lines of varying thickness and styles (thin, thick, straight, wavy). Experiment with drawing shape, pattern, colour and tone. Develop observation skills and attention to detail.	**Key Artist: Nicky Philipps** Use a sketchbook to gather and develop ideas. Explore how hard and soft pencils create different lines and shades. Introduce light and shadow using colour and texture. Continue to develop and refine fine motor skills by experimenting with using pen, ink and charcoal to create different patterns, textures and lines. Recognise and add further details to a face including shaping of lips, eyebrows, eyelashes and hair style (exploring facial diversity). Have clearer understanding of proportions and an awareness of symmetry. Understand and express emotions and personalities.	**Key Artist: Pablo Picasso** Use a sketchbook to plan and record media explorations. Developing intricate patterns, textures and marks with a variety of media. Add shade and tone to a drawing by using linear and cross hatching, scumbling and stippling. Experiment with erasers to add highlights. Begin to show an awareness of objects in 3D. Opportunities for close observational drawing to apply the skills learnt. Use all grades of pencils and a wider range of media (charcoal, chalk, colouring pencil and pastels). Begin to use proportions of the face to create accurate portraits.	**Key Artist: Andy Warhol / Roy Lichtenstein** Use a sketchbook to research, collect and record explorations. Draw for a sustained period over a number of sessions working on one piece. Use sketch books to develop different techniques e.g. shading for depth and hatching. Continue to develop simple perspective. Develop an awareness of composition and scale. Master proportions. Opportunities for close observational drawing to apply the skills learnt. Continue to use different materials to draw. e.g. charcoal, chalk, felt tips, pencil, pen that best suits the portrait.	**Key Artist: Hung Liu** Use sketchbooks to collect, record and plan. Adapt their work and describe how they might develop it further. Develop own style of drawing through line, tone, pattern and texture. Draw for a sustained period over a number of sessions working on one piece. Understand how light interacts with the face to create highlights, mid-tones and shadows. Practise shading gradients to represent smooth transitions (blending for soft shadows, cross-hatching for textured and erasers for highlights). Opportunities for close observational drawing to apply the skills learnt, focusing on realism.	**Key Artist: Kathe Kollwitz** Use sketchbooks to collect, record and plan. Adapt their work and describe how they might develop it further. Reflect upon the key artist's work, and share your response verbally ("I liked… I didn't understand… it reminded me of… It links to…"). Develop own style of drawing through line, tone, pattern and texture. Experiment with dramatic light and shadow effects for realism and mood. Draw for a sustained period over a number of sessions working on one piece. Opportunities for close observational drawing to apply the skills learnt. Reinforce proportions using basic guidelines (eyes are halfway down the face; the nose is halfway between the eyes and chin; the mouth is halfway between the nose and chin).

Painting	**Key Artist: Georgia O'Keeffe** Hold and control a paintbrush accurately. Recognise primary colours. Recognise secondary colours. Experiment with mixing paint and water to make thick and thin paints. Use different brush strokes (soft and bold). Use observational skills.	**Key Artist: Henri Rousseau** To experiment with colour. To be able to mix primary colours to make secondary colours. To add small quantities of white to create lighter shades. To add small quantities of black to create darker shades. Use a variety of brushstrokes.	**Key Artist: David Hockney** Explore using complimentary colours alongside primary and secondary. Create depth (foreground, middle ground, background). Practise painting objects from different perspectives.	**Key Artist: Hokusai** To experiment with complimentary colours, using a colour wheel accurately. Mix different shades to create depth and mood. To learn how to apply paint with increasing control. Choose and use the correct size brush (big, smooth, small, quick strokes).	**Key Artist: Freda Kahlo** Use different types of paint for different effects. Demonstrate a secure knowledge about primary, secondary, tertiary, warm and cold, complimentary and contrasting colours. Explore the concept of layering linked to creating depth.	**Key Artist: Monet** Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones, tints and layering to enhance the mood of the artwork. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.
3D Sculpture / Printing	**Sculpture** **Key Artist: Yayoi Kusama** Use a combination of shapes and dots to create repeated patterns. Includes line and texture. Use salt dough as a material. Use techniques such as rolling, cutting, moulding and carving.	**Printing** **Key Artist: William Morris** Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpaper). Use objects to create print (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.	**Sculpture** **Key Artist: Lubaina Himid** Safely use scissors to cut cardboard into shapes. Use rulers to measure accurately and cut pieces to the right size. Use a range of materials such as tape, glue and split pins to make connections. Explore using multiple layers to add strength to the sculpture. Turn cardboard into 3D forms (e.g. cylinders and cubes).	**Printing** **Key Artist: Kurt Schwitters** Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block). Make precise repeating patterns.	**Sculpture** **Key Artist: Alberto Giacometti** Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Use fingers as a tool to create a smooth texture. Combine visual and tactile qualities. Use frameworks (such as wire) to provide stability and form.	**Printing** **Key Artist: Orla Kiely** Experiment by overlapping layering in order to create effect and colour. Create a block pattern, showing fine detail. Use a range of visual elements to reflect the purpose of their work. Print a motif on a different textile (fabric).

Art Subject Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
artist pattern (repeating) brush mix material observational tools size roll repeating	technique media evaluate improve wide thin layer equipment stroke join	Complement Score Manipulate Carve Edit Design Symmetry Shadow Detail perspective	Control Heavy Precise Direction Diagonal Straight Curvy Zigzag Swirl Tone	Depth Linear Sensation Coil Medium Landscape Combination Rotate Distinctive	Framework Immerse Investigate Shallow Interpretation Perspective Pressure Effective Combine Process	Features Atmosphere Adapt Surface Accuracy
Subject specific, Tier 3 words						
drawing colour collage overlap tear printing painting texture pallet create	line shade light dark portrait primary secondary artist rag image diorama	Abstract Sketch Contrast Mould Malleable Specification Crosshatch Smudge To scale impression	Tint Monochrome Complementary Dab Roller Ink Embellish Scratch Slip	Natural Man-made Optical illusion Silhouette Scoring Fade Contrast Form	Sculpture Geometric Outline Composition Proportion Vertical Horizontal Diagonal	Intricate Sculpting Tie dye Screen print Beam Shafts Filters

RSE and Health Education

From Reception to Year 6, the children progress along a journey of personal growth and development. Supported by teaching staff, external speakers and their peers, the children are openly encouraged to gain the skills to interpret the world around them and understand how they can contribute to it. The children are taught to value each other and celebrate differences whilst having the confidence to maintain their individuality. This includes developing an increasing awareness of themselves and their feelings; an ability to take responsibility for their own actions; exposure to current affairs and caring for the environment - all with the aim of building a generation of responsible British citizens who can make a positive contribution to society.

Our schools follow the recommended guidelines for Relationships and Sex Education, using age appropriate resources, to ensure they are prepared for their progression to secondary school.

Our children embrace the opportunity to learn about themselves; it builds their self-esteem.

“I like it because it teaches you about the real world.” (Y6)

“We learn about friendships and how to make people happy through drama.” (Y4)

“I feel excited when I see on the board that we have PSHE.” (Y4)

RSE and Health Education Progression Map KS1

	Year 1	Curriculum and Policy Links
Health and well-being	• To learn about the things that keep our body healthy and make healthy choices (physical activity, sleep, rest, healthy food) • To learn about basic personal hygiene routines and why these are important (dressing, going to the toilet independently, hand washing and tissues) • To learn to recognise what they are good at and set simple goals • To learn about different kinds of feelings and strategies to manage feelings • To learn about growing, changing and becoming more independent • To learn the correct names for the main parts of the body of boys and girls • To learn that household products including medicines can be harmful if not used correctly • To learn about rules for keeping safe • To learn how to ask for help if they are worried about something • To learn about privacy in different contexts	• PE/CHP • DT • Interim reports • Thrive • Science • Science/Sex ed • NSPCC/Computing • NSPCC • NSPCC
Relationships	• To learn about recognising how other people are feeling and being able to share their own feelings • To learn about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • To learn about listening to others, sharing their views, opinions of others and playing co-operatively • To learn about the importance for respect for the differences and similarities between people • To learn about special people in their personal lives • To learn about appropriate and inappropriate touch • To learn that bodies and feelings can be hurt and what to do if it is happening and to understand what bullying looks like	• NSPCC/CPS Policy • English • No Outsiders • NSPCC • Anti-Bullying Week
Living in the wider world	• To learn about group and class rules and why they are important • To learn that everybody is unique and begin to respect the needs of ourselves and others • To learn about looking after the local environment • To learn about groups and communities that they belong to • To learn about a range of different jobs that people in the local community do and how to get their help including in an emergency • To learn about where money comes from and what it is used for	• School core values • No outsiders • Geography/Science • Maths

	Year 2	Curriculum and Policy Links
Health and well-being	• To understand and describe the impact of maintaining a healthy body and to make healthy choices (physical activity, sleep, rest, healthy food) • To describe personal daily hygiene routines and recognise how to reduce the spread of germs • To describe what they are good at and set and review simple goals • To recognise and describe different kinds of feelings and strategies to manage feelings including when there is change or loss • To identify how they have grown, changed and become more independent • To learn the correct names for the main parts of the body of boys and girls (identify and compare physical similarities and differences between boys and girls, including external genitalia) • To learn that household products including medicines can be harmful if not used correctly and explain how they are used and taken • To learn about the rules for keeping safe, including an introduction to online safety • To learn how to ask for help if they are worried about something and explain why it is important to do this and what the next steps might be • To learn about privacy in **different contexts**, including online safety (passwords) and the need to respect someone's privacy	• PE/CHP • DT • Interim reports • THRIVE • Science • Science/Sex Ed • Computing • NSPCC • NSPCC/Computing
Relationships	• To learn about recognising how other people are feeling, being able to share their own feelings and how different types of behaviour affects others • To identify the difference between good and bad secrets and be able to explain their right to tell a trusted adult if they are concerned • To learn to listen attentively, share their views and respond to others ideas • To learn about the importance for respecting and valuing the differences and similarities between people • To learn about special people in their personal lives and within the local community • To learn about appropriate and inappropriate touch, including understanding the importance of telling a trusted adult • To learn that bodies and feelings can be hurt including that hurtful teasing and bullying is wrong and what to do if it is happening	• NSPCC/CPS Policy • English • No Outsiders • NSPCC • Anti-Bullying Week
Living in the wider world	• To develop their understanding of group and class rules and why they are important and what their personal contributions should be • To identify the similarities and differences between people and respect the needs of ourselves and others • To learn about looking after the local environment, including opportunities for improvement • To identify the role they play about groups and communities that they belong to • To identify people who work in the local community, understand their roles and know how to get their help including in an emergency • To recognise where money comes from, what it is used for and how to keep money safe	• School Core Values • No Outsiders • Geography/Science • Maths

RSE and Health Education Progression Map Lower KS2

	Year 3	Curriculum and Policy Links
Health and well-being	• To learn about what makes a balanced lifestyle and balanced diet • To learn that simple hygiene routines can prevent the spread of bacteria and viruses • To recognise their achievements and set personal targets for the future • To learn about a wider range of feelings and the kinds of change that happen in life and the feelings associated with this • To recognise that everyone grows and changes through the human life cycle • To learn about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) • To learn about the importance of school rules for health and safety; how to manage risk and how to stay safe in the local environment, including online safety • To learn about people who help them stay healthy and safe, including how to deal with negative pressure • To learn about what is meant by a habit, including healthy and unhealthy habits (biting nails, sucking thumbs, manners and hygiene) • To learn about the importance of keeping personal boundaries and the right to privacy, including online safety	• CHP/Science/DT • Interim Reports • Science • Computing • Computing/E-Safety week
Relationships	• To learn to recognise a wider range of feelings in others • To learn about what makes a positive, healthy relationship including friendships and how actions can affect ourselves and others, including bullying • To learn about the difference between acceptable and unacceptable physical contact • To learn about the concept of keeping something confidential • To learn how to listen and respond respectfully to a wide range of people • To learn about working collaboratively towards shared goals, including how to solve disputes and conflict amongst themselves and their peers • To learn about differences and similarities between people, understanding everyone is an individual • To learn what is meant by stereotypes	• NSPCC • Anti-bullying week • NSPCC • English • PE • No Outsiders
Living in the wider world	• To discuss and debate issues concerning health and well-being • To learn about the ways in which rules and laws keep people safe • To learn about human rights • To learn about anti-social behaviour • To learn about their responsibilities, rights and duties • To appreciate the work of the voluntary sector in the local community (charity workers, voluntary helpers, parent helpers) • To understand the term diversity and how it applies to their society • To learn about the values and customs of people around the world • To understand methods of saving money (saving) • To learn about the sustainability of the environment across the world • To learn that what they see and read in the media do not necessarily reflect reality	• RE • History/Geography/RE • Eco warriors

	Year 4	Curriculum and Policy Links
Health and well-being	• To learn about what makes a balanced lifestyle and balanced diet and identify steps that can help to achieve this • To learn that simple hygiene routines can prevent the spread of bacteria and viruses and to understand their shared responsibility for maintaining a clean environment • To recognise their personal strengths and achievements and identify aspirations for the end of the school term or year • To learn about a wider range of feelings, including when feelings might be overwhelming and to learn how to manage this • To learn about the changes that happen at puberty (body shape, voice getting deeper) • To learn about drugs that are common in everyday life, including the laws relating to drug usage (medicines, caffeine, alcohol and tobacco) • To identify rules about health and safety, including how to manage risk and how to stay safe in the local environment, including online safety • To learn about people who help them stay healthy and safe, including the use of appropriate websites and helplines • To learn about feeling negative pressure and strategies for how to manage or resist this • To learn about what is meant by a habit, including healthy and unhealthy habits and understand strategies for changing or stopping unhealthy habits • To learn about the importance of keeping personal boundaries and understand the need to respect privacy, including online safety	• CHP/DT • DT • Interim reports? • Science/Sex Ed • Computing • Computing/E-Safety Week
Relationships	• To recognise a wider range of feelings and explain how their actions or choices can hurt others on the outside and on the inside • To identify ways in which relationships are recognised, celebrated or 'marked' by society (marriage, anniversaries, Mother's Day) • To learn about the difference between acceptable and unacceptable physical contact, including how to respond to unacceptable physical contact • To understand when they should or should not agree to keeping something confidential • To learn how to listen and respond respectfully to a wide range of people, share their points of view and challenge other people's points of view • To learn about working collaboratively and identify ways of managing conflicts or disagreements, including how to solve disputes and conflicts • To learn about differences and similarities between people, including what makes up their identity • To be able to differentiate between playful teasing, hurtful behaviour and bullying • To explain why it is important for stereotypes to be challenged • To learn about the importance of keeping personal boundaries and the right to privacy	• NSPCC • NSPCC • English • PE • Anti-Bullying Week • No Outsiders
Living in the wider world	• To discuss and debate issues concerning health and well-being, including making recommendations for improvement • To learn about the ways in which rules and laws keep people safe, giving examples of ways in which everyone has a say in making rules and laws • To learn about human rights and about the UN declaration on the Rights of the Child • To learn about their responsibilities, rights and duties and the impact they can have on the local community, including an understanding of anti-social behaviour • To describe the impact, the work of the voluntary sector in the local community make (charity workers, voluntary helpers) • To appreciate difference and diversity (people living in the UK) and describe different traditions from cultures other than their own • To learn ways of managing money (budgeting and saving) and understand why it is not possible to have everything straight away if at all (loans) • To learn about the sustainability of the environment across the world and understand how their role can affect the future of the planet • To learn that what they see and read in the media does not necessarily reflect reality and how this might influence their viewpoint or actions	• RE • History/Geography/RE

RSE and Health Education Progression Map Upper KS2

	Year 5	Curriculum and Policy Links
Health and well-being	• To identify what is meant by health: physical, mental and emotional and learn about the benefits of a balanced diet • To describe what they admire in others and their achievements • To demonstrate a rich vocabulary for expressing a range and the intensity of feelings and recognise that feelings change over time • To learn about coping with change and transition • Identify occasions where they are responsible for the safety of themselves and or others and learn about the skills needed in an emergency • To learn how the spread of infection can be prevented • To identify different influences on the behaviour of children their age • To understand how bad habits begin and learn about some of the risks and effects of legal and illegal substances (drugs, including medicines, alcohol & tobacco) • To learn about the changes that happen at puberty • To learn about strategies for managing personal safety, including online and when using a mobile phone	• CHP • DT • Science/Sex Ed • Computing/E-Safety
Relationships	• To explain how it feels when others respond appropriately/not appropriately to our feelings • To learn about different types of relationships (friends, families, couples, marriage, civil partnership) • To recognise when a friendship is unhealthy • To explain the importance of 'stopping', 'taking a step back' and 'asking what if' • To learn how to judge when physical contact is acceptable or unacceptable • To learn about times when it is appropriate and necessary to break a confidence • To learn how to respectfully disagree with another person • To explain how to get help during an emergency, including how to phone 999 and give accurate information • To understand the term compromise within a dispute and conflict situation • To learn about discrimination and to recognise and challenge stereotypes	
Living in the wider world	• To discuss issues concerning health and well-being, including mental and emotional health • To learn how rules and laws are made and enforced • To describe the importance of human rights for everybody, including children • To learn how anti-social behaviours can affect well-being • To explain what being part of a community means to them • To understand the range of national, regional, religious and ethnic identities of people living in the UK • To learn about the lives, values and customs of people living in other places • To learn how finance plays an important part in people's lives • To learn about what is meant by 'interest', 'loan' and 'debt' • To learn how the media, including advertisements can persuade someone to do something	• CHP • RE • RE/Geography • Computing

	Year 6	Curriculum and Policy Links
Health and well-being	• To explain how healthy eating, physical activity, rest and relaxation can support all aspects of well-being/physical, mental and emotional • To develop skills to help make their own choices about food • To describe how setting high aspirations can help motivate people to achieve • To describe situations where someone may experience conflicting emotions (when we feel torn about what to do) • To learn about coping with change and transition – how this relates to bereavement and the process of grieving • To evaluate the level of risk in different situations by predicting possible consequences and their likelihood • To distinguish between an emergency and non-emergency • To identify the range of ways that infections can be spread • To learn about different influences on behaviour, including peer pressure and media influence • To identify how choices can create and maintain a habit and to explore the laws regarding legal and illegal substances • To understand the science behind puberty, reproduction and giving birth • To explain how people can 'prepare for safety' in different environments, including online and when using a mobile phone	• CHP • DT • Science • Science/Sex Ed • Computing/E-Safety
Relationships	• To empathise with others who are experiencing difficult or challenging feelings • To identify the qualities that enable a range of relationships to flourish (friends, families, couples, marriage, civil partnership) and to recognise when a relationship is unhealthy (healthy relationships involve two parties that willingly agree) • To understand what peer pressure is and why it might not be a good idea to always do what the rest of the group wants to do, including how to manage dares • To learn how to respond to unwanted physical contact • To evaluate all the reasons they can identify for keeping something confidential or secret • To explore the body language and tone of voice they should use when wanting their concerns and opinions listened to without causing conflict • To learn how to provide basic first aid and to assess their understanding of how to call for help • To identify the ways in which feedback and support is helpful • To understand the correct use of the terms sex, gender identity and sexual orientation • To describe the potential consequences of discrimination	• History
Living in the wider world	• To make recommendations to improve their own health and well-being • To explain how the democratic process works in Britain (voting system, political parties, parliament) • To identify that not all people have their human rights met • To describe the potential, physical, social and emotional consequences of anti-social behaviour • To explain what is meant by being part of a community in relation to the school, local and wider community • To recognise the wide range of influences that have shaped the heritage of the UK • To give examples of differences and similarities between their life and the lives of people living in other places • To learn about being a critical consumer (Fair-trade) • To understand that people pay tax in order to contribute to society • To understand how the media influences people's views	• CHP • History • RE/Geography • Computing

RSE and Health Education Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
group class rules expectations safe(ty) emergency environment community culture tradition	body mind health(y) physical mental hygiene growing developing danger(ous) independence	privacy emotions transition appropriate inappropriate relationship private difference(s) similarities racism	reflect express achievement responsibility diversity dispute resolution renewable sustainability law	collaborate opinion influence culture tradition community budget stress hazard	mitigate stereotype prejudice compromise ethnicity loan debt media regional national	conflict entitlement impact discrimination government citizen global
Subject specific, Tier 3 words						
respect honesty trust forgiveness courage compassion acceptance gratitude	shin calf stomach thigh elbow	vagina penis genitalia	caffeine alcohol tobacco anti-social	harassment democracy parliament puberty	reproduction sexual heterosexual homosexual lesbian gay bisexual hormones	intercourse ovary womb testicle

Computing

At Fairfield and Colneis we believe that our children should appreciate the growing role of technology in everyday life and in the wider world. Learners should know that technology is everywhere, be able to identify the technology they encounter and have a growing understanding of how it works. Through computing we encourage children to develop their “computational thinking” so they can think like computer scientists. We want children to become confident with their thinking skills by problem solving in a range of situations, including developing programming skills and evaluating their own algorithms. They will be given opportunities to apply the skills of computing by using tech creatively across the curriculum and develop an appreciation that computing is not just about sitting at a computer.

Across all key stages, pupils should experience a different range of apps and software in a variety of lessons. In EYFS and KS1, teachers will select programs for the children to explore. As they reach Upper KS2, the children should be encouraged to make their own choices and apply their knowledge. Our progression map and curriculum offers a clear pathway to develop computing skills. For example, KS1 children may create an algorithm to successfully make a jam sandwich, while KS2 may learn how to debug a faulty algorithm within a computer game they have created.

We will provide children with an awareness of the benefits and risks associated with internet use and social media. We will teach them the importance of asking consent and giving permission and keeping personal information private. Also, we aim to instil a sense of respect towards valuable technological devices, allowing them to become responsible, creative users of technology

Curriculum Expectations

Key stage 1

Pupils should be taught to:

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

Key stage 2

Pupils should be taught to:

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

	Digital Literacy	Computer Science	Information technology
Year 1	• I can say what technology is. (1.9) • I can say what examples of technology are in school. (1.9) • I can say what examples of technology are at home. (1.9) • I can keep my login information safe. (1.1 and most units) • I can save my work in a safe place such as 'My Work' folder. (1.1 and most units)	• I can explain that an algorithm is a set of instructions. (1.4, 1.5) • I know that a computer program turns an algorithm into code that the computer can understand. (1.4, 1.7) • I can work out what is wrong when the steps are out of order in instructions. (1.4, 1.5) • I can say that if something does not work how it should it is because my code is incorrect. (1.7) • I can try and fix my code if it isn't working properly. (1.7) • I can make good guesses of what is going to happen in a program. For example, where the turtle might go.	• I can sort sound, pictures and text. (1.2) • I can add sound, pictures and text to a program such as 2Create a Story. (1.6) • I can change content on a file such as text, sound and images. (1.3, 1.6, 1.7, 1.8) • I can name my work. (1.2, 1.3, 1.6, 1.7, 1.8) • I can save my work. (1.2, 1.3, 1.6, 1.7, 1.8) • I can find my work
Year 2	• I can find information • I need using a search engine. (2.5) • I know the consequences of not searching online safely. (2.2, 2.5) • I can share work and communicate electronically – for example using 2Email or the display boards. (2.2 and others) • I can report unkind behaviour and things that upset me online, to a trusted adult. (2.2)	• I can explain an algorithm is a set of instructions to complete a task. (2.1) • I know I need to carefully plan my algorithm so it will work when I make it into code. (2.1) • I can design a simple program using 2Code that achieves a purpose. (2.1) • I can find and correct some errors in my program. (2.1) • I can say what will happen in a program. (2.1)	• I can organise data – for example, using a database such as 2Investigate. (2.3, 2.4) • I can find data using specific searches – for example, using 2Investigate. (2.4, 2.5) • I can use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. (2.4, 2.8)

	• I can see where technology is used at school such as in the office or canteen. (2.2) • I understand that my creations such as programs in 2Code, need similar skills to the adult world. e.g. The program used for collecting money for school trips. (2.1)	• I can spot something in a program that has an action or effect (does something). (2.1)	• I can edit digital data such as data in music composition software like 2Sequence. (2.7 and most units) • I can name, save and find my work. (2.3, 2.4, 2.6, 2.7, 2.8 & most units) • I can include photos, text and sound in my creations. (2.8, 2.6)
Year 3	• I can create a secure password. (3.2) • I can explain the importance of having a secure password and not sharing it with others. (3.2, 3.5) • I can explain the negative consequences of not keeping passwords safe and secure. (3.2, 3.5) • I understand the importance of keeping safe online and behaving respectfully. (3.2) • I can use communication tools such as 2Email respectfully and use good etiquette. (3.2, 3.5) • I can report unacceptable content and contact online in more than one way to a trusted adult. (3.2)	• I can make a real-life situation into an algorithm for a program. (3.1) • I can design an algorithm carefully, thinking about what I want it to do and how I can turn it into code. (3.1) • I can identify an error in my program and fix it. (3.1) • I can experiment with timers in my programs. (3.1) • I can identify the difference in using between the effect of a timer or repeat command in my code. (3.1) • I know that a variable stores information while a program is running (executing). (3.1) • I can identify 'If' statements, repetition and variables. (3.1) • I can read programs with several steps and predict what it will do. (3.1) • I can identify different ways that the internet can be used for communication. (3.5)	• I can carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an internet search engine. (Across units) • I can collect data and input it into software. (3.3, 3.6, 3.8) • I can analyse data using features within software to help such as, formula in 2Calculate (spreadsheets). (3.3, 3.6, 3.8) • I can present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool). (3.3, 3.6, 3.8,3.9) • I can consider what the most appropriate software to use when given a task by my teacher. (Across units) • I can create purposeful (appropriate) content and attach this to emails. (3.3, 3.5, 3.6, 3.7, 3.8, 3.9)

		• I can use email such as 2Email to respond to others appropriately and attach files. (3.5)	
Year 4	• I have a good understanding of the online safety rules we learn at school. (4.2 & across curriculum) • I can demonstrate how to use different online technologies safely. (4.2 & across curriculum) • I can demonstrate how to use a few different online services safely. (4.2 & across curriculum) • I know I have a right to privacy both on and offline. (4.2 & across curriculum) • I recognise that my wellbeing can be affected by how I use technology. (4.2 & across curriculum) • I can report with ease any concerns with content and contact online and know immediate strategies to keep safe. (4.2 & across curriculum)	• I can turn a real-life situation to solve into an algorithm, using a design that shows how I can accomplish this in code. (4.1, 4.5) • I can use repetition in my code. For example, using a loop that continues until a condition is met such as the correct answer being entered. (4.1) • I can use timers within my program designs more accurately to create repetition effects. For example, I can create a counting machine. (4.1) • I can use selection (decision) in my programming. For example, using an 'if statement' for a question being asked and the program takes one of two paths. (4.1) • I can use variables within my program and know how to change the value of variables. (4.1) • I can use the user inputs and output features within my program, such as 'Print to screen'. (4.1) • I can identify errors in my code by using different methods, such as steeping through lines of code and fixing them. (4.1)	• I understand the purpose of a search engine and the main features within it. (4.7) • I can look at information on a webpage and make predictions about the accuracy of information contained within it. (4.7) • I can create and improve my solutions to a problem based on feedback. For example, create a program using 2Code. (4.1, 4.2) • I can review solutions that others have created, using a checklist of criteria. (4.1, 4.2) • I can work collaboratively to create content and solutions. (4.1, 4.4)) • I can share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards. (Across units)

		• I can read programs that contain several steps and predict the outcomes with increasing accuracy. (4.1) • I understand that network and communication components can be found in many different devices which allow them to join the internet. (4.2, 4.7, 4.8)	
Year 5	• I have a secure knowledge of online safety rules taught at school. (5.2 & across units) • I can demonstrate the safe and respectful use of different online technologies and online services. (5.2 & across units) • I always relate appropriate online behaviour to my right to have personal privacy. (5.2 & across units) • I know how to not let my mental wellbeing or others be affected by use of online technologies and services. (5.2 & across units)	• I can make more complex real-life problems into algorithms for a program. (5.1) • I can test and debug my programs as I work. (5.1, 5.5) • I can convert (translate) algorithms that contain sequence, selection and repetition into code that works. (5.1) • I can use sequence, selection, repetition, and some other coding structures in my code. (5.1) • I can organise my code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently. (5.1) • I can use logical methods to identify the cause of any bug with support to identify the specific line of code. (5.1) • I know the importance of computer networks and how they help solve problems and enhance communication. (5.2)	• I can search precisely when using a search engine. For example, I know I can add additional words or removes words to help find better results. (5.2) • I can explain in detail how accurate, safe and reliable the content is on a webpage. (5.2) • I can make appropriate improvements to digital work I have created. (Across units) • I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers. (Across units) • I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code. (Across units)

		• I recognise the main dangers that can be perpetuated via computer networks. (5.2) • I can explain what personal information is and know strategies for keeping this safe. (5.2) • I can use the most appropriate form of online communication according to the digital content. For Example, use 2Email, 2Blog and Display Boards.(5.2 & others)	
Year 6	• I can demonstrate safe and respectful use of a range of different technologies and online services. (6.2, 6.4) • I can identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. (6.2) • I can use critical thinking to help me stay safe online. (6.2) • I know the value of protecting my privacy and others online. (6.2, 6.4) • I can design and create my own online blogs ensuring that my content is appropriate. (6.4)	• I can turn a complex programming task into an algorithm. (6.1) • I can identify the important aspects of a programming task (abstraction). (6.1) • I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. (6.1) • I can test and debug my program as I work on it and use logical methods to identify a cause of a bug. (6.1) • I can identify a specific line of code that is causing a problem in my program and attempt a fix. (6.1) • I can translate algorithms that include sequence, selection and repetition into code and nest these structures within each other. (6.1) • I can use inputs and outputs within my coded programs such as sound,	• I can use filters when searching for digital content. (6.2) • I can explain in detail how accurate and reliable a webpage and its content is. (knowledge from 6.2) • I can compare a range of digital content sources and rate them in terms of content quality and accuracy. (all units) • I can consider the intended audience carefully when I design and make digital content. (all units) • I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements. (all units)

		movement and buttons and represent the state of an object (6.1, 6.7) ● I can interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole. (6.1) ● I can explain the difference between the internet and the World Wide Web. (6.2, 6.4,) ● I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible. (6.2)	

Computing Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
technology algorithm electricity computer button instruction information e-safety pattern send	apps internet sequence direction program design edit record save clear	research password private online communication execute document text polite storage data	control code orientation background minimise rotate insert evaluate enlarge transform block combine	repetition infinite highlight command connect protect services media procedure modify	import reporter detect system collaboration processes component decompose modelling spreadsheet	navigation manipulate output calculate duplicate implication comparison embed tools formulae cells
Subject specific, Tier 3 words						
ipad tablet	hardware software tabs de-bug website	social media physical/online world coding powerpoint animation chat room hard drive database	programming sprite crop digital font graphics desktop publishing	device network audio visual soundtrack voiceover	protocol packet	3D model external link hyperlink subpage

Design and Technology

Design and Technology at Fairfield and Colneis is a practical subject where pupils are encouraged to be creative, take risks and use their imaginations. They use learning from many subject areas such as mathematics, science, computing and art to design and make products considering their own and others' needs, wants and values. Skills they will learn over their time at both schools are cutting, sticking, folding, scoring, joining, sewing and making mechanisms/patterns. The children will also learn to use a range of equipment confidently and safely such as saws, scissors, split pins and electrical equipment with adult supervision. All of the work created is evaluated and thought given to improvements that could be made and what was done well.

Another exciting area of Design and Technology is food-based technology where the children learn to use kitchen equipment safely and in the correct way. They are taught to learn how to cook a range of nutritious meals and of course have the opportunity to taste and evaluate their finished product. Each school aims to offer a cooking club where the children are given the opportunity to choose and cook more complex meals in a smaller group environment. The aim for Design and Technology at Fairfield and Colneis is to equip children with the skills to solve real and relevant problems in everyday life.

Design and Technology Progression Map EYFS & KS1

	Year 1	Year 2
Developing, planning and communicating	• Draw on their own experience to help generate ideas • Use pictures and words to describe what they want to do • Identify a target group for what they intend to design and make • Make simple drawings for product **Food** • Talk about what they eat at home and begin to discuss what healthy and unhealthy foods are • Say where food comes from and give examples of food that is grown	• Generate their ideas by drawing on their own and other people's experiences • Develop, model and communicate their ideas through talking, drawing and templates • Design purposeful functional, appealing products for them and others to use based on design criteria • Make simple drawings and label parts for product **Food** • Understand the need of a variety of food in a diet • Understand that all food has to be grown farmed or caught
Working with tools, equipment, materials and components to make quality products (inc-food)	• Select from and use a range of tools and equipment to perform practical tasks safely • With help, use a range of simple tools to cut, join and combine materials safely • Assemble, join and combine materials together using temporary methods • Build structures exploring how they can be made stronger, stiffer and more stable • Explore and use mechanisms such as, sliders in their products **Textiles** • Cut and join fabric, using glue **Food** • Use basic food handling, hygienic practices and personal hygiene • Use simple tools with help to prepare food safely	• Choose appropriate tools, equipment, techniques and materials from a wide range • Safely measure, mark out, cut and shape materials with some accuracy • Assemble, join and combine materials in order to make a product • Investigate different techniques for stiffening a variety of materials and enabling structures to remain stable • Explore and use a variety of mechanisms **Textile** • Cut, shape and join fabric, using basic sewing techniques including embellishments **Food** • Follow safe procedures for food safety and hygiene • Use a wider range of cookery techniques to prepare food safely

Evaluating processes and products	• Evaluate their product, discussing how well it works in relation to the purpose • Evaluate their product, identifying strengths and possible changes they might make <u>Food</u> • Use sensory vocabulary to state likes and dislikes	• Evaluate and assess existing products and those that they have made using design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make, giving appropriate reasons <u>Food</u> • Use appropriate sensory vocabulary to state likes and dislikes

Design and Technology Progression Map KS2

	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating	• Generate ideas for an item considering its purpose and establish criteria for a successful product • Plan the order of their work before starting • Use knowledge of existing products to design their own functional product and model ideas • Create designs using annotated sketches **Food** • Talk about the different food groups and name food from each group • Understand seasonality and the advantages of eating seasonal and locally produced food	• Generate ideas, considering the purposes for which they are designing • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes • Use knowledge of existing products to design a functional and appealing product for a particular purpose • Create designs using annotated sketches and cross-sectional diagrams **Food** • Understand what makes a healthy and balanced diet • Understand that food has to be grown, farmed or caught in Europe and the wider world	• Generate ideas through thought sharing and identify a purpose for their product • Produce step by step plans to guide their making, suggesting alternative methods of making if the first attempt fails • Use their research and market research into existing products to inform their design • Draw up a specification for their design and create prototypes to show ideas **Food** • Understand the main food groups and the different nutrients that are important for health • Understand how a variety of ingredients are produced and processed to make them safe and tasty to eat	• Generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional diagrams • Plan the order of their work using appropriate materials, tools and techniques • Use scientific knowledge and research based on an inventor to inform the design of their own innovative products • Innovate a design to a particular specification and communicate their design by modelling their ideas in a variety of ways **Food** • Understand healthy meals based on the principles of a healthy and varied diet • Use information on food labels to inform healthy choices and to plan and prepare a dish

Working with tools, equipment, materials and components to make quality products (inc-food)	• Select tools and techniques for making their product • Safely measure, mark out, cut, assemble and join with some accuracy • Think about their ideas as they make progress and use finishing techniques to strengthen their products and be willing to change things if this helps them improve their work • Understand how mechanical systems such as levers and linkages create movement <u>Textiles</u> • Measure, tape or pin, cut, join fabric with some accuracy and decorate textiles <u>Food</u> • Use a wider variety of healthy ingredients and techniques to prepare and combine ingredients safely and hygienically • Cut, shape and combine ingredients	• Select appropriate tools and techniques for making their product • Safely measure, mark out, cut, shape and join with more accuracy to finish their work • Apply techniques they have learnt to strengthen and improve the appearance of their product • Understand and use electrical systems in their products <u>Food</u> • Read and follow recipes which involve several processes, skills and techniques safely and hygienically • Weigh, measure, cut and shape ingredients	• Select appropriate materials, tools and techniques suitable for the task • Safely and precisely measure, cut and join with accuracy to ensure a good quality finish • Build more complex structures and apply their knowledge of strengthening techniques to make them more stable <u>Textiles</u> • Create a simple pattern with fastenings, tape or pin, cut, join fabric with accuracy and decorate textiles <u>Food</u> • Understand the rules for basic food hygiene and other safe practices and select appropriate ingredients, using a wide range of techniques to combine them • Weigh, measure, cut and shape ingredients accurately • Know how to use a wider range of cooking utensils and equipment, including a heat source	• Select appropriate tools, materials, components and techniques for making their product • Assemble components and make working models safely and achieve a good quality product • Use a wide range of methods to strengthen, stiffen and reinforce complex structures • Refine and rework their product to improve its functional properties and aesthetic qualities • Understand how to use more complex mechanical systems <u>Textiles</u> • Create a more complex pattern with fastenings, tape or pin, cut, join fabric with accuracy and decorate textiles <u>Food</u> • Cook a dish using their technical skills and apply the rules for basic food hygiene and other safe practices • Weigh, measure, cut and shape ingredients with confidence and accuracy • Confidently know how to use a wider range of cooking utensils and equipment, including a heat source

Evaluating processes and products	• Evaluate their product against original design criteria • Do simple evaluations on finished products **Food** • Use sensory vocabulary to evaluate food products	• Evaluate their work both during and at the end of their activity against original design criteria • Evaluate their products, carrying out appropriate tests • Consider how existing products and their own products might be improved and how well they meet the needs of the intended user **Food** • Use more suitable sensory vocabulary when evaluating food products	• Evaluate their product continuously against the original design specification • Record their evaluations using drawings with labels • Make detailed evaluations about their products, considering the views of others to improve their work **Food** • Use sensory vocabulary when evaluating food products and begin to consider how to improve their product	• Evaluate their product, identifying strengths and areas for development, carry out appropriate tests • Record their evaluations using more accurate drawings with labels • Use their knowledge of inventors to further explain the effectiveness of existing products and products they have made **Food** • Understand how events, medical needs, religion and personal choices can influence diet

DT Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
safety join combine secure model model cut	hygiene describe opinion equipment improve change senses make healthy/unhealthy materials plan	design diorama manipulate combine	sources reflect quality fold select accurate shape prepare food groups quality ingredients	circuit appliances cell wire bulb switch electrical safety conductor weigh measure scale	texture features style width/length fabric pattern	precise aesthetics purpose delicate smooth force frame manipulate
dragon puppet - concertina streamers lantern	generate prepare product mechanism assemble structure stable slider pulley lever evaluate	construct carve tools score join specification attach	hinge flap tabs chop peel thread sew embellish sew/stitch slit textiles	knead prove bake rise/yeast slice grate whisk fastenings	dollop utensils simmer herb season aroma hem plait linkages	vice dowling syringe pneumatic trimming kiln glaze fired slab fit for purpose

Geography

Through our teaching of Geography, we inspire in our pupils a curiosity and fascination about their world and its people that will remain with them for the rest of their lives. The children learn about diverse places, people, resources and natural and human environments.

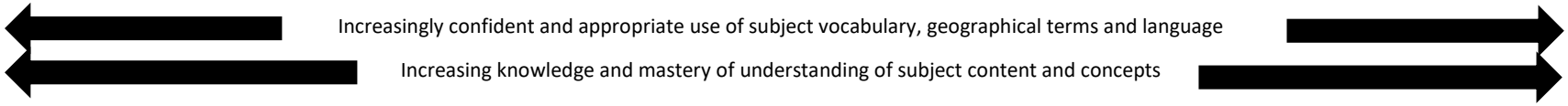
They develop their knowledge of the location of globally significant places and the processes that give rise to key physical and human geographical features of the world. Their geographical skills are developed through fieldwork and sources of information including maps, globes, photographs, websites and satellite images.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics/ Areas of Focus	**Flat Stanley**	**Climate Change/ Weather** **Australia**	**Felixstowe Port** **The Rainforest**	**St Lucia** **Food and Farming** **Ancient Greece (History)**	**Towns and Settlements** **Ancient Egypt (History)**	**Rivers and Coast** **World War Two (History)**
Locational Knowledge	Name and locate their local town including places of importance to me e.g. home, school. Understand how some places are linked to other places e.g. roads and trains. Investigate their surroundings. Begin to name and locate the world's seven continents and five oceans Pupils learn and understand the vocabulary town, county, country, continent and planet. Pupils are introduced to the four countries and capital	Pupils can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils can name and locate the world's seven continents and five oceans.	Pupils continue to locate the world's continents and countries Pupils can identify the position of the Equator, Northern Hempisphere, Southern Hemisphere and Tropics of Cancer and Capricorn Pupils identify links between their local area and other parts of the UK and the world. Pupils locate the town of Felixstowe within the United Kingdom.	Pupils continue locating the world's continents and countries with a focus on North and South America and Europe Pupils continue to identify the position of Equator, Northern Hemisphere, Southern Hemisphere, Tropics and extend their understanding to the significance of Latitude through a latitudinal study of North and South America.	Pupils become more accurate in locating the world's continents and countries. Pupils continue to identify the position of the Equator, Northern Hemisphere, Southern Hemisphere and Tropics. Pupils learn about Earth and Space to the location of day and night around the world. Pupils locate the UK in global and continental contexts Pupils can locate the countries that are part of the UK and major cities and counties of the UK. Pupils can locate significant topographical features of the UK	Pupils can confidently locate the continents, countries and cities of the UK on a map. Pupils can identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemispheres, the prime/Greenwich meridian and time zones. Pupils locate the world's major rivers on a map.

	cities of the United Kingdom and its surrounding seas.				including upland areas, coasts and major rivers.	
Place Knowledge	Pupils can observe and describe the human and physical geography of a small area of the United Kingdom. Pupils can name, describe and compare familiar places. Pupils can link their home with other places in my local community, e.g. shop, school, leisure centre, park. Pupils can talk about some present changes that are happening in Felixstowe or at school. Pupils can suggest ideas for improving the school environment.	Pupils understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country, e.g. Australia Pupils make simple comparisons about different places.	Pupils understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Felixstowe Port) and a region within South America	Pupils study a region within North America and identify geographical similarities and differences between it and their locality in the UK.	Pupils understand geographical similarities and differences through the study of the East Anglian region of the UK.	Pupils extend their knowledge of Felixstowe through a local study of the River Deben.
Human and Physical Geography	Pupils describe seasonal weather changes. Pupils use basic Geographical vocabulary to refer to physical features of their school and its grounds and of	Pupils Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.	Pupils are beginning to describe some aspects of the world's physical geography including biomes and vegetation belts with a focus on the physical and human features of rainforests.	Pupils can describe and understand key aspects of global physical geography including climate zones (related to latitude) vegetation belts and volcanoes and earthquakes	Pupils can describe the key physical and human characteristics of the UK and of the East Anglian region. Pupils understand the different types of human settlements in the UK, including major cities,	Pupils can describe and understand key aspects of rivers and coasts. Pupils can describe the physical and human impact

	the surrounding environment. Pupils can use basic geographical vocabulary to refer to key physical features (inc beach, forest, hill, sea, river, season, weather) Pupils can use basic geographical vocabulary to refer to key human features (inc city, town, farm, house, shop). Pupils study the physical geography of countries from each continent. They learn about hot and cold climates. Pupils identify, discuss and record seasonal and daily weather patterns, using symbols, in their locality and discuss the contrasting weather patterns in England and Antarctica. Pupils begin to identify the places of the world they have studied in relation to the Equator and the North and South Poles	Pupils can use basic geographical vocabulary to refer to key physical features (inc cliff, coast, mountain, ocean, soil, valley, vegetation) Pupils can use basic geographical vocabulary to refer to key human features (inc village, factory, office, port, harbour).	Pupils identify rivers and coastal features in their locality. Pupils are beginning to describe some aspects of human geography in their local area.	Pupils can describe and understand key aspects of human geography including trade links and the distribution of natural food resources Pupils can describe some agricultural land-use patterns and understand how some of them have changed over time. Pupils describe and understand key aspects of the water cycle.	county towns, small towns, villages and hamlets. Pupils can use human geographical language to describe land-use and economic activity including leisure, residential, industrial, commercial and agricultural.	of weather on rivers, coasts and their communities.

	Pupils begin to explore basic geographical language to describe key physical and human features, comparing and contrasting Felixstowe and an Arctic Inuit community.					
Geographical Skills and Fieldwork	Pupils can use maps, atlases and globes to identify the continents and oceans studied at this key stage (e.g. can you see ocean? Can you see land?) Pupils use locational and directional language (e.g., near and far, left and right) to describe the location of features and routes on maps. Pupils draw picture maps from imaginary places and stories. Pupils use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Pupils use simple fieldwork and observational skills to study the geography of my school and its grounds. Pupils use simple geographical questions e.g. What is it like to live in this	Pupils walk to the coast and identify key features of the coastline. Pupils use world maps, atlases and globes to identify the United Kingdom and its countries. Pupils use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Pupils use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Pupils devise a simple map and use and	Pupils practise using maps at different scales, atlases and globes to locate countries and describe features studied and are becoming more confident using these They read maps with symbols, simple grid references and keys. Pupils use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: street maps, plans and graphs, and digital technologies. Pupils develop their geographical vocabulary by describing features in their local area.	Pupils are becoming more confident using: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are becoming more confident with 4 figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies	Pupils are becoming more confident using: maps, atlases, globes and digital/ computer mapping to locate countries and regions and to describe features studied Pupils use Ordnance Survey Maps and interpret them using the 8 points of the compass, four figure grid references, symbols and keys to build knowledge of the East Anglian region. Pupils use fieldwork, including a land-use survey of Felixstowe, to observe, measure, record and present the human and physical features in the local area including: sketch maps, plans and graphs, and digital technologies. Pupils use knowledge of human and physical geographical	Pupils can use maps, atlases, globes and digital/ computer mapping to locate countries and to describe features studied. Pupils can use the eight points of the compass, four and six figure grid references, symbols and keys (including the use of Ordnance Survey Maps). Pupils can use fieldwork to observe, collect, record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.

	place? I can use simple maps of the local area e.g. large scale pictorial. Pupils go on walks to build their knowledge of their school and surrounding area.	construct basic symbols in a key. Pupils draw a map of a real place known to me (e.g. school, journey to school) Pupils use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. Pupils can use picture books, pictures and stories as sources of information.			features to develop a class settlement.	
Progression in Application of Geographical skills	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and Contrast Recall Reason/Speculate		Summarise Synthesize Explain Demonstrate understanding		Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate Critique Hypothesise	
						

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Geography Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
Home school	Weather Near Far Local area Town Village City Land Sea	World Compare Contrast Coast River Locate Country Continent Ocean	Port Symbol (map) Key (map) Northern Southern Resort Tourism Region	Produce Product Source Consumer Consumption Temperature Population Island Seasonal	County Upland area	Mouth (river) Source (river) Fresh water Salt water
Subject specific, Tier 3 words						
City Rural Landmark	World Continent Country Ocean Human feature Physical feature Locate Symbol Key Capital city	Map Atlas Globe Equator Compass direction North South East West Landmark	Pole Hemisphere Tropic export Import Biome Scale Grid reference Rainforest Deforestation	Latitude Nation Agriculture Arable Pastoral Global Distribution Climate Land-use	Topographical feature Settlement Urban Residential Recreational Commercial Economic Agricultural Tertiary Suburban	Longitude Prime Meridian Time zone Meander Erosion Tributary Confluence Estuary Flood plain

History

At Fairfield and Colneis, we aim to inspire the children to develop their curiosity to understand and find out more about the past. We give the children a rich and diverse selection of experiences, which include: re-enactments, role play, educational visits, handling artefacts and having experts visit the school, in order to engage the children in their historical learning.

Children start with experiences in their own lives and locality before learning about some significant individuals and periods in history. By looking at change, relationships, different societies and by using Key Historical Questions, we develop children's research, critical thinking and reasoning skills to enable them to come to considered conclusions. As an aid to embedding these skills, we also encourage the children to do their own research and investigating to produce individual projects linked to several of the different areas we study.

	Year 1	Year 2	Year 3	Year 4	Year 5		Year 6	
Areas of Study	**Victorians/ Queen Victoria Focusing on Victorian clothes, toys and beach holidays.** • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory which are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Significant historical events, people and places in their own locality.	**The Great Fire of London (Samuel Pepys)** **Mary Anning** **Australia Aboriginal – stories, traditions, festivals from the past that are still celebrated or told today.** **History if Transport** • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory which are significant nationally or globally e.g. The Great Fire of London • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Significant historical events, people and places in their own locality.	**<u>Invaders</u>** **British History - Celts, Boudicca, Romans, Saxons, Vikings** • Changes in Britain from the Stone Age to the Iron Age • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following	**<u>Ancient Greeks</u>** **World History _ Achievements and influence on Western World.** • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day	**<u>Ancient Egypt</u>** **World History- Non European, Achievements of earliest civilisations.** • A study of Egyptian life and achievements and their influence on the western world	**<u>The Tudors</u>** **British History Links to World History Extending knowledge beyond 1066** Local History Study	**<u>World War II</u>** **British History Links to World History Extending knowledge beyond 1066**	**<u>Felixstowe Flood</u>** **Local History**

Knowledge and understanding of events, people and changes in the past	• Recall some facts about people/events before living memory • Say why people may have acted the way they did. • Identify some similarities and differences between ways of life in different periods.	• Use information and make observations to describe the past. • Describe the differences between then and now. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Recount the main events from a significant event in history.	• Use evidence to describe the culture and leisure activities from the past. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses of people from the past Explain the cause and consequence of significant events in history.	• Use evidence to describe what was important to people from the past. • Use evidence to show the contrast in the lives of rich and poor people from the past. • Describe how some of the things I have studied from the past affect/influence life today. Demonstrate understanding in the role of religion in daily life.	• Give some reasons (with reliable evidence) for some important historical events. • Describe how historical events studied affect/influence life today. Describe the similarities and differences of how societies are organised in two places. Explain the cause and consequence of beliefs.	Investigate cause and consequence of significant events Describe similarities and differences of life for the rich and poor people. Describe the changes in Britain regarding religion.	• Use reliable evidence to support arguments. • Describe how some of the things studied from the past affect/influence life today. Write an explanation using cause and effect to give evidence to support points made. Recognise fact, fiction and opinion.	Identify causes and consequences of the flood. Identify how similar events now may/may not have a different outcome and reach informed conclusions why.
Historical Enquiry (Key Questions) **Significance**	• Describe some simple similarities and differences between artefacts. • Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?' • Sort artefacts from 'then' and 'now'. • Ask and answer relevant basic questions about the past.	• Understand some of the ways in which we find out about the past • Identify different ways in which the past is represented. • Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.	• Use sources of information in ways that go beyond simple observations to answer questions about the past. • Use a variety of resources to find out about aspects of life in the past.	• Use sources of information in ways that go beyond simple observations to answer questions about the past. • Use a variety of resources to find out about aspects of life in the past.	• Compare sources of information available for the study of different times in the past •Choose reliable sources of evidence to answer questions, realising that there is often not a single answer	Identify the significance of international relationships .	• Understand how our knowledge of the past is constructed from a range of sources. • Make confident use of a variety of sources for independent research. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	

	Talk about who was important e.g: in a simple historical account (Queen Victoria)	Talk about who was important using reasoning to create historical accounts (Guy Fawkes/GFoL/Neil Armstrong/Amelia Earhart/Christopher Columbus			to historical questions. •Investigate own lines of enquiry by posing questions to answer.		
Chronological Understanding	• Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past • Place known events and objects in chronological order (timeline) • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.	• Show an awareness of the past and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened within a chronological framework (timeline) • Identify similarities and differences between ways of life in different periods	• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Describe dates of and order significant events from the period studied (timeline) • Use an increasing range of common words and phrases relating to the passing of time. • Describe memories of key events in his/her life using historical vocabulary.	• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Place some historical periods in a chronological framework(timeline) • Describe the main changes in a period in history. • Use historic terms related to the period of study.	• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Describe the main changes in a period in history. • Use dates to order and place significant events on a timeline.		• Order significant events, movements and dates on a timeline. • Identify and compare changes within and across different periods. • Understand how some historical events occurred concurrently in different locations .
Historical Interpretation	• Look at books, videos, photographs, pictures and artefacts to find out about the past. • Relate his/her own account of an event and understand that others may give a different version	• Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	• Explore the idea that there are different accounts of history and what the reasons for this might be.	• Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a	• Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give reasons why there may be different accounts of history.		• Evaluate evidence to choose the most reliable forms. • Know that people both in the past have a point of view and that this can affect interpretation. • Give clear reasons why there may be different accounts of

	**Links with science, exploring significant figures including the true story of green-thumbed pioneer and activist Kate Sessions, who helped San Diego grow from a dry desert town into a lush,* leafy city known for its gorgeous parks and gardens.	• Think about and discuss the origins of these sources – do we know who made them, or took the photograph etc. Why did they do this?		way that persuades others. • Understand that sources can contradict each other.	• Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources. • Make comparisons between aspects of periods of history and the present day.	history, linking this to factual understanding of the past.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and Communication	• Sort events or objects into groups (i.e. then and now.) • Use timelines to order events or objects. • Tell stories about the past, including role-play. • Talk, draw or write about aspects of the past.	• Use a wide vocabulary of everyday historical terms to describe objects, people or events in history. • Speak about how he/she has found out about the past e.g. through role-play. • Record what he/she has learned by drawing and writing, including using ICT.	• Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	• Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	• Provide an account of a historical event based on more than one source. • Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.	• Provide an account of a historical event based on more than one source. • Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling, drama role-play, and storytelling and using ICT.

Progression in Application of Historical skills	Summarise Synthesize Explain Demonstrate understanding	Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate Critique Hypothesise

History Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
remember	Time Significant Order Enquire Compare Research Similarity Difference reason	Development Diary Origin Trade Explore Museum Flammable conspire conclusion	Settle Cause Consequence Discover/discovery rebellion point of view	Contradict Prove Disprove Contradict debate	locate	Strategy Defeat Conflict bombard turning point
Subject specific, Tier 3 words						
Friends Family Family tree	Past Present Timeline Chronological Primary source Secondary source Evidence Artefact Era history	Evidence Century Historian historical extinct fossil descendant prehistoric treason parliament	Period Invented Ancient Civilisation Invasion Conquer Archaeology empire hunter gatherer	Legacy Commemorate	Settlement Hypothesise Monarch Divorce Alliance Reformation Dissolution Monasteries Peasant Roman Catholic	Evacuee Ration Coupon Morse code Axis power Allies Telegram Air raid billet

Languages

At the Federation of Fairfield and Colneis, we strive to develop pupils' enthusiasm for language learning. French is taught weekly in KS2 through a variety of cross-curricular games, videos, songs and interactive activities, enabling children to advance their skills in both the target language and their native language in four key areas: reading, writing, speaking and listening. Throughout their time at Colneis, pupils learn to pick out key information from written or spoken passages, and progress from communicating in words and phrases to sentences and short texts. They also practise French phonics and grammar to enable them to read and write with more independence.

We aim for our children to develop real life skills by concluding each topic with a creative task, such as producing an advert, recipe book or news report. We also encourage the pupils to present their projects in groups to enable them to speak with increasing confidence and fluency. Pupils' pronunciation, intonation and conversational skills are also improved as they learn to express their ideas and thoughts in the language.

Repetition is a key part of language learning, so we aim to carry out reinforcement activities during each week to revisit key vocabulary and sentence structures. Teachers also use the target language to give simple classroom instructions.

Furthermore, we allow pupils to deepen their understanding of the world and develop new perspectives by learning about the cultures of a variety of countries, not just France. Pupils are encouraged to be curious and inquisitive about other cultures, identifying similarities and differences between them. We enable pupils to do this by watching video clips and giving them access to authentic resources, such as books written in the target language.

Ultimately, learning a foreign language broadens pupils' opportunities in the world. We highly value its importance and aim for every child to develop a passion for the subject.

French Progression Map

Area of study	Year 3	Year 4	Year 5	Year 6
Listening	I can listen attentively and understand instructions, everyday classroom language and praise words. I can recognise conventions of politeness. I can look at the face of the person and listen attentively. I can use gestures to show that I understand.	I can listen for specific words and phrases. I can understand a range of familiar spoken phrases.	I can listen attentively, and understand more complex phrases and sentences. I can identify the main points from a short, spoken passage.	I can understand longer and more complex sentences or passages. I can identify the main points and some detail from a short, spoken passage.
Speaking	I can perform simple communicative tasks, using single words, phrases and short sentences. I can say and repeat single words and short simple phrases. I can memorise a small part of a spoken text.	I can plan and prepare spoken phrases or short sentences. I can memorise and present a short spoken text.	I can prepare a short presentation on a familiar topic. I can use language known in one context or topic in another context or topic.	I can apply a range of linguistic knowledge to create a simple production or tell a story. I can initiate and sustain a conversation, reusing familiar vocabulary and structures in new contexts.
Memorising	I can use actions and rhymes, and play games to aid memorisation. I can remember individual words.	I can use mental associations to help remember words. I can read and memorise words and phrases.	I can use a variety of techniques to memorise language. I can memorise phrases and simple sentences.	I can compare and reflect on techniques for memorising language. I can memorise simple sentences or a short passage.
Questions	I can recognise question forms and answer simple questions.	I can ask and answer simple questions and give basic information.	I can ask and answer questions on several topics (including interests). I can ask for repetition and clarification.	I can devise questions for authentic use.
Pronunciation	I can imitate pronunciation of sounds. I can pronounce words with some accuracy.	I can accurately pronounce some familiar words and phrases.	I can develop accuracy in pronunciation and intonation in phrases and simple sentences.	I can develop accuracy in pronunciation and intonation in simple sentences and short, spoken texts.

Phonemes and graphemes	I can identify specific sounds (phonemes). I can recognise commonly used rhyming sounds. I can recognise how sounds are represented in written form (graphemes). I read aloud familiar words.	I can listen for sounds, rhyme and rhythm. I can apply some phonic knowledge of the language to support reading and writing.	I can use phonic knowledge to read or write unknown words.	I can identify phonemes/graphemes in sentences and paragraphs.
Reading	I can recognise some familiar words and a few phrases in written form.	I can read and understand a range of written phrases and some simple sentences.	I can understand the main points from a short, written text (including opinions).	I can understand the main points and some detail (including opinions) in familiar contexts.
Spelling and dictionary use	I can notice the spelling of familiar words.	I can use a dictionary to look up spellings.	I can use a dictionary to translate words.	I can use a dictionary to translate vocabulary and gain an understanding of its grammar (e.g. gender, spelling alternatives and word class.)
Using context to determine meaning	I can use the context of what I see and read to determine some of the meaning.	I can use context and previous knowledge to determine meaning.	I can look and listen for aural and visual clues, as well as continue to use context and previous knowledge to determine meaning.	I can listen for clues to meaning, e.g. tone of voice and key words, as well as continue to use context and previous knowledge to determine meaning.
Appreciating French stories, songs, poems and rhymes	I can listen and respond to simple rhymes, stories and songs.	I can follow a short, familiar text, listening and reading at the same time. I can access authentic nonfiction texts.	I can frequently reread a variety of short texts. I can access a range of authentic texts.	I can identify different text types and read short, authentic texts for enjoyment or information.
Comparing language structures	I can compare the French language with English.	I can recognise that texts in different languages will often have the same conventions of style and layout. I can identify different writing systems (e.g. word order or use of masculine and feminine).	I can recognise patterns in simple sentences. I can recognise typical conventions of word order in the foreign language. I can understand that words will not always have a direct equivalent in the language.	I can recognise patterns in more complex sentences and short texts. I can identify patterns in sentence construction.

Grammar	I can understand that each French noun has a grammatical gender.	I can recognise nouns, verbs and adjectives and understand their functions. I can sort words into categories. I can apply simple grammatical knowledge (e.g. simple agreements or singular/plural).	I can manipulate language by changing an element in a sentence. I can apply grammatical knowledge (agreements, singular/plural and verb conjugations) to make sentences. I can integrate new language into previously learnt language.	I can evaluate my own and other's writing, proof reading for grammatical inaccuracies.
Writing	I can write or copy simple words, symbols or phrases correctly.	I can write simple phrases or short sentences, using a model, and some words from memory.	I can write simple sentences and short texts, using a reference. I can express simple opinions.	I can write sentences and short texts on a range of topics, using a model. I can use knowledge of words, text conventions and structure to build written passages.
Negatives (ne…pas)	I can recognise negatives.	I can repeat/copy negative sentences accurately.	I can understand and use negatives in sentences.	I can understand and use negatives in sentences containing conjunctions.
Intercultural understanding	I can understand that different cultures may have different routines and traditions. I can name some different languages. I know some facts about one country.	I can identify similarities and differences between cultures. I can compare traditional stories. I know how children of different cultures celebrate special days.	I can imagine what it would be like to be a child in a different country. I can compare my life to that of children from different cultures and countries.	I can present information about an aspect of culture. I can compare attitudes towards everyday life.

French Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
			masculine feminine repetition translate gender pronunciation intercultural understanding	negative singular plural nationality opinion	conjugate intonation aural visual context dictation	clarification manipulate element Intercultural Understanding Official currency monarch population persuade verb authentic original produce direct genre

Music

At Fairfield and Colneis, we believe music is a universal language and one of the highest forms of creativity that can develop confidence and sense of achievement within children. Music reflects the culture and society we live in and therefore the teaching and learning of music enables children to have a better understanding of the world they live in. It is a vehicle for personal expression and it can play an important part in the development of the child.

Building on the musical horizons of each child, we strongly believe children should be given the opportunity to share their musical skills at different events, in and outside school. It plays an important part in helping children feel that they belong to a community. It is our aim that each child becomes a confident performer, as this an essential skill that is adaptable to all their learning. We provide opportunities for all children to create, play, perform and enjoy music. This gives them the chance to develop their listening and appraising skills while appreciating a wide variety of musical genres. Also, the children can begin to make judgements about the quality of music they listen to and what they like and dislike, which is important for children while their personalities are forming.

However, we take each child at their own speed and support children who are less confident and encourage them to flourish.

We strive to make music lessons enjoyable and inspiring; encouraging children to participate in a variety of learning experiences through which we aim to build the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing children's ability to sing in tune and with other people. We believe through singing songs and learning to play a variety of instruments children learn about the structure and organisation of music: teaching them to listen, to appreciate different forms of music, enjoy making music together, to understand musical notation, to improvise and to compose pieces of music. As children progress through the school, they are expected to maintain their concentration and to listen to more extended pieces of music. By developing descriptive skills in music lessons, children learn about how music represents feelings and emotions.

	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Sing, Play and Perform	Sings entire songs and tries to reproduce the pitch of a tone sung by another. Sings the melodic shape of familiar songs Uses voice in different ways such as speaking singing and chanting; confidently using actions. Creates and chooses sounds to perform single rhythmical patterns; beginning to show awareness of pulse. Follows instructions during lessons (caring for instruments) Recalls some names of percussion instruments used. Begins to consider others when performing. Repeats short rhythmic patterns.	Uses voice expressively and creatively to sing with a sense of shape of the melody. Creates and chooses sounds for a specific affect. Performs rhythmical patterns and accompaniments; maintaining a steady beat. Confidently recalls the names of percussion instruments used. Creates simple rhythmical patterns that use a small range of notes. Begins to explore and choose and order sounds using the inter-related dimensions of music. Considers others when performing.	Sing in tune. Perform simple melodic and rhythmic parts. Beginning to understand the importance of pronouncing the words in a song well. Begin to show control in voice. Begin to vary dynamics with my voice and instruments when working alone or with others. Begin to perform with confidence to a familiar audience. To hold the recorder correctly and To begin to produce a note on a recorder. Begin to play recorder in time with accompaniment. Begin to understand the duration (length) of notes.	Sing in tune with awareness of others. Sing songs from memory with accurate pitch. Understand the importance of pronouncing the words in a song well. Show control in voice. Perform simple melodic and rhythmic parts with awareness of others. Maintain a simple part within a group. Play notes on instruments with care so they sound clear (Glockenspiels). Perform with control and awareness of what others in the group are singing or playing.	When singing, show increased control with voice – loud, quiet. Whilst performing by ear and from notation maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Perform songs with an awareness of the meaning of the words. Perform songs in a way that reflects their meaning and the occasion. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). Play more complex rhythms with awareness of timing. Perform songs with an understanding of the relationship	Sing or play from memory understanding the importance of posture and breathing when singing. Show confidence in pronouncing words clearly. Show increased control in voice – clear changes in pitch. Refine and improve their own work. Sing or play significant parts from memory and with notation with confidence, expression and in tune. Sing a harmony part confidently and accurately. Perform songs alone and in a group, displaying a variety of techniques and to a variety of audiences both

					between lyrics and melody. Vary and maintain rhythms to fit style e.g. blues, waltz, African etc.	familiar and unfamiliar. Vary and maintain rhythms to fit style e.g. blues, waltz, African etc. Take turns to lead a group. Use different venues and occasions to vary my performances.
Improvise and Compose Music	Identifies and organises sounds using simple criteria…E.g. loud, soft, high, low. Thinks about and makes simple suggestions about what could make their own work better E.g. changes to voice or play faster or louder.	Creates simple rhythmical patterns that use a small range of notes. Begins to explore sound – choosing the order of notes and considers the dynamics of the music. Identifies what improvements could be made to their own work and make these changes including altering my voice, playing of and choice of instrument. Gives and accepts constructive comment on my own and others work.	Improvise short phrases on the glockenspiel using 3 notes. Improvise playing 2 notes on the recorder. Begin to compose simple phrase of melodies and rhythms. Carefully choose sounds to achieve an effect. Create short musical patterns with long and short sequences and rhythmic phrases. Order sounds to help create an effect. Begin to understand how the interrelated	Improvise repeated patterns growing in sophistication. Improvise within a group using short, long sounds and ordering them using up to notes. Compose music that explores pitch - high and low, and rhythm – short and long Compose with an awareness of the effect of several layers of sound. Compose and perform simple melodies and songs. Begin to use sound to create abstract effects. Recognise and create repeated	Improvise melodic and rhythmic phrases as part of a group performance using up to 6 notes. Improvise with confidence and an awareness of rhythm, context and purpose. When composing, consider the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures – consider structure, pitch, rhythm, timbre Become more confident to create	Improvise melodic and rhythmic material within given structures using notes from C major scale. Show thoughtfulness in selecting sounds and structures to convey an idea. Use a variety of different musical devices including melody, rhythms, and chords to create their own musical patterns. When composing represent sounds on a graphic score with symbols (notes, rests and dynamics) with an awareness

			dimensions of music can be used together to compose music.	patterns with a range of instruments. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect.	abstract effects for a purpose. Awareness of the effect of several layers of sound and how this is achieved. When composing vary and maintain rhythms to fit style e.g. blues, waltz, African etc. Refine and improve composition	of balance, tempo and dynamics Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody. Demonstrate imagination and confidence in the use of sound. Use ICT to organise musical ideas. Show thoughtfulness in selecting sounds and structures to convey an idea. Refine and improve my work. Compose four bars of music using up to 5 notes with a semiquaver, quaver, crotchet, minim and semibreve understanding of note value and time signature and melody.

	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Listen and Appraise – Appreciate and understand a wide range of live and recorded music.	Listens to short simple pieces of music and talk about when and why they may hear it. E.g. Lullaby or Wedding march. Confidently listens and responds to music/musical games. Talks about how music makes them feel or want to move. Gives and accepts constructive comment on their own and others work. Begins to understand that the interrelated dimensions of music can be used to create different moods and effects. Anticipates changes in music E.g. loud, soft, high, low. Recognises different styles of music and links it to topic work.	Confidently listens and responds to music/musical games. Sharing ideas. Responds to different moods in music and explains thinking about change in music. Understands how the interrelated dimensions of music create different moods and effects. Listens to a piece of music and is able to discuss where it may be heard, explaining why, using simple musical vocabulary E.g. It's quiet and smooth so it would be good for a lullaby.	Begin to understand the different cultural meanings and purposes of music, including contemporary cultural Begin to understand music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. Begin to recognise and identify instruments being played. Comment on likes and dislikes. Begin to understand what the interrelated dimensions of music	Begin to recognise and identify instruments and numbers of instruments and voices being played. Compare music and express growing tastes in music. Listen to and evaluate a wide range of live and recorded music, including throughout history and different cultures understanding that music can be played or listened to for a variety of purposes. Notice, analyse and explore the way sounds can be combined and used expressively. Comment on musicians, use of technique to create effect by beginning to consider how the interrelated	Recognise a range of instruments and voices. Share views of like and dislikes confidently. Understand the different cultural meanings and purposes of music, including contemporary cultural Know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures). Evaluate how music is affected by venue, occasion, purpose and performer. Notice and explore the relationship between sounds and how music reflects different intentions. Understand how lyrics reflect the cultural context and have social meaning.	Notice, comment on and compare the use of musical devises. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions. Understand how lyrics reflect the cultural context and have social meaning. Appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing. Understand the different cultural meanings and purposes of music, including contemporary cultural Know that music can be played or listened to for a variety of

			are and begin to comment on: **Pitch**: recognise and respond to high, low and middle sounds. **Duration**: recognise and respond to a pulse and patterns of long and short sounds. **Dynamics:** understand loud, quiet and silence. **Tempo:** understand fast and slow **Timbre:** identify different percussion sounds and how they are made. **Texture:** recognise and respond to one sound leading to many sounds. **Structure**: understand and identify beginning, middle and end and use of repetition and introduction	dimensions of music can be used together to compose music. When listening can comment on: **Pitch**: recognise and respond to higher and lower sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. **Duration:** distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm pattern and syncopated rhythms. **Dynamics**: understand getting louder and quieter in finer graduations. **Tempo**: understand getting faster and slower in finer graduations Timbre: identify a range of instruments by name and how they are played. Discuss the quality of 'voice'	Evaluate how music is affected by venue, occasion, purpose and performer. Appreciate harmonies and work out how drones and melodic ostinato are used to accompany singing. Compare and evaluate different kinds of music using appropriate musical vocabulary and explain and how interrelated dimensions of music, features and styles can be used together to compose music. **Pitch**: identify steps, leaps and repeated notes. **Duration**: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. **Dynamics**: understand how a wider range of dynamics can be used for expressive effect.	purposes. (including throughout history and in different cultures) Analyse and compare musical features choosing appropriate musical vocabulary. When listening and appraising, use musical vocabulary to help me understand and comment on: **Pitch**: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments. **Duration**: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm. **Dynamics**: understand how a wider range of dynamics can be used for expressive effect.

				of both instrumental and vocal pieces. **Texture**: recognise different combinations of layers in music. **Structure**: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs	**Tempo**: understand how a wider range of tempi can be used for expressive effect. **Timbre**: Discuss the 'quality' of voice of vocal and instrumental pieces. **Texture:** begin to understand different types of harmony (simple parts, use of chords, a cappella) **Structure:** develop an understanding of conventional musical structures (repeat signs, coda)	**Tempo**: understand how a wider range of tempi can be used for expressive effect. **Timbre**: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir) **Texture:** Understand different types of harmony (simple parts, use of chords, acappella) **Structure:** develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).
Use and understand musical notation.	N/A	N/A	Understand that notes have names and values. Begin to follow notation as well as notes names of notes. Use real or invented signs and symbols to make, record music.	Begin to learn to read notation. Begin to use Staff and musical notation when composing work. Begin to understand duration Know how many beats in a minim,	Gaining confidence to use standard musical notation of quaver, crotchet, minim and semibreve to indicate how many beats to play. Read the musical stave and can work	Quickly read notes and know how many beats they represent. Use of a variety of notation when performing and composing. Represent sounds on a graphic score with

			Know how many beats in a minim, crotchet and semibreve and recognise their symbols.	crotchet and semibreve and recognise their symbols. Know the symbols for the different rests in music, and use silence for effect.	out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave. Read the time signature and can Begin to understand the symbols for dynamics i.e *p mp mf ff*	an awareness of balance, tempo and dynamics Understand the symbols for dynamics ie. *p mp mf ff crescendo and diminuendo*

Music Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
music sounds actions sing voice songs perform instruments create clap	low high faster slower speed chanting pattern tune loud quiet	beat count note time expression creative silence still pause rest	increase decrease duration temp upbeat lively position (hand) breathe copy back	audience rap repeat theme appraise musical theatre relaxed practice impact history	mic (microphone) alternate beats off beat value gradual hook bass evaluate	compare repetition major scale minor scale steady beat score pluck pick jazz chord
Subject specific, Tier 3 words						
Chinese Gong African Drums Tambourine Claves Tibetan Bells Rain stick Cymbal	composer pitch tone rhythm pulse mood percussion melody	accompaniment dimension lyrics improvise compose recorder glockenspiel choir	scale duet notation solo harmony sharp flat treble clef semibreve minim	orchestra texture layers call and response vocals gospel soul chorus verse	distortion amplified venue phrase dynamics abstract popular	a cappella bass clef treble clef key signature time signature ukulele middle 8

Religious Education

At Fairfield and Colneis we believe that at the heart of promoting religious understanding and beliefs is respect. R.E is a subject that explores the idea of respect through teaching skills of acceptance. Children will learn to listen to others' views and respect them even if they differ from their own, develop sensitivity towards the feelings of others and question their own bias. The children will learn skills of self-awareness and the importance of open mindedness and the effects of their ideas on other people, whilst being able to feel confident about their beliefs and identity. R.E is an important tool in challenging prejudice and discrimination through defining the idea of community and realising we are part of a hugely diverse society.

In the RE classroom, pupils will be encouraged to understand that 'everybody stands somewhere'. Everyone has a personal worldview which affects how they see life, the world around them and other people. This worldview may be related to a particular religion or secular organisation; it may grow, develop and change over time. The 'Where do I stand?' Suffolk Agreed Syllabus for RE requires all pupils to think deeply about different religions and worldviews, and the complexity and diversity of belief and practice which surround them. It also requires discussion of 'Big Questions', which provide space for all pupils to draw on new learning, to explain their own ideas, and to form, strengthen or refine these. R.E will provide the children with an understanding of Christianity and other religions from around the world and their traditions.

The RE curriculum balances learning about religion and learning from religion. Children are taught key religious beliefs, concepts, traditions and rituals. They then learn to reflect on how these may apply to their own lives and others, through the 'Big Questions'.

Religious Education Progression Map – KS1			
		Year 1	Year 2
Learning about Religion and Belief 	a) Beliefs, Teachings and Sources	Remember a faith story and know it is special to.	Tell a faith story and say why it might be important to a believer.
	b) Practices and Ways of Life	Use the right names for things that people might do in a religion.	Talk about some things that are similar for different religions people.
	c) Forms of Expression	Recognise and talk about art, symbols and words.	Say what some religious symbols stand for and what some religious art or music are about.
Learning from Religion and Belief 	d) Identity, diversity and belonging	Talk about things that happen to themselves, their friends and families.	Ask about what happens to others, including religious people, with respect for their feelings.
	e) Meaning, Purpose and Truth	Talk about things they can learn in stories, including religious stories.	Talk about some things in stories, including religious stories, that make people ask questions.
	f) Values and Commitments	Talk about what is important to themselves and other people.	Talk about what is important to others including religious believers, with respect for their feelings.

Religious Education Progression Map – KS2					
		Year 3	Year 4	Year 5	Year 6
Learning about Religion and Belief 	g) Beliefs, Teachings and Sources	Describe what a believer might learn from a religious story.	Describe what believers might learn from a religious story about God or life.	Make links between the beliefs of different religious groups and show how they come from particular teachings and sources.	Make links between the beliefs of different religious groups and show how they are connected to believers lives.
	h) Practices and Ways of Life	Describe some things religious people do as part of their faith that are similar.	Describe some things religious people do as part of their faith that are the same and some that are different.	Use the right religious words to describe practices and experiences which may be involved in belonging to different religious groups.	Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary.
	i) Forms of Expression	Use religious words to describe some of the different ways people show their beliefs.	Describe some of the different ways people show their beliefs using religious words, symbols or art.	Explain how believers have expressed their religious beliefs in a range of styles and words, and suggest reasons for this.	Express religious beliefs in a range of styles and words used by believers and explain what they are trying to convey.
Learning from Religion and Belief 	j) Identity, diversity and belonging	Recognise some of the things which influence themselves eg. Family friends, faith.	Compare some of the things that influence them with those that influence other people, including religious believers.	Ask questions about groups people belong to and suggest answers which refer to people who have inspired and influenced themselves and others.	Ask questions about the diversity of groups people belong to, and suggest answers which refer to peoples heritage, background, choices or beliefs.
	k) Meaning, Purpose and Truth	Ask good 'big' questions about life and communicate some of their ideas for answers.	Ask important questions about life and compare ideas with those of other people, including religious believers.	Ask questions about the meaning and purpose of life and suggest an answer of their own as well as one given by a member of a religious group.	Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, world views.
	l) Values and Commitments	Link things that are important to themselves with the way they think and behave	Link things that are important to themselves, and others, with the way people think and behave.	Ask questions about moral decisions they and others make as a result of their values and commitments, including some based on religious beliefs.	Suggest what might happen as a result of different moral decisions including those made with reference to religious and non-religious beliefs/values.

RE Vocabulary Ladder

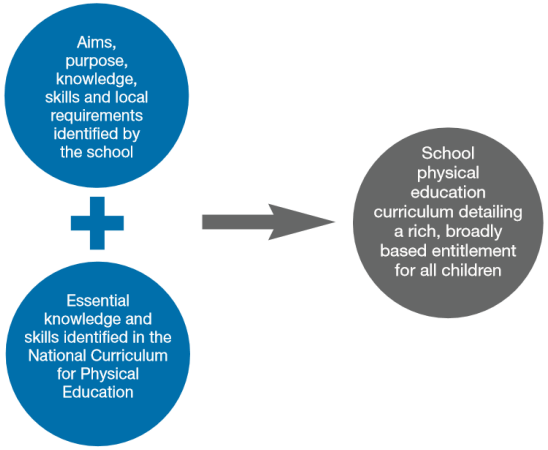
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
Christian Christianity church Christmas	religion belief faith symbols Christian Christianity bible worship belonging moral	religion faith belief symbol worship compassion Christianity saviour festival symbolism	celebrate pray obey submitting reconciliation conflict forgiveness duty prophet founder	hope inspire inspiration encourage compassion rescue consequence popular duty mission	discuss consequence popular congregation illustration possession valuable influence international occasion	gospel chapter verse sacred belief eternal journey spiritual
Subject specific, Tier 3 words						
Hindu Diwali Festival of lights Nativity Easter	cross Judaism Jewish Mitzvah Star of David Shabbat synagogue parable faith christening	Relics congregation merciful Judaism Passover synagogue mosque incarnation Emmanuel Islam	Hinduism Judaism Diwali karma shrine pilgrimage covenant Hebrew	saviour salvation Sikh Varnashrama dharma Ramnavrami Dussehra origami lotus	Islam scripture proverb revelation deity desecration holiness refuge commemorate devotion	parable theism divine Holocaust pluralist resurrection Sabbath Barmitzvah

Physical Education

Here at Fairfield and Colneis we encourage children to participate in a wide range of sports and games to motivate and engage the children to build positive views on an active lifestyle. Through our PE lessons we encourage children to develop team building and communication skills, understanding that resilience is key for both our own performance and the achievements of others.

Through our curriculum and extra-curricular activities children will have the opportunity to;

- Compete against peers and children from other schools.
  - Intra school competitions. Within our schools and year groups children will have the opportunity to compete in a range of sports including sports day.
  - Inter school competitions. Our schools enter a range of competitions both at local and county level.
- Learn how to swim
  Children will begin regular swimming lessons at the end of Year 2 and into Year 3. Children in Year 5 and 6 will receive lessons at the leisure centre to achieve their 25m and safety. They will then have the opportunity to swim in the school pool weekly developing strong swimming and lifesaving techniques.
- Attend sports clubs
  Your child will be able to access a wide range of lunch and after school sports clubs run by coaches and staff to continue to develop their skills and passion for sports.
- Sports leaders / Play leaders
  As your child progresses through school they will be able to take on a leadership role within sports learning to lead games and teach younger pupils.
- Engage in outdoor learning
  The outdoor environment is very important to us here at Fairfield and Colneis therefore like to extend out Physical Education to the outdoor environment to encourage running, jumping, climbing while learning in the outdoor environment.
- Enrichment opportunities
  We believe that it is important to provide a breadth of sporting opportunities and therefore try and teach a unique range of sports and performing arts.



PE Progression of skills and knowledge map

"A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect."

Healthy lives – warm up, cool down, body parts and muscle groups

Year group	Healthy lives	Warm up and cool down
Year 1	Begin to talk about how our bodies feel during activity.	Copy and imitate a warm up and cool down giving suggestions as to which body part should be warmed up next. Helping to count stretches.
Year 2	Describe how their bodies feel in various activities and offer suggestions as to why they feel like this.	Copy and imitate a warm up and cool down. Giving suggestions as to which body part should be warmed up next and exercises that could be used. Helping to count stretches. Begin to understand the importance of warming up and cooling down.
Year 3	Begin to understand the impact of physical activity on health.	Copy and imitate a warm up and cool down. Influence the warm up by picking the next exercises. Helping to count stretches. Begin to understand the importance of warming up and cooling down.
Year 4	Explain why physical activity and exercise is important for good health.	Lead a warm up and cool down in small groups. Sharing with others a warm up sequence thinking carefully about which body part should come next. Begin to give reasons as to why we warm up and cool down.

Year 5	Describe the effects that exercise has on our bodies and how it is valuable to health and fitness.	Pupils explain basic safety principles for warming up and cooling down. Lead a warm up and cool down in groups. Sharing with others a warm up or cool down sequence thinking carefully about which body part should come next and why.
Year 6	Pupils explains how their body reacts to different types of exercise and the impact and importance on health and well-being.	Pupils explain basic safety principles for warming up and cooling down. Independently lead their own warm up and cool down sequence. Explain why they have chosen this order thinking about the impact of exercise on the muscles and body.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Balance – to imitate and hold a balance by isolating different parts of the body. Co- ordination – perform with control and fluidity. Travel – explore space by travelling in different ways. Rhythm/ dynamics - explore different speeds of movement. Explore body movement – use different body parts to make different shapes and movements. Link movements together – copy a sequence of movements by linking basic movements together – e.g step and a turn. Perform in front of peers- perform longer dance phrases and simple dances. Choose movements – children begin to choose movements to fit a dance idea/ theme or topic from the movements demonstrated. Topics taught – space dance, traditional tales dance.	Balance – to imitate and hold a balance by isolating different parts of the body for a longer period. Co- ordination – perform with control and fluidity with more precision. Travel – explore space by travelling in different ways. thinking about the speed and direction of their movement. Rhythm/ dynamics - explore different speeds of movement and match this with the speed of music. Learn to count the music in sets. Explore body movement – use different body parts to make different shapes and movements creating and improving their own movements. Link movements together – copy a sequence of movements and extend the sequence of movements themselves. Perform in front of peers- perform longer dance phrases and simple dances and provide feedback to peers. Choose movements – children begin to choose their own movements to	Balance and co-ordination – perform with greater fluency and control within their dances. Travel – use a wide range of movements to travel. Thinking about expressing the mood and feeling of the dance. Use travel when improvising. Rhythm/ dynamics – understand different speeds of movement and match this with the speed of music. Understand that you need to count music in sets. Explore body movement – show greater fluency and control when moving different body parts. Create movements and sequences creating and improving this independently or in small groups. Link movements together – create a sequence of movements and extending and building on a taught sequence. Perform in front of peers- perform longer dance phrases and simple dances and provide feedback to peers.	Balance and co-ordination – perform with fluency and control within their dances performing structured and varied longer dances. Travel – use a wide range of movements to travel. Thinking about expressing the mood and feeling of the dance. Use travel when improvising. Rhythm/ dynamics – Utilise different speeds of movement and match this with the speed of music. Understand that you need to count music in sets. Show a good sense of rhythm and style when performing. Develop body movements –. Create movements and sequences creating and improving this for themselves and others. Link movements together – create a sequence of movements and extending and building on a taught sequence. Perform in front of peers- perform confidently in front of peers provide feedback to improve. Choose movements – children begin to choose their own movements to	Balance and co-ordination – perform with fluency and control within their dances performing structured and varied longer dances. Travel – use a wide range of movements to travel. Thinking about expressing the mood and feeling of the dance. Use travel when improvising. Rhythm/ dynamics – Utilise different speeds of movement and match this with the speed of music. Understand that you need to count music in sets. Show a good sense of rhythm and style when performing. Develop body movements –. Understand dance composition to create dance phrases creating and improving this for themselves and others understanding the form of dances. Link movements together – create a sequence of movements and extending and building on a taught sequence. Perform in front of peers- Plan and perform confidently in front of peers and audiences. Accepting feedback to	Balance and co-ordination – perform with fluency and control within their dances. Travel – use a wide range of movements to travel utilising space and thinking about formation. Thinking about expressing the mood and feeling of the dance. Use travel when improvising. Rhythm/ dynamics – Utilise different speeds of movement and match this with the speed of music. Understand that you need to count music in sets. Show a good sense of rhythm and style when performing. Develop body movements –. Understand dance composition to create dance phrases creating and improving this for themselves and others understanding the form of dances. Link movements together – Create, refine and structure movements and patterns with artistic understanding. Perform in front of peers- Plan and perform

	Musical theatre – dance enrichment	fit a dance idea/ theme or topic. Recognise and use dance vocabulary such as skipping, galloping, phrase, timing, follow, weave etc. Topics taught – firework dance, country dancing. Musical theatre – dance enrichment	Choose movements – children begin to choose their own movements to fit a dance idea/ theme or topic. Recognise and use dance vocabulary such as duet, relationship, timing, levels etc. Reflecting and developing sequences they have created. Topics taught – Roman dance.	fit a dance idea/ theme or topic. Recognise and use dance vocabulary such as mirror, symmetry, solo, unison, formation and position. Reflecting and developing sequences they have created. Topics taught – Greek dance, samba dance.	improve and develop their dance. Selecting movements – adapt skills to meet the demands of a range of dance styles. Expression and sensitivity – show expression in their dances and sensitivity to the music or topic. Recognise and use dance vocabulary such as communicate cannon, unison, form, motifs, composition, stimulus, dynamics and contrast etc Reflecting and developing sequences they have created. Topics taught – Hakka, Tudor	confidently in front of peers and audiences. Accepting feedback to improve and develop their dances. Selecting movements – adapt skills to meet the demands of a range of dance styles. Expression and sensitivity – Interpret different stimuli with imagination and flare. Show expression in their dances and sensitivity to the music or topic. Communicate the artistic intention of the dance. Recognise and use dance vocabulary such as levels, action, reaction, special pattern, narrative and character etc. Topics taught – James Bond, WW2 themed dance.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Explore body movements and shapes – show different movements when they are tensed, relaxed, stretched and curled. perform longer gymnastic phrases with clear beginning, middles and ends. Link body movements – create a short sequence	Explore body movements and shapes – show different movements when they are tensed, relaxed, stretched and curled. Perform gymnastic phrases with control and fluency and responding in a more imaginative way. Link body movements – plan sequences of	Explore body movements and shapes – show different movements using the floor and mats. Perform gymnastic phrases with control and fluency and responding in a more imaginative way. Link body movements – work on longer sequences showing control, accuracy	Explore body movements and shapes – show different movements using the floor and mats. Perform gymnastic phrases with control and fluency, building and strengthening muscle groups. Respond in a more imaginative way.	Explore body movements and shapes – show different movements using the floor and mats. Perform gymnastic phrases with control and fluency, building and strengthening muscle groups. Respond in a more imaginative way.	Explore body movements and shapes – show different movements using the floor and mats. Design and perform gymnastic phrases they have made with control and fluency, building and strengthening muscle groups. Respond to a stimulus in an imaginative way.

	by linking basic movements. Control and co-ordination – hold a range of balances on the floor and on equipment. Repeat sequences with control and co-ordination. Travelling – demonstrate travel using hands and feet. Explore apparatus- use apparatus to show travel and climbing. Perform a variety of rolls- controlling the body to roll sideways. Use appropriate gymnastic language – rolling, turning, jumping, tucked, curled and stretched.	movement independently by linking basic movements. Control and co-ordination –perform a wider range of gymnastic agilities with confidence on the floor and on equipment. Repeat sequences with control and co-ordination. Travelling – demonstrate travel using hands and feet. Explore apparatus- use apparatus to show travel and climbing. Perform a variety of rolls- controlling the body to roll sideways and on your back. Use appropriate gymnastic language – pathway, fluency, smoothly, control, performance, sequence, body shapes, long, wide, levels and tucked. Evaluate and assess performances clearly – recognising what is good quality.	and consistency of movement. Include changes in level, direction and speed in sequences. Adapt short sequences to be performed by small groups or partners. Control and co-ordination –develop strength and flexibility to support performance of movement. perform a wider range of gymnastic agilities with confidence on the floor and on equipment. Repeat sequences with control and co-ordination. Travelling – demonstrate a wide range of travelling using large and small body parts. Explore apparatus- use apparatus to show travel, climbing and balance. Perform a variety of rolls- controlling the body to roll forwards, sideways on the back. Use appropriate gymnastic language – pathway, fluency, smoothly, control, performance, sequence, body shapes, long, wide, levels and tucked. Evaluate and assess performances clearly – recognise similarities and differences between	Link body movements – choose, practise, refine and perform longer sequences showing control, accuracy and consistency of movement. Include changes in level, direction and speed in sequences. Adapt short sequences to be performed by small groups or partners. Control and co-ordination –develop strength and flexibility to support performance of movement. perform a wider range of gymnastic agilities with confidence on the floor and on equipment. Repeat sequences with control and co-ordination. Travelling – demonstrate a wide range of travelling using large and small body parts. Differentiate the level of travel. Explore apparatus- use apparatus to show travel, climbing and balance. Develop strength from using apparatus. Perform a variety of rolls- controlling the body to roll forwards, sideways on the back. Use appropriate gymnastic language – pathway, twisting, turning, levels, refine,	Link body movements – choose, practise, refine and perform longer sequences showing control, accuracy and consistency of movement. Including contrasting shapes, actions, balances and dynamics. Easily adapt and refine sequences for different situations. Show clear individual movements and transfer smoothly from one movement to the other. Control and co-ordination –develop strength and flexibility to support performance of movement. perform a wider range of gymnastic agilities with confidence on the floor and on equipment. Repeat sequences with control and co-ordination. Travelling – demonstrate a wide range of travelling using large and small body parts. Differentiate the level of travel. Explore apparatus- use apparatus to show travel, climbing and balance. Develop strength from using apparatus. Perform a variety of rolls- controlling the body to roll forwards, sideways on the back.	Link body movements – choose, practise, refine and perform longer sequences showing control, accuracy and consistency of movement. Including contrasting shapes, actions, balances and dynamics. Easily adapt and refine sequences for different situations. Show clear individual movements and transfer smoothly from one movement to the other. Control and co-ordination –develop strength and flexibility to support performance of movement. perform a wider range of gymnastic agilities with confidence on the floor and on equipment. Repeat sequences with control and co-ordination. Travelling – demonstrate a wide range of travelling using large and small body parts. Differentiate the level of travel. Explore apparatus- select and organise apparatus safely to suit the needs of a task. Use apparatus to show travel, climbing and balance. Develop strength from using apparatus.

			performances. recognise what is good quality and suggesting some ways to improve this.	synchronisation, alter and. Evaluate and assess performances clearly – recognise similarities and differences between performances. recognise what is good quality and suggesting ways to improve this. Then take one area to focus and adapt.	Use appropriate gymnastic language – pathway, twisting, turning, levels, refine, synchronisation, alter and. Perform in front of an audience taking a lead in preparing a sequence. Evaluate and assess performances clearly – Judge the strengths and weaknesses and choose on focus for improvement.	Perform a variety of rolls- controlling the body to roll forwards, sideways on the back. Use appropriate gymnastic language – pathway, twisting, turning, levels, refine, synchronisation, alter and. Perform in front of an audience taking a lead in preparing a sequence. Evaluate and assess performances clearly – Use their own criteria to judge the strengths and weaknesses of a performance and then suggest different ideas that will lead to improvements. Perform the movements needed for a vault - learn how to safely mount and dismount using a vault.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	Rolling – using basic underarm technique to roll a ball. Throwing – use basic underarm throwing to throw and catch and throw to a partner.	Rolling – using basic underarm technique to roll a ball. Throwing – use basic underarm throwing to throw and catch and throw to a partner and feed a ball for hitting.	Rolling – using basic underarm technique to roll a ball. Throwing –throw a ball over a long distance. Use both sides of the body to throw a ball. Throw to a partner to feed a ball for hitting. Changing the	Rolling – using basic underarm technique to roll a ball. Throwing –throw a ball over a long distance. Use both sides of the body to throw a ball. Throw to a partner to feed a ball for hitting. Changing the speed and pace of a	combining the above skills… Invasion – use a number of different techniques to pass, dribble and shoot. Play games confidently understanding the rules of the game. Control the ball consistently. Use a range	combining the above skills… Invasion – use a number of different techniques confidently and effectively to pass, dribble and shoot. Understanding the rules of different games and play in a number of

	Catching – move in line to catch a medium size ball using a cradle technique. Attacking – showing a good use of space. Making decisions of where and when to pass. Defending - knowing how to tackle and intercept safely. Understand basic tactics to prevent others scoring e.g. moving to stop the ball. Team work – to work with a team mate(s) to pass, throw and catch. Begin to think about how working together helps to achieve points. Dribbling – learning the basic movement needed to dribble using bouncing, kicking and equipment. Topics taught – games activities.	Catching – move in line to catch a medium size ball using a cradle technique. Attacking – showing a good use of space. Making decisions of where and when to pass. Defending - knowing how to tackle and intercept safely. Understand basic tactics to prevent others scoring e.g. moving to stop the ball. Team work – to work with a team mate(s) to pass, throw and catch. Begin to think about how working together helps to achieve points. Dribbling – learning the basic movement needed to dribble using bouncing, kicking and equipment. Hitting – using rackets to hit the ball using underarm technique. Learning to hit a ball over a net. Topics taught – games activities, Tennis.	speed and pace of a throw. Catching – knowing where to stand to catch. Learning to move in line to catch and use both hands. Attacking – showing a good use of space and awareness of what is going on around them. Making decisions of where and when to pass. Defending – Knowing how to defend their court using and interpreting rules fairly. Understand varied tactics to prevent others scoring e.g. moving to stop the ball. Respond to what is going in the game and adapt accordingly. Team work – to work with a team mate(s) to pass, throw and catch. Begin to think about how working together helps to achieve points. Dribbling – learning the basic movement needed to dribble using bouncing, kicking and equipment. Hitting –hit a bowled ball with force and with a target in mind. Learning to hit a ball over a net. Learning to change the position of the racket.	throw. Increased accuracy in aim and execution. Catching – knowing where to stand to catch. Learning to move in line to catch and use both hands with increased accuracy. Attacking – keep possession of the ball and make progress consistently having a strong influence on the game. Showing a good use of space and awareness of what is going on around them. Making decisions of where and when to pass. Defending – Knowing how to defend their court using and interpreting rules fairly. Understand varied tactics to prevent others scoring e.g. moving to stop the ball. Respond to what is going in the game and adapt accordingly. Team work – to work with a team mate(s) to pass, throw and catch. Begin to think about how working together helps to achieve points. Dribbling – learning the basic movement needed to dribble using bouncing, kicking and equipment.	of skills in attack and defence and explain what is more or less effective in the game making changes to improve performance. Net/wall- use a wide range of shots with a good degree of consistency and accuracy. Start a game with a serve of choice. Work collaboratively with a partner or team. Understand the need for tactics and use these to influence the game. Evaluate their play and think of improvements. Striking and fielding- play games effectively reading situations and responding quickly. Bat, bowl and field with control. Use a range of tactics for attacking and defending. Identify strengths and weakness in play and think about improving. Topics taught – Rugby, basketball, hockey, Volleyball and Cricket	positions understanding attacking and defending positions. Choose skills and tactics which meet the needs of the situation. Make decisions quickly in games. Evaluate performance and suggestion improvements. Net/wall- use a wide range of shots consistently and effectively with increasing accuracy. Start a game with a serve of choice. Work collaboratively with a partner or team. Understand the need for tactics and use these effectively. Evaluate their play identifying strengths and weaknesses and think of improvements. Striking and fielding- play games effectively reading situations and responding quickly. Bat, bowl and field with control. Use a range of tactics for attacking and defending. Identify their own and other strengths and weakness in play and think about improving. Topics taught – rugby, dodgeball, netball, badminton, cricket, rounders

			Striking and fielding – play games with speed and precision. Collect, stop and intercept a ball with efficiency Evaluate and comment on simple tactics. Identify good elements of play and areas to be improved. Make tactical decisions quickly. Topics taught – invasion games, handball, hockey, football, dodgeball, cricket/rounders and tennis	Hitting –hit a bowled ball with force and with a target in mind. Learning to hit a ball over a net. Learning to change the position of the racket. Using sticks and clubs to hit a ball. Striking and fielding – play games with speed and precision. Collect, stop and intercept a ball with efficiency knowing where to stand. Evaluate and comment on simple tactics. Identify good elements of play and areas to be improved. Make tactical decisions quickly. Know strength, stamina and speed are important in games. Topics taught – Netball/basketball, football, golf, handball, cricket, rounders and tennis.		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	Running – run at fast, medium and slow speeds knowing when to use each speed. Throwing – to hold an object, aiming at a target and throw with relative force. Jumping – demonstrate a range of different jumps	Running – run at fast, medium and slow speeds knowing when to use each speed for a sustained period of time. Throwing – to hold an object, aiming at a target and throw with relative force with increased accuracy.	Running – demonstrate good technique, consistency and fluency when running. Run at fast, medium and slow speeds knowing when to use each speed for a sustained period of time. Work in a team to run a relay.	Running – demonstrate good technique, consistency and fluency when running. Run at fast, medium and slow speeds knowing when to use each speed for a sustained period of time. Work in a team to run a relay.	Running – demonstrate good technique, consistency and fluency when running. Run at fast, medium and slow speeds knowing when to use each speed for a sustained period of time. Work in a team to run a relay. To develop stamina for running and improve times.	Running – demonstrate good technique, consistency and fluency when running. Run at fast, medium and slow speeds knowing when to use each speed for a sustained period of time. Work in a team to run a relay. To develop stamina for running and improve times

	that take off from two feet and land on two feet. (pencil jump, star jump) Hopping- to start on two legs and land on one leg and repeat more than once.	Jumping – demonstrate a range of different jumps that take off from two feet and land on two feet. Begin to link jumps into a sequence. (pencil jump, star jump) Hopping- to start on two legs and land on one leg and repeat more than once	Throwing – to hold an object, aiming at a target and throw with relative force with accuracy. Jumping – demonstrate a range of different jumps that take off from two feet and land on two feet. Evaluate performance – talk about strengths and weaknesses and make suggestions for improvements.	Throwing – demonstrate a good technique, fluency and consistency in a wide range of throwing actions. Jumping – demonstrate a range of different jumps that take off from two feet and land on two feet. demonstrate a good technique, fluency and consistency in a wide range of jumping. Evaluate performance – talk about strengths and weaknesses and make suggestions for improvements thinking about improving stamina and strength.	Throwing – begin to learn push and sling throws. Demonstrate a good technique, fluency and consistency in a wide range of throwing actions. Jumping – demonstrate a range of different jumps that take off from two feet and land on two feet. Demonstrate a good technique, fluency and consistency in a wide range of jumps. Evaluate performance – talk about strengths and weaknesses and make suggestions for improvements thinking about improving stamina and strength. Begin organise and judge events.	identifying personal achievements. Throwing – begin to learn push and sling throws. Demonstrate a good technique, fluency and consistency in a wide range of throwing actions. Evaluating progress and identifying personal achievements. Jumping – demonstrate a range of different jumps that take off from two feet and land on two feet. Demonstrate a good technique, fluency and consistency in a wide range of jumps. Measuring the length of jumps and evaluating progress and identifying personal achievements. Evaluate performance – talk about strengths and weaknesses and make suggestions for improvements thinking about improving stamina and strength. Begin organise and judge events.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Outdoor Adventurous Activities (OAA)			Outdoor activities - Use maps with symbols and diagrams to navigate from a familiar to a non-familiar environment. Prepare well for challenges showing concern for safety of themselves and others. Show initiative when working in a group and respond to problems in a well thought out way. Identify strengths and weaknesses in the way challenges were approached.			Outdoor activities – work confidently in less familiar environments by navigating around. Adapt confidently to new situations. Devise and put into practise a range of solutions to problems and challenges. Take a lead role when working with others. Take the lead in planning to improve weaknesses and prepare efficiently and safely.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming	N/A	Learn to safely enter the swimming pool. Become comfortable with having their face in and under the water. Be able to float with or without an aid on their back and front. Begin to learn basic swimming strokes (Front crawl)	Building towards the end of key stage target, including developing water confidence and being able to swim on both front and back for at least 10 metres.	N/A	Swim up to 25 metres unaided, using arms and legs. Use more than one method of swimming. Move confidently in, around, on and under the surface of the water. Perform safe self-rescue	. N/A

PE Vocabulary Ladder

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 2 words for introduction						
direction Balance Turn Space Speed Movement Perform bend	Rhythm Sequence Score Control Hold Warm up Cool down Target Demonstrate	Accuracy Aim Fluidity Weave Performance Baton Team spirit	Position Technique Core Sharp Graceful Extend Receive dynamics	Combination Matching Estimate Bowl	Strength Fitness Proficient Collaboration Technique Skill	Contact Dodge Obstruction Rotation Reaction Refine
Subject specific, Tier 3 words						
Kick Travel Throw Jump Climb Roll Travel Stretch Bounce	Coordination Apparatus Muscle Over arm Under arm Attack Defend Tackle Dribble	Intercept Canon unison Posture Vault Dismount Compete Athletics Relay Stamina	Arabesque Striking Fielding Shoot Goal Opponent	Sustained Mirroring Synchronise Formation Pace Tactic Strategy	Competence Flexibility	Bounce pass Shoulder pass Marker Pivot Dynamics

English Appendices

Appendix 1a- Year One spelling rules

- the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and

ck' and exceptions;

- the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);
- dividing words into syllables (e.g. rabbit, carrot);
- the /tʃ/ sound is usually spelt as 'tch' and exceptions;
- the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);
- adding -s and -es to words (plural of nouns and the third person singular of verbs);
- adding the endings –ing, –ed and –er to verbs where no change is needed to the root wood (e.g. buzzer, jumping);
- adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);

spelling words with the vowel digraphs and trigraphs:

- 'ai' and 'oi' (e.g. rain, wait, train, point, soil)
- 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);
- a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune);
- 'ar' (e.g. car, park);
- 'ee' (e.g. green, week);
- 'ea' (e.g. sea, dream);
- 'oo' (e.g. food, soon);
- 'oo' (e.g. book, good);
- 'oa' (e.g. road, coach);
- 'oe' (e.g. toe, goes);
- 'ou' (e.g. loud, sound);
- 'ow' (e.g. brown, down);
- 'ow' (e.g. own, show);
- 'ue' (e.g. true, rescue, Tuesday);

'ew' (e.g. new, threw);

- ie' (e.g. lie, dried);
- 'ie' (e.g. chief, field);
- 'igh' (e.g. bright, right);
- 'or' (e.g. short, morning);
- 'ore' (e.g. before, shore);
- 'aw' (e.g. yawn, crawl);
- 'au' (e.g. author, haunt);
- 'air' (e.g. hair, chair);
- 'ear' (e.g. beard, near, year);
- 'ear' (e.g. bear, pear, wear);
- 'are' (e.g. bare, dare, scared);

- 'ea' (e.g. meant, bread); - 'er' stressed sound (e.g. her, person); - 'er' unstressed schwa sound (e.g. better, under); - 'ir' (e.g. girl, first, third); - 'ur' (e.g. turn, church);	• spelling words ending with –y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin).

Appendix 1b- Year One common exception words

A	a are ask	**D**	do	**G**	go	**J**		**M**	me my	**P**	put push pull	**S**	said says school she so some	**V**	
B	be by	**E**		**H**	has he here his house	**K**		**N**	no	**Q**		**T**	the they there to today	**W**	was we were where
C	come	**F**	full friend	**I**	I is	**L**	love	**O**	of once one our	**R**		**U**		**X** **Y** **Z**	You your

Appendix 1c- Year One Penpals handwriting guidance

Penpals for Handwriting: Year 1 information sheet for parents

Letter formation should now be becoming familiar and secure.

As a reminder, correct letter formation for lower case letters is as follows:



Capital letters are formed as follows:



During this school year, children will begin to join some pairs of letters within a word.

They will be introduced to two main join types:

- Joins from the baseline, known as **diagonal joins**.

Letters which can come before diagonal joins: a, c, d, e, h, i, k, l, m, n, t, u.

diagonal join to short letter	diagonal join to an ascender	diagonal join to an anticlockwise letter
e.g. am, un jam, fun	*e.g.* at, th, ck bat, with, duck	*e.g.* ag, nd, if bag, bend, if

- Joins from the top of the letter or the cross bar, known as **horizontal joins**.

Letters which can come before horizontal joins: o, v, w.

horizontal join to a short letter	horizontal join to an ascender	horizontal join to an anticlockwise letter
e.g. on, wi pond, with	*e.g.* ot, oll, wh dot, doll, when	*e.g.* og, oc, oo frog, clock, look

Letters which are not joined from at this stage are known as **break letters** and include: b, f, g, j, p, q, r, s, x, y, z.

Appendix 2a – Year Two spelling rules

• the /dʒ/ sound spelt as 'ge' and' dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); • the /r/ sound spelt 'wr' (e.g. write, written); • the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril); • the /aɪ/ sound spelt –y (e.g. cry, fly, July); • adding –es to nouns and verbs ending in –y where the 'y' is changed to 'i' before the –es (e.g. flies, tries, carries); • adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; • adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions); • adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);	• the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); • the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /ʒ/ sound spelt 's' (e.g. television, usual).

Appendix 2b- Year Two common exception words

A	after any again	**D**	door	**G**	gold great grass	**J**		**M**	mind most move many	**P**	poor pretty past pass	**S**	steak sure sugar should	**V**	

									money Mr Mrs		plant path prove people parents				
B	because behind both break beautiful bath busy	**E**	every eye everybody even	**H**	hold hour half	**K**	kind	**N**	no	**Q**		**T**	told	**W**	wild would who whole water
C	child Christmas children climb class clothes cold could	**F**	find fast father	**I**	improve	**L**	last	**O**	Only old	**R**		**U**		**X** **Y** **Z**	

Appendix 2c- Year 2 Penpals handwriting guidance

Join	Letters in this box	To letters in this box	Joins taught
Diagonal join to ascender	a c e i l t	h k l t	ch, th, ck, al, el, at, il, ill, ok, ot, ob, ol
Diagonal join, no ascender	a c d e i k l n t u	e i n r y	ai, ay, ir, er, ie, ue, ee, le, ar, ur, in, ui, ey, aw, an, ip
		a c d g s (anticlockwise letters)	ea, ig, dg, ng, ed, cc, eg, ic, ad, ug, dd, ag, as, es, os, ns, ds, is, ls, ts, ks
Horizontal join, no ascender	o v w	e i n p r u v w y	ow, ou, oe, ve, or, oi, oy, on, op, ov
		a c d g o s (anticlockwise letters)	oo, oa, wa, wo, ot, og, od, va, vo
Horizontal join, to ascender	o w	h	wh, oh

Break letters

These letters do not join: g j x y z

We do not join from these letters yet: b f p q s r

Appendix 3a – Year Three spelling rules – Words in black to be set as words to learn in school/home.

1) Prefixes – most prefixes are added to the beginning of root words without any changes in spelling, but see **in**- below. Like un-, the prefixes dis- and **mis**- have negative meanings. **dis-: disappoint, disagree, disobey**. **mis**- **misbehave, mislead, misspell** The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. **in-: inactive, incorrect** 2) To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' **vein, weigh, eight, straight, neighbour, they, obey** 3) To spell homophones **brake/break, grate/great, eight/ate, weight/wait, son/sun, heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign**. 4) To add the prefixes mis-, re-, correctly to change the meaning of a word e.g. fire – misfire or do - redo 5) To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words **mystery, gym, pyramid, myth, symbol, synonym** 6)To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' **league, rogue, tongue, antique, unique. cheque** 7) To revise use of suffixes -ness and –ful following a consonant. 8) To spell words with prefixes tel- and sub- telescope, telegraph, telescope, television, submerge, subway, subterranean, subordinate. 9)To spell words ending with the /zher/ sound **pleasure, treasure, measure, leisure.** 10) Adding suffixes beginning with vowel letters to words with more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending begging with a vowel letter is added.	11) The suffix –ly is added to an adjective to form an adverb. The suffix –ly starts with a consonant letter, so it is added straight on to most root words. **sadly, completely, usually** (usual +ly) **finally** (final +ly) **comically** (comical+ly) Exceptions If the root word ends in –y it is changed to –I but only if the root word has more than one syllable. **happily, angrily** If the root word ends in le the –le is changed to –ly **gently, simply, humbly, nobly** If the root word ends with –ic –ally is added rather than ly (except the in the word publicly) **basically, frantically, dramatically,** Exceptions to the exceptions, **truly, duly, wholly** 12) Revise adding suffixes –ness, -less and –ful to root words. 13) Most prefixes are added to the beginning of root words without any changes. Add **super** (means above) **supermarket, superman, superstar** Add auto (means 'self' or 'own') **autobiography, autograph** 14)To spell words with a /k/ sound spelt with 'ch' **scheme, chorus, chemist, echo, character** 15)To spell words with a / sh/ sound spelt with 'ch' **chef, chalet, machine, brochure** 16) To spell words with the sound 'ou' **young, double, touch, trouble, country, rough**

forgetting, forgotten, beginning, beginner, prefer, preferred. The consonant letter is not doubled if the syllable is unstressed. **gardening, gardener, limiting, limited, limitation**	

Year 3 and 4 common exception words – to be taught and tested. Words highlighted yellow are to be introduced in Year 3.

A	accident(ally) actual(ly) address answer appear arrive	**D**	decide describe different difficult disappear	**G**	grammar group guard guide	**J**		**M**	material medicine mention minute	**P**	particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose	**S**	sentence separate special straight strange strength suppose surprise	**V**	various
B	believe bicycle breath breathe build busy/business	**E**	early earth eight/eighth enough exercise experience experiment extreme	**H**	heard heart height history	**K**	knowledge	**N**	natural naughty notice	**Q**	quarter question	**T**	therefore though/ although thought through	**W**	weight woman women
C	calendar caught centre	**F**	famous favourite February	**I**	imagine increase important	**L**	learn length library	**O**	occasion(ally) often opposite ordinary	**R**	recent regular reign	**U**		**X** **Y** **Z**	

	century certain circle complete consider continue		forward(s) fruit		interest island						remember				

Appendix 3c- Year 3 Penpals handwriting guidance



Appendix 4a – Year Four spelling rules. Words in bold to be set as words to learn in school and common exception words to be learned at home.

1)Possessive apostrophe with plural words. The apostrophe is placed after the plural form ot the word; -s is not added if the plural already ends in –s, but *is* added if the plural does not end in –s *(i.e. is an irregular plural – e.g. children's).***girls', boy's, babies', children's, men's, mice's**

2)Homophones and near-homophones. **fair, fare, ball, bawl, male, mail, main, mane, peace, piece, scene, seen**

3) Most prefixes are added to the beginning of root words without any changes. il-, im-, ir-, re-, sub-**.** Before a root word starting with l, in- becomes il **illegal, illegible.** Before a root word starting with m or p, in- becomes im- **immature, immortal, impossible, impatient, imperfect.** Before a root word starting with r, in- becomes ir- **irregular, irrelevant, irresponsible.** Add re (means 'again' or 'back') **redo, refresh, return, reappear, redecorate.** Add sub (means 'under') **subdivide, subheading, submarine, submerge.**

4)Adding suffixes beginning with vowel letters to words of more than one syllable. -ing, -er, -en, -ed

5) The /g/ sound spelt 'gu' **guide, guitar, guard, guidebook, guest, guardian, guarantee, guess**

6) To spell words with endings sounding like /ʒə/ -sure or /tʃə/ -ture. **creature, furniture, picture, nature, adventure, capture, mixture.**

7) Prefixes – most prefixes are added to the beginning of root words without any changes in spelling. anti – means against. **antiseptic, anticlockwise, antisocial**. Inter – means **interact, intercity, international, interrelated.**

8) To spell word endings which are spelt –tion, -sion, -ssion, -cian

8a) To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd'. **division, invasion, confusion, decision, collision, television, expansion, extension, comprehension, tension** Exceptions – attend – **attention,** intend - **intension**

8b) To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root. **invention, injection, action, hesitation, completion.**

8c) To spell words with 'tion' with a clear root word. **information, adoration, sensation, preparation, admiration.**

8d) To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit'. **expression, discussion, confession, permission, admission**

8e) To spell words with a / shuhn/ sound spelt with 'cian' if the root word ends in 'c' or 'cs'. **musician, electrician, magician, politician, mathematician.**

9) To spell words with the /s/ sound spelt with 'sc', e.g. sound spelt with 'sc'. **science, scene, discipline, fascinate, crescent**

10) To spell the suffix –ous. Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. **poisonous, dangerous, mountainous, famous, various**. Sometimes there is no obvious root word. **tremendous, enormous, jealous**. -our is changed to –or before –ous is added. **humorous, glamorous, vigorous**. A final 'e' of the root word must be kept if the sound of the 'g' is to be kept. **courageous, outrageous**. If there is an /i:/ sound before the –ous ending, it is usually spelt as I. **serious, obvious, curious,** but a few words have e. **hideous, spontaneous, courteous.**

Appendix 4b- Year 4 common exception words

A	accident(ally) actual(ly) address answer appear arrive	**D**	decide describe different difficult disappear	**G**	grammar group guard guide	**J**		**M**	material medicine mention minute	**P**	particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose	**S**	sentence separate special straight strange strength suppose surprise	**V**	various
B	believe bicycle breath breathe build busy/business	**E**	early earth eight/eighth enough exercise experience experiment extreme	**H**	heard heart height history	**K**	knowledge	**N**	natural naughty notice	**Q**	quarter question	**T**	therefore though/ although thought through	**W**	weight woman women
C	calendar caught centre century certain circle complete consider continue	**F**	famous favourite February forward(s) fruit	**I**	imagine increase important interest island	**L**	learn length library	**O**	occasion(ally) often opposite ordinary	**R**	recent regular reign remember	**U**		**X** **Y** **Z**	

Appendix 4c- Year 4 Penpals handwriting guidance

Diagonal join to ascender (e.g. *at*)
This join is used to join letters in this box . . .

a b c d e h i k l m n p s t u

to letters in this box.

b f h k l t

Diagonal join, no ascender (e.g. *da*)
This join is used to join letters in this box . . .

a c d e h i k l m n q s t u

to letters in this box.

e i j m n p r u v w y

*a c d g o q s

Horizontal join, no ascender (e.g. *wo*)
This join is used to join letters in this box . . .

f o r v w

to letters in this box.

e i j m n p r u v w y

*a c d g o q s

Horizontal join to ascender (e.g. *oh*)
This join is used to join letters in this box . . .

f o r v w

to letters in this box.

b f h k l t

Break letters
These letters do not join.

g j y

These letters do not join yet.

x z

* anticlockwise letters

Appendix 5a– Year Five spelling rules - Words in black to be set as words to learn in school/home

1)To spell words containing the letter string 'ough' ough is one of the trickiest spellings n English – it can be used to spell a number of different sounds. **ought, bought, thought, nought, brought, fought/ rough, tough, enough, cough/ though, although, dough, through/ thorough, borough, plough, bough** 2)To spell words with 'silent' letters. Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight the k sound before the n. **doubt, island, lamb, solemn, thistle, knight** 3) Words ending in –able and –ible. Words ending in –ably and -ibly The –able/-ably endings are far more common than –ible/-ibly endings The –able ending is used if there is a related word ending in –ation. **adorable/adorably** (adoration) **applicable/applicably** (application) **considerable/considerably** (consideration) **tolerable/tolerably** (toleration) If the –able endng is added to a word ending –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a or the –able ending. **changeable, noticeable, forcible, legible** The -able ending is usually but not always used is a complete root word can be heard before it, even if there is no related word ending in –ation. **dependable** (depend), **comfortable** (comfort), **understandable** (understand), **reasonable** (enjoy), **enjoyable** (enjoy), **reliable** (rely, the y changes to i). The –ible ending is common if a complete root word can't be heard before it but it sometimes occurs when a complete word can be heard **sensible/sensibly, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly.** 4) To be able to spell homophones and words that are often confused. **aisle/isle, aloud, allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, steal/steel, who's/whose** 5) Use of the hypen. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. **co-ordinate, re-enter, re-tell, re-ignite, co-operate, co-own.** 6) Words with the /i:/ sound spelt ei after c. The i before e except after c rule applies to words where the sound spelt by ei is /i:/ **deceive, conceive, receive, perceive, ceiling**. Make children aware of exceptions to this rule (protein, caffeine, seize) (either and neither – if pronounced with the initial /i:/ sound).	6) Words with the /i:/ sound spelt ei after c. The i before e except after c rule applies to words where the sound spelt by ei is /i:/ **deceive, conceive, receive, perceive, ceiling**. Make children aware of exceptions to this rule (protein, caffeine, seize) (either and neither – if pronounced with the initial /i:/ sound).

Appendix 5b- Year 5 common exception words – The words highlighted yellow are to be taught and tested in Year 5.

A	Accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward	**D**	definite desperate determined develop dictionary disastrous	**G**	government guarantee	**J**		**M**	marvellous mischievous muscle	**P**	parliament persuade physical prejudice privilege profession programme pronunciation	**S**	sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system	**V**	variety vegetable vehicle
B	bargain bruise	**E**	embarrass environment equip equipment equipped especially exaggerate	**H**	harass hindrance	**K**		**N**	necessary nuisance neighbour	**Q**	queue	**T**	temperature thorough twelfth	**W**	

			excellent existence explanation												
C	category curiosity cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise	**F**	familiar foreign forty frequently	**I**	identity immediately individual interfere interrupt	**L**	language leisure lightning	**O**	occupy occur opportunity	**R**	recognise recommend relevant restaurant rhyme rhythm	**U**		**X** **Y** **Z**	yacht

Appendix 5c- Year 5 Penpals handwriting guidance

Diagonal join to ascender (e.g. *at*)

This join is used to join letters in this box . . .

a b c d e h i k l m n p s t u

to letters in this box.

b f h k l t

Diagonal join, no ascender (e.g. *da*)

This join is used to join letters in this box . . .

a c d e h i k l m n q s t u

to letters in this box.

e i j m n p r u v w y

*a c d g o q s

Horizontal join, no ascender (e.g. *wo*)

This join is used to join letters in this box . . .

f o r v w

to letters in this box.

e i j m n p r u v w y

*a c d g o q s

Horizontal join to ascender (e.g. *oh*)

This join is used to join letters in this box . . .

f o r v w

to letters in this box.

b f h k l t

Break letters

These letters do not join.

g j y

These letters do not join yet.

x z

* anticlockwise letters

For reference, here are the lower-case letters in the more sloped style:



Capital letters are written as follows:



Appendix 6a – Year Six spelling rules - Words in bold to learn in school as part of Babcock spelling lessons.

1)Adding suffixes beginning with vowel letters to words ending in –fer. **referring, referred, referral, preferring, preferred, transferring, transferred.** 1a) The r is not doubles if the –fer is no longer stressed. **reference, referee, preference, transference.** 2) To be able to spell homophones and words that are often confused. In the pairs of words nouns end –ce and verbs end –se. **advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy** 3) To spell words which are spelt –cious or –tious. Not many common words end like this. **precious**, **conscious**, **delicious, malicious, suspicious**. If the root word ends in –ce, the ʃ sound is usually spelt as c – e.g. vice - **vicious**, grace – **gracious**, space – **spacious**, malice – **malicious**. **ambitious, cautious, fictitious, infectious, nutritious.** 4a) To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial'. –cial is common after a vowel letter. **official, special, artificial.** 4b) To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' –tial is common after a consonant letter. **partial, confidential, essential.** 4c)There are some exceptions: **initial, financial, commercial, provincial.** 5) To be able to spell homophones and words that are often confused. **compliment/complement, descent/dissent, desert/dessert, draft/draught, principle/principal, profit/prophet, stationary/stationery, wary/weary.** 6a) words ending in -ant, -ance, -ancy. Use -ant, -ance, -ancy if there is a related word with with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. **observant, observance, (observation), expectant, (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial).** 6b) words ending in -ent, -ence, -ency. Use -ent, -ence, -ency after soft c (/s/ sound), soft g and qu, or if there is a related word with a clear /ɛ/ sound in the right position. **innocent, innocence, decent, decency, frequent, frequency, confident, confidence.** 6b) There are many words that the above guidance does not help – these words just need to be learnt. **assistant, assistance, obedient, obedience, independent, independence.**	

Appendix 6b- Year 6 common exception words – to be taught and tested. Ones in bold are first introduced and tested in Year 5.

A	Accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward	**D**	definite desperate determined develop dictionary disastrous	**G**	government guarantee	**J**		**M**	marvellous mischievous muscle	**P**	parliament persuade physical prejudice privilege profession programme pronunciation	**S**	sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system	**V**	variety vegetable vehicle
B	bargain bruise	**E**	embarrass environment equip equipment equipped especially	**H**	harass hindrance	**K**		**N**	necessary nuisance neighbour	**Q**	queue	**T**	temperature thorough twelfth	**W**	

			exaggerate excellent existence explanation												
C	category curiosity cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise	**F**	familiar foreign forty frequently	**I**	identity immediately individual interfere interrupt	**L**	language leisure lightning	**O**	occupy occur opportunity	**R**	recognise recommend relevant restaurant rhyme rhythm	**U**		**X** **Y** **Z**	yacht

Appendix 6c- Year 6 Penpals handwriting guidance

