Ambler's BIG Curriculum

AMBLER
PRIMARY SCHOOL AND CHILDREN'S CENTRE

Ambler's BIG Curriculum

At Ambler Primary School we want our children to wake up and love coming to school; to have a desire to learn and ask questions. Our curriculum is the national curriculum but how we teach it and the skills we want to instil in the children are what we believe will prepare our children to become 21st century learners.

DREAMS

At Ambler our strapline is '**Achieving More**' and our **DREAMS** qualities highlight the values and behaviours that help us to achieve more in all parts of our lives as people.

Determination, **Resilience**, **Enthusiasm**, **Ambition**, **Motivation** and **Self-belief**

Our curriculum promotes our **DREAMS** ethos ensuring the children '**achieve more**' through:

- **D**etermination to succeed in a curriculum that is engaging and challenging
- **R**esilience to not give up when things get hard and to learn from mistakes
- **E**nthusiasm to engage with a curriculum that motivates and inspires a lifelong love of learning
- **A**mbition to want to know more, ask questions and develop deeper knowledge
- **M**otivated by the curriculum that is relevant to them as individuals, their community and the world in which they live
- **S**elf-belief, that the Ambler curriculum aims to give children the foundations for success at secondary school and in life as well as self -belief that everyone can succeed

DREAMS is what drives our children, our teachers and our community to be the best we can be.

For the children to '**achieve more'** the curriculum also needs to:

- develop firm foundations of basic skills that children can use and apply
- have a broad range of exciting and creative opportunities to discover and nurture their individual talents
- develop a set of core human values that underpin their spiritual, moral, social and cultural (SMSC) development and their sense of uniqueness and self-worth as individuals
- develop cognitive, reasoning and oracy skills

DIVERSITY AND EQUALITY

At Ambler we are committed to incorporating **Diversity and Equality** into our curriculum so that it reflects our children, our communities and the world around us. We want our school to be inclusive, foster positive relationships, eliminate discrimination and understand disadvantage. We want to stand together against racism. To achieve this, the struggle for equality needs to be at the forefront of everything we do and teach.

We embed the promotion of **diversity and equality** throughout our curriculum:

- **In Literacy**, we choose texts, authors and themes that are reflective or our diverse communities. We look at how characters and themes relating to minorities are treated in literature.
- **In Humanities**, we educate ourselves and our children so that we include a broader racial perspective, ensuring that we look at events, significant people and themes from an inclusive and xxx
- **Our Personal, Social, and Health Education, R.E. and Philosophy for Children** curriculum reflects opportunities for discussion and debate around issues of equality and celebration of differences.
- **Throughout the curriculum**, teachers are alert to opportunities to raise understanding of equality and discrimination. They explicitly and routinely research and plan these opportunities to learn about the successes and experiences of people of colour.

CURRICULUM DRIVERS

What we teach is the national curriculum, which clearly states what subjects need to be taught and the standards children need to achieve by the end of each key stage. The **'curriculum drivers'** are how we provide our children with the skills we strongly believe they need to be successful not only academically, but in their lives ahead. These underpin the learning and experiences we provide and ensure our curriculum offer is enriched. We have prioritised the key skills and aspirations we want our children to experience and develop during their time with us. These **key drivers** are personal to our school and reflect the social and educational needs of our local area. We want Ambler children:

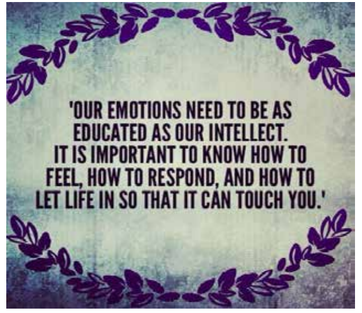
To be able to understand themselves and others

To have a sense of belonging and responsibility to the local community

To make a personal contribution to the global community

The 'drivers' are woven throughout the curriculum, in every subject and every lesson. They are:

1. To be emotionally and socially intelligent

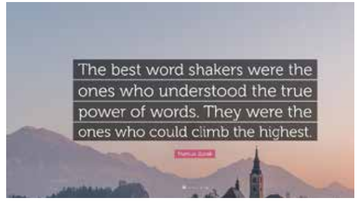


a) To be able to identify and investigate problems
b) To be able to ask relevant questions
c) To be able to plan how to research & predict outcomes
d) To be able to work as a team to solve problems
e) To be adaptable to improve ideas
f) To make informed decisions based on evidence and knowledge

2. To be curious and critical thinkers

a) To verbalise thoughts and express them coherently
b) To be able to speak effectively for different audiences and purposes
c) To use precise language to explain what they think
d) To articulate ideas in a clear and logical way
e) To widen vocabulary

3. To be confident and effective communicators



a) To understand their role in society
b) To respect and appreciate difference
c) To develop skills of empathy
d) To appreciate the experiences of others and consider different perspectives
e) To have a growing awareness of other peoples thoughts, opinions and needs

CURRICULUM INTENT

Our **statement of curriculum intent** details what we want Ambler children to leave with at the end of Year 6:

At Ambler, we provide an engaging, exciting and empowering curriculum which prepares children for life in the 21st century and the rapidly changing future. It provides opportunities for children to develop their **DREAMS** qualities in order to become independent, confident, reflective learners with a thirst for knowledge, wanting to know more about themselves, their community and the wider world.

Our curriculum is designed so that children will be **successful lifelong learners.** This is because they have opportunities to be critical thinkers, to solve problems, to be resilient and to collaborate with others. In thinking about the whole child, we support children's wellbeing, mental health and physical development ensuring children are well prepared for life in modern Britain. The curriculum is a tool used to develop children's sense of what it means to be a global citizen; to be empathetic towards others, to be compassionate, to be respectful and responsible for their actions. We celebrate the individual child, celebrating differences and diversity and welcome community involvement as a way of sharing experiences.

Our school ethos of **'achieving more'** is embedded throughout the curriculum. The core skills of speaking and listening, reading, writing and mathematics are rigorously driven and woven throughout the curriculum subjects; links are made and learning is revisited and built upon. The Ambler child enjoys coming to school and embraces new challenges and possibilities; pushing their own boundaries to succeed.

Contents

'We are the gatekeepers and torchbearers of this accumulated wisdom, tasked with passing on the very best that has been accomplished by our forebears'.

This is a working document as our curriculum evolves. We will build on our successes and always be open to new strategies and developments to help Ambler children to **'achieve more'**.

Curriculum Booklet Reception

Early Years Foundation Stage

In reception, we follow the Early Years Foundation Stage, (EYFS).Within this framework, there are 7 areas of learning, with 17 'Early Learning Goals' to be aimed for by the end of children's Reception year in school.

The Framework is split into 3 sections;

Prime Areas of Learning	Specific Areas of Learning	The Characteristics of Effective Learning
• Personal, social and emotional development, • Communication and Language, • Physical Development	• Literacy, • Maths, • Understanding the world, • Expressive arts and design	• Playing and exploring, • Active learning, • Creating and thinking critically

Within the Early Years curriculum, we nurture children to be **curious**, **confident** and **resilient** learners through a balance of child initiated and adult lead experiences.

How do we achieve this?

- Learning through play
- Warm relationships and high quality interactions
- Partnership with parents
- An enabling environment
- Outdoor learning

The prime areas of learning 40-60 Months (Development Matters)

Planning for personalised learning

Personal Social and Emotional Development (PSED)

Making relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Early Learning Goal:

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-confidence and self-awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

Early Learning Goal:

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Early Learning Goal:

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical Development (PD)

Moving and handling

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal:

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

Early Learning Goal:

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Communication and language (C&L)

Listening and attention

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.

Early Learning Goal:

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding

- Responds to instructions involving a two-part sequence.

Understands humour, e.g. nonsense rhymes, jokes.

- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Early Learning Goal:

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Early Learning Goal:

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

The specific areas of learning 40-60 Months (Development Matters)

Literacy

Reading

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

Early Learning Goal:

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

Writing:

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

Early Learning Goal:

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

Mathematics

Numbers

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Early Learning Goal:

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.

- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Early Learning Goal:

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the world

People and communities

- Enjoys joining in with family customs and routines.

Early Learning Goal:

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world

- Looks closely at similarities, differences, patterns and change.

Early Learning Goal:

Children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

Early Learning Goal:

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Exploring and using media and materials

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Early Learning Goal:

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

Being imaginative

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Early Learning Goal:

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Characteristics of Effective Learning

	A Unique Child: observing how a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
Playing and Exploring *engagement*	**Finding out and exploring** • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests **Playing with what they know** • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people **Being willing to 'have a go'** • Initiating activities • Seeking challenge • Showing a 'can do' attitude • Taking a risk, engaging in new experiences, and learning by trial and error	• Play with children. Encourage them to explore, and show your own interest in discovering new things. • Help children as needed to do what they are trying to do, without taking over or directing. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else, and help develop roles and stories. • Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language. • Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. • Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.	• Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. • Make sure resources are relevant to children's interests. • Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play. • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Plan first-hand experiences and challenges appropriate to the development of the children. • Ensure children have uninterrupted time to play and explore.
	A Unique Child: observing how a child is learning	**Positive Relationships: what adults could do**	**Enabling Environments: what adults could provide**
Active Learning *motivation*	**Being involved and concentrating** • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details **Keeping on trying** • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties **Enjoying achieving what they set out to do** • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise	• Support children to choose their activities – what they want to do and how they will do it. • Stimulate children's interest through shared attention, and calm over-stimulated children. • Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes. • Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. • Encourage children to learn together and from each other. • Children develop their own motivations when you give reasons and talk about learning, rather than just directing.	• Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. • Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. • Ensure children have time and freedom to become deeply involved in activities. • Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities. • Keep significant activities out instead of routinely tidying them away. • Make space and time for all children to contribute.

Curriculum Reception

Planning in Reception

Due to the nature of the learning objectives within the Early Years curriculum, most aspects are taught and/ or supported across the year rather than in a specific order or stage in the year.This is especially true for the Prime Areas of Learning and Literacy. Some aspects of Expressive Arts and Design and Understanding the World will be taught explicitly at set times of the year in relation to key events, experiences or interests that lend themselves to learning in those areas. Maths is taught in a specific order following White Rose Maths, this is laid out overleaf.

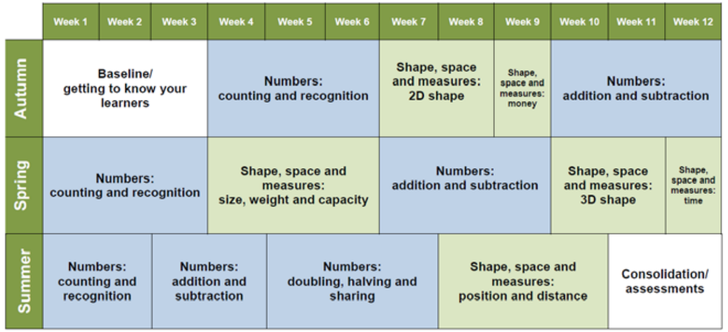
Children's Interests are used as a starting point for planning and so in Reception we do not have pre-determined topics. The learning is supported however by core-books as well as key experiences, trips and celebrations as laid out below.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Books	Owl Babies The Three Little Pigs	Monkey Puzzle Little Red Riding Hood	Handa's Surprise Little Red Hen	Hansel & Gretel Farmer Duck	Gruffalo Gingerbread Man	Mrs Armitage on Wheels Goldilocks
Celebrations and cultural events	Black History Month	Bonfire Night Diwali Christmas	Chinese New Year	Easter	Eid	End of year celebrations – transitioning to year 1
Trips	Learning in Natural Environments (LiNE) Continued throughout the year	London Zoo – The Living Nativity	Trips related to children's Interests Local Farm	Trips related to children's Interests	Trips related to children's Interests	Whole Children's Centre Trip – 'The Great Out-doors'
Key events	Settling – My new school	Christmas Show		Hatching Chicks World Book Day		Transition to Year 1

Maths Termly Overview

In Reception we follow White Rose Maths which is based upon the development matters statements above and works towards the Early Learning Goals in 'number' and 'Shape, Space and Measure'.

The termly overview to the right shows how units are split across the year.



Curriculum Year 1

The National Curriculum subjects are English, Maths, Science, History, Geography, Religious Education (RE), Art and Design, Music, Computing, Design and Technology, Physical Education, and for KS2 a modern foreign language.

Our Curriculum Statement

Aims:

- have firm foundations of basic skills that they can use and apply
- have a broad range of exciting and creative opportunities to discover and nurture their individual talents
- Understand the distinct nature of the different disciplines that enable one to become a specialist in a particular area, eg. an artist or a historian
- develop a set of core human values that underpin their spiritual, moral, social and cultural (SMSC) development and their sense of uniqueness and self-worth as individuals
- have access and opportunity for all individuals to achieve their potential
- develop their thinking and questioning skills
- to give children the skills, knowledge and attitudes to lead a rich and fulfilling life and become the 'movers and shakers ' of tomorrow

The Ambler Primary School curriculum consists of:

- the National Curriculum core and foundation subjects, which are taught through a relevant, contextual and inspiring framework
- RE, PHSE and Citizenship are taught in discreet lessons and on designated whole school workshop days
- Spanish for all pupils from year 3 onwards
- DREAMS Education
- an enrichment programme for each year group comprising music, art, drama ,technology , philosophy
- a programme of extracurricular activities that includes creative and physical opportunities

Using this document

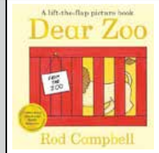
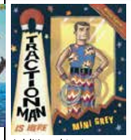
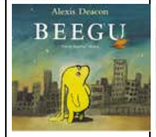
Medium term planning

Though each unit contains information about the key objectives to be covered, teaching is not solely limited to these objectives alone. It may be appropriate to reduce or increase the pitch and/or quantity of objectives covered according to the needs of individual children. Indeed children working below the national average may need to consolidate objectives from the preceding year before progressing to age expected targets.

Planning

Planning from this document should be converted into detailed short term plans for CLJ. Planning should match the expectations set out in the teaching rubric. Planning should identify where WOW days, trips and creative learning opportunities can take place. It should also aim to link English and Mathematics across the curriculum so that skills are being applied in a variety of contexts.

Curriculum Overview 2020/21

	Autumn 1 "Changing world"	Autumn 2 "Amazing Animals"	Spring 1 "Superheroes"	Spring 2 "Home Sweet Home"	Summer 1and 2 "My Wonderful World"	Summer 2 – Seaside focus
Reading	 Additional texts: Rosa Parks – Little people	 Additional texts: If all the World Were – Joseph Coelho	 Additional texts: A Great Big Cuddle – Michael Rosen		 Additional texts: Dinosaur Roar Dinosaur Rumpus	
Science	Human body Seasonal changes: Autumn	Animals and humans	Everyday materials. Seasonal changes: Spring.	Everyday materials and properties – link to instructions.	Plants, flowers and trees (deciduous and evergreen). Growing plants.	Seasonal changes: Summer. Comparing the seasons.
History	Why are iPads more fun than my grandparents 'old toys'? BHM People who changed the world Rosa parks		Explorers: Christopher Columbus & Neil Armstrong.		Deadly Dinosaurs	
Geography		Why can't penguins live near the equator? Comparing Locations (climate/weather) of animal habitats.		Where do the wheels on the bus go? Local area fieldwork/map to school.		The seaside Human/physical features.
PSHE	Roles and responsibilities	Food fun and fitness	Staying safe and well	Dangers of drugs	Mental health: good v bad feelings	Money
R.E	Who is a Christian and what do they believe? Who is a Muslim and what do they believe?		What makes some places sacred?		How should we care for others and the world, and why does it matter?	
Art/DT	Matisse body shapes. Self-portraits.	Making wild animals using junk modelling.	Colour creations – abstract art Artist study: Kandinsky Mondrian	Journey to school 3D art. Making 3D map	Earth Art Van Gogh sunflowers. Observational drawings of plants.	Designing the perfect picnic
Food Technology	Fruit smoothies		Hot cross buns		Seasonal apple salad	

Curriculum Year 1

Computing	ICT: Multimedia & Keyboard skills	ICT: Multimedia & Keyboard skills	Coding: Busy Things- Computing (keyboard skills)	Coding: Busy Things- Computing (keyboard skills)	Coding: Scratch Jr (Move)	Coding: Scratch Jr (Move)
PE	Dance	Dance	Gymnastics		Athletics	Athletics
P4C Individual lesson plans provided	PSHE – Lonely Literacy – The snail and the whale	Literacy – Gracie the Lighthouse Keepers' Cat PSHE – Rich and Poor PSHE – Animal Rights	A forgotten birthday – PSHE Geography – Chinese New Year	History -This is your Queen speaking	History – The last Command of the King Geography – Water Catcher	Maths – More Literacy – The snail and the whale
Trips	London Zoo		National Gallery.		Islington Ecology Centre.	Seaside.

Topic: Science	Skills	Knowledge	NC
Human Body	.	• I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
Seasonal changes **Autumn**		• I can observe changes across the four seasons • I can observe and describe weather associated with the seasons and how day length varies.	***Notes and guidance (non-statutory)** Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.
Animals and Humans	• Asking simple questions and recognising that they can be answered in different ways. • Observing closely using simple equipment. • Performing simple tests. • Identifying and classifying • Using their observations and ideas to suggest answers to questions. • Pupils should read it, gathering and recording data to help in answering questions. • Pupils should read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at KS1.	• I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • I can identify and name a variety of common animals that are carnivores, herbivores and omnivores • I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	**Notes and guidance (non-statutory)** Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Curriculum Year 1

Everyday materials		• I can distinguish between an object and the material from which it is made • I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	**Notes and guidance (non-statutory)** Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'
Seasonal changes **Winter**		• I can observe changes across the four seasons • I can observe and describe weather associated with the seasons and how day length varies.	*See above
Plants, flowers and trees (deciduous and evergreen). **Growing plants (extra)**		• I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • I can identify and describe the basic structure of a variety of common flowering plants, including trees.	**Notes and guidance (non-statutory)** Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants
Seasonal changes: Summer. Comparing the seasons		• I can observe changes across the four seasons • I can observe and describe weather associated with the seasons and how day length varies.	*See above

Topic: History	Skills	Knowledge	NC
Why are ipads more fun than my grandparents 'old toys'?	• Sequence artefacts from different periods of time • Recognise the difference between past and present in their own and other lives • Recognise the difference between past and present in their own lives and other lives • Compare adults talking about the past – how reliable are their memories? • Find answers to simple questions about the past from sources of information e.g. artefacts	• What do you know about toys today? Place in chronological order • What were schools like without computers and electronic screens? • What kind of games did children play with in the playground and board • games? Interview grandparents • Would you prefer to be a child now or when your grandparents were young?	• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Black History: **Well known stories** **Rosa parks**	• To know and recount stories from the past • Recognise he difference between lives in the past and present in their own lives and those of others • Use stories to encourage children to distinguish between fact and fiction • Find answers to simple questions about the past from sources of information	• What do you understand by the words 'famous' and 'discrimination'? • Who were Rosa Parks and Nelson Mandela and why should we be proud of them? • How were women discriminated against in the past? • What is a role model?	• 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 period's e.g. Rosa Parks and Emily Davison
Explorers **Christopher Columbus** **And Neil Armstrong**	• To know and recount stories about the past • To use stories to distinguish between fact and opinion • Find answers to simple questions about the past from sources of information	• What makes someone an important or significant person? • What is an explorer? • Who was Christopher Columbus? • Why was Neil Armstrong a significant person in History? • What is the same about the explorers and what is different?	• the lives of significant individuals in the past who have contributed to national and international achievements • events beyond living memory that are significant nationally or globally
Dinosaurs	• Recognise the difference between past and present in their own and others' lives • They know and recount episodes from stories about the past • Use stories to encourage children to distinguish between fact and fiction • Find answers to simple questions about the past from sources of information	• What is it that you want to find out about dinosaurs? (KWL chart) • Use sources (clips) to identify characteristics of different dinosaurs • What happened to dinosaurs? Where did they go? Develop time line of events • What can you find out by looking at fossils? • Who is Mary Anning and why is she important?	• events beyond living memory that are significant nationally or globally • Significant historical people (Mary Anning)

Topic: Geography	Skills	Knowledge	NC
Why can't penguins live near the equator?	• Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Use picture maps and globes	• Using a simple atlas, what are the different continents in the world? Can you name the different oceans in the world? • Can you find the South Pole – why do penguins live in the South Pole? • How do penguins keep warm? • Which animals live in hot places near the equator? • Why would you wear different clothes if you were in the South Pole or near the equator? • Where would you prefer to go on holiday?	• name and locate the world's seven continents and five oceans • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Where do the wheels on the bus go?	• Investigate their surroundings • Make observations about where things are e.g. within school or local area. • Follow directions (Up, down, left/right, forwards/ backwards) • Use a simple picture map to move around the school; • Recognise that it is about a place.	• Where do we live in relation to the UK and why is it special to us? • Investigate the local areas - What do road and street signs tell us? What landmarks can you identify? • How would a map of the local area help people? • What do maps need to include? • Where can we travel to from our locality?	• Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • Use simple compass directions and locational and directional language to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.
Oh we do like to be beside the sea side!	• Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information.	• To find capitals in each of the four countries of the UK and name the surrounding seas and popular seaside locations • To identify the physical features of a coastal area in comparison to the city • To identify some of the human features of coastal living e.g. what kind of jobs do people do? What is tourism? • To compare a British beach with one from another country • To collect information on field trip (trip to the seaside)	• Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. • Understand geographical similarities and differences through studying the human and physical geography and a small area of the UK and a contrasting non-European country • Use basic geographical language to refer to physical and human features

Topic: Art & DT	Skills	Knowledge	NC
Art **Self-portraits**	• Use a variety of tools and techniques including the use of different brush sizes and types. • Mix secondary colours and shades e.g. add white colours to make tints and black colours to make tones. • Using different types of paint. • Ex-plore ideas and collect visual information (sketchbooks).	Create self portraits <u>Artist: Matisse (bodies)</u> • Cutting and ripping paper to make body shapes. • Make artistic links to own work. <u>Artist: Warhol</u> (portraits) • Create portrait in style of Andy Warhol (optional)	• To use a range of materials creatively to design picture • To use drawing and painting to develop and share ideas, experiences and imagination
DT **Making wild animals using junk modelling.**	• Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Model their ideas in card and paper • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Use simple finishing techniques to improve the appearance of their product • Evaluate their product by asking questions about what they have made and how they have gone about it	The children will develop various sculpture techniques as they create models using different materials • Introduction: • Investigation • Design • Make • Evaluate	• Generate, develop, model and communicate ideas through talking and drawing templates • Select from a wide use of materials and components according to characteristics • Select tools appropriate for task

Art **Colour creations – abstract art**	• Use a variety of tools and techniques including the use of different brush sizes and types. • Mix secondary colours and shades e.g. add white colours to make tints and black colours to make tones. • Using different types of paint. • Ex-plore ideas and collect visual information (sketchbooks). • Create colour wheels. • Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Study of colour: learning about primary colours, secondary colours, colour mixing, light and shade. Paint on canvas **Focused artist study: Kandinsky and Mondrian**	• To use a range of materials creatively to design picture • To use drawing and painting to develop and share ideas, experiences and imagination • To develop a wide range of art techniques in using colour, pattern, texture, line, shape, form and space
Art/DT **Making a 3D map using multi-media**	• Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Model their ideas in card and paper • Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape • Use simple finishing techniques to improve the appearance of their product • Evaluate their product by asking questions about what they have made and how they have gone about it	Explore a range of different types of maps: collage maps, sound maps, journey maps Use stimulus of local area to create 3D map using combination of photography, drawing & model making. Work collaboratively to create a large scale map as a class.	• Generate, develop, model and communicate ideas through talking and drawing templates • Select from a wide use of materials and components according to characteristics • Select tools appropriate for task
Art **Earth art** **Observational drawing/ collage** This unit can be extended into next half term and use materials collect-ed from seaside visit	• Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Use a variety of techniques e.g. Cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, Inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.	• Use sketchbooks to observe and sketch different plants, trees and flowers. • Draw lines of different sizes and thickness. • Colour neatly following lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Observational drawings • Use materials from nature to make art	• To use a range of materials • To develop a wide range of art and design techniques using colour, pattern & texture
DT **Designing the perfect picnic**	• Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do creating drawing and templates (menus) • Select tools and ingredients according to function and characteristics • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Explore and evaluate examples	• Linking to topic of seaside, the children explore what would make the perfect picnic. • Explore flavours, textures, colours of food • What makes a balanced meal? • Design a menu for a picnic • Create and evaluate whether it is fit for purpose	• Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from

Topic: Food Technology	Skills	Knowledge	NC
Fruit Smoothies **Hot cross buns** **Seasonal salad**	• Can follow basic food safety rules when preparing and cooking food • With supervision take part in simple clearing up tasks such as clearing and cleaning tables, collecting and disposing of rubbish & sweeping the floor • With supervision, be ready to cook e.g. tie back hair, wash hands, put on an apron • Follow simple recipe instructions, either in simple sentences or using pictures • Use measuring spoons for liquids, solids and dry ingredients • With supervision: • cut harder foods using serrated knife • cut food into evenly sized pieces • use a melon corer to core an apple • use hands to shape dough balls • Be able to prepare food for baking e.g. greasing tins	• Know that all food comes from plants or animals and can identify some foods from each group and understand how they are grown • Recognise a range of familiar ingredients • Know that some food packaging has labels giving information • Understand the importance of not wasting food and how to recycle packaging • Describe the taste of food including likes and dislikes and how it can be improved	• Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from

Topic: PSHE					
	Me and Others/Feelings. • what makes themselves and others special • roles and responsibilities at home and school • being co-operative with others Elmer – David McKee The rainbow fish – Marcus Pfister	**My money/job roles (enterprise)** • where money comes from and making choices when sending money • saving money and how to keep it safe • the different jobs people do Charlotte's Piggy Bank – David McGee My rows and piles of coins – Tolowa M Mollet	**Staying safe.** • safety in familiar situations • personal safety • people who help keep them safe outside the home We're going on a bear hunt – Micheal Rosen Can't sleep little bear? – Martin Wadell	**Feelings** • different types of feelings • how to manage feelings • change or loss and how this can feel Badger's parting gifts – Susan Varley	**What I put into or on my body.** • what can go into bodies and how it can make people feel • what can go on to bodies and how it can make people feel

Curriculum Year 2

The National Curriculum subjects are English, Maths, Science, History, Geography, Religious Education (RE), Art and Design, Music, Computing, Design and Technology, Physical Education, and for KS2 a modern foreign language.

Our Curriculum Statement

Aims:

- have firm foundations of basic skills that they can use and apply
- have a broad range of exciting and creative opportunities to discover and nurture their individual talents
- Understand the distinct nature of the different disciplines that enable one to become a specialist in a particular area, eg. an artist or a historian
- develop a set of core human values that underpin their spiritual, moral, social and cultural (SMSC) development and their sense of uniqueness and self-worth as individuals
- have access and opportunity for all individuals to achieve their potential
- develop their thinking and questioning skills
- to give children the skills, knowledge and attitudes to lead a rich and fulfilling life and become the 'movers and shakers ' of tomorrow

The Ambler Primary School curriculum consists of:

- the National Curriculum core and foundation subjects, which are taught through a relevant, contextual and inspiring framework
- RE, PHSE and Citizenship are taught in discreet lessons and on designated whole school workshop days
- Spanish for all pupils from year 2
- DREAMS Education
- an enrichment programme for each year group comprising music, art, drama ,technology , philosophy
- a programme of extracurricular activities that includes creative and physical opportunities

Using this document

Medium term planning

Though each unit contains information about the key objectives to be covered, teaching is not solely

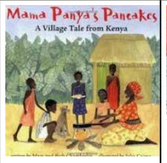
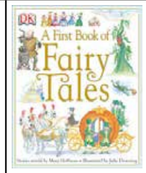
limited to these objectives alone. It may be appropriate to reduce or increase the pitch and/or quantity of objectives covered according to the needs of individual children. Indeed children working below the

national average may need to consolidate objectives from the preceding year before progressing to age expected targets.

Planning

Planning from this document should be converted into detailed short term plans for individual subjects. Planning should match the expectations set out in the teaching rubric. It should also aim to link with Ambler's' Key Drivers' – these underpin the learning and experiences we provide and to ensure our curriculum offer is enriched. We have prioritised the key skills and aspirations we want our children to experience and develop during their time with us. These key drivers are personal to our school and reflect the social and educational needs of our local area.

Curriculum Overview 2020/21

	Autumn 1	Autumn 2	Spring	Spring 2	Summer 1 and 2	Summer 2 –
Reading	 Additional texts: One plastic bag – Isatoo Ceesay	 Additional texts: Lila and the secret of rain Grace Nichols –The alligator & Cat Rap	 Additional texts: Thinker: my puppy, poet and me –Eloise Greenfield		 Additional texts: Pie Corbett's First Book of Poetry	
Science	Everyday materials	Animals Including Humans	All living things and Habitats	Plants		SRE
History	Great Fire of London Black History: Well known stories Mary Seacole		The Story of the Titanic		A day in the life of a Victorian child	
Geography		Amazing Africa		The Rainforest		Destination UK
PSHE	Health	Keeping Safe	Drugs and alcohol	Mental health		SRE
Art/DT	DT	Tinga Tinga	Observational drawings	Collage Henri Rosseau	Punch & Judy - puppets	Great British Menu
Food technology	Dips - Tzatziki		Spring rolls		Cheese pizza	

Curriculum Year 2

Computing	ICT: Multimedia & Keyboard skills	ICT: Multimedia & Key-board skills	Coding: Busy Things- Comput-ing (keyboard skills)	Coding: Busy Things- Comput-ing (keyboard skills)	Coding: Scratch Jr Animate	Coding: Scratch Jr Animate
PE	Dance		Gym		Tennis	
R.E	Who is Jewish and what do they believe?		What does it mean to belong to a faith community? How and why do we celebrate special and sacred times?		What does it mean to belong to a faith community? What can we learn from special books?	
P4C	RE – What is religion?	Art – Once there was an artist History – The Visitor	Literacy – Poetry Ah ha! PSHE – The good twin	Geography – The cowman and the farmer	Literacy – The Fire Children Science – Running out of a Job	Literacy – The snail and the whale
Trips	St Pauls	Science		Kew Gardens	Garden classroom	Seaside

Curriculum Year 2

Topic: Science	Skills	Knowledge	NC
Materials	• Asking simple questions and recognising that they can be answered in different ways. • Observing closely using simple equipment. • Performing simple tests. • Identifying and classifying • Using their observations and ideas to suggest answers to questions. • Pupils should read it, gathering and recording data to help in answering questions. • Pupils should read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at KS1.	• I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Notes and guidance (non-statutory)** Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam. Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations
Animals and humans		• I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Notes and guidance (non-statutory)** The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

All living things and Habitats		• I can explore and compare the differences between things that are living, dead, and things that have never been alive • I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • I can identify and name a variety of plants and animals in their habitats, including micro-habitats • I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	**Notes and guidance (non-statutory)** Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.
Plants		• I can observe and describe how seeds and bulbs grow into mature plants • I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	**Notes and guidance (non-statutory)** Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.
SRE		• I can notice that animals, including humans, have offspring which grow into adults	Growing into adults can include reference to baby, toddler, child, teenager, adult.

Curriculum Year 2

Topic: History	Skills	Knowledge	NC
The Great Fire of London	• Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories	• How did the GFL start? Why did it burn down so many house? • How was the fire dealt with? What happened during the fire and how do we know? • Compare and contrast how it would be dealt with today compared to 17th century. • What information can be collected about the GFL? Use non-fiction, fictional stories • What is an eye witness account? Focus on diary of Samuel Pepys – how is this different to other information we have collected? Include the use of drama to bring the story alive and deepen children's understanding of the subject.	• Events beyond living memory that are significant nationally • Significant historical events in own locality
Black History: **Well known stories** **Mary Seacole**	• To know and recount stories from the past • Recognise why people did things, why events happened and what happened as a result • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories	• What do you understand by the words 'famous' and 'discrimination'? (Recap from year 1) • Who was Mary Seacole and what did she do that changed history? • What do you understand by the word 'racism'? • What challenges did Mary Seacole face when she tried to join the war as a nurse? Why? How does this compare to the challenges that Florence Nightingale faced during the same period? (Crimean War)	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 e.g. Mary Seacole and
The Story of The Titanic	• Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories • Recognise why people did things, why events happened and what happened as a result	• What was so special about the Titanic? What happened to the Titanic? Use sources of information (storybook) to sequence events in chronological order • Look at pictures, stories and photos – use the information to re-tell the story • What does the information tell us about the passengers on the Titanic and why they were on the ship? Why did they want to go to America? • What could have been done to stop the sinking of the Titanic? What have we learnt from it? How ships are made safe now	events beyond living memory that are significant nationally or globally
A day in the life of a Victorian child	• Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	• Learn that school in Victorian times is different to school now • To recognise different objects used in the school room and describe the characteristics of these items. • To name various items of clothing and compare to clothes worn by children now. • To show understanding of aspects of life in the past through role play. • To talk about aspects of life of Victorian children	• Changes within living memory identifying similarities and differences relating to life then and now.

Curriculum Year 2

Topic: Geography	Skills	Knowledge	NC
Amazing Africa	• Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Make simple comparisons between features of different places.	• Using a simple atlas, what are the different continents in the world? Can you name the different oceans in the world? • Can you find Kenya on a map of Africa? What other countries are on the border of Kenya? • Use pictures, internet, books to describe the physical features of Kenya • How is Kenya different to the UK? (Similarities and differences) • A day in the life of a child in urban Kenya – similarities and differences	• name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify the United Kingdom and Africa • Identify the physical features of the country (Kenya) and the vocabulary associated with this (e.g. beach, coast, forest, desert, rivers, vegetation, seasons and weather)
The Rainforest	• To ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information.	• Use atlas – where are the world's rainforests located? What do you notice? • What do you find in the Amazon rainforest? (plants & animals) • Why is the Amazon rainforest under threat? • What is the impact of deforestation on animals, plants and humans of the rainforest?	• use world maps, atlases and globes to identify the different rainforests in the world • Identify the physical features of the rainforest
Destination UK	• To ask simple geographical questions e.g. where is it? What is it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Make simple comparisons between different places • Follow instructions using directional language • Draw maps including use of simple key	• Using atlas – find where we live – what are we part of? Expand to introduce the UK. Create fact files of each part of the UK. • Introduce simple map and use directional instructions and language to find way around the school – extend to playground and then locality (Clissold Park) • Create own maps of school/playground/park using symbols to represent specific features. • Use maps with a clear purpose e.g treasure hunt, orbiteering activity	• Develop knowledge of the UK and their locality • Name, locate and identify characteristics of four countries and capital cities of the UK and its surrounding seas • Use simple compass directions to describe route on a map • Use aerial pictures to create a map and

Topic: Art	Skills	Knowledge	NC
DT **Link to GFL** **3D Pudding Lane**	• Develop their design ideas through discussion, observation , drawing and modelling • Make simple drawings • Measure, cut and score with some accuracy • Assemble, join and combine materials • Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes	• Discuss what materials are needed to make a model street of Pudding lane • Design using simple annotated drawings • Select a range of materials and tools to create 3D models of houses • Evaluate buildings based on materials used and strength of structures	• Generate, develop, model and communicate ideas through talking and drawing templates. • Select and use wide range of materials according to characteristics • Build structures exploring how the can be made stronger and more stable • Evaluate work according to criteria

Link to Amazing Africa	• Respond to ideas and starting points. • Explore ideas and collect visual information (sketchbooks). • Use thick and thin art brushes. • Mix primary colours to make secondary colours. • Add white colours to make tints and black colours to make tones. • Use a wide range of tools to create different textures, lines, tones, colours and shapes. • Use repeating or overlapping shapes. • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.	• Look at a selection of Tingatinga art examples – describe colours and techniques used • Use various techniques taken from examples of Tinga art and experiment creating shapes, lines, strokes • Choose an animal to represent in style of Tinga • Using primary colours and colour mixing create colours, tints and tones to use in independent artwork Artist: Edward Said Tingatinga	• To develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space.
Art inspired by The Titanic **3D model of The Titanic**	• Respond to ideas and starting points. • Explore ideas and collect visual information (sketchbooks). • Use thick and thin art brushes. • Mix primary colours to make secondary colours. • Add white colours to make tints and black colours to make tones. • Develop their design ideas through discussion, observation , drawing and modelling • Make simple drawings • Measure, cut and score with some accuracy • Assemble, join and combine materials • Evaluate against their design criteria	• Look at different pictures painted of The Titanic – discuss use of colour and what mood is created. How are they different? • Create paintings of The Titanic – focus on using colours to show mood • Design using simple annotated drawings • Select a range of materials and tools to create 3D model of ship • Evaluate structure based on materials used and strength of structure	• Use drawing, painting and sculpture to develop ideas and imagination • Develop art using colour, pattern, texture and line • Generate, develop, model and communicate ideas through talking and drawing templates. • Select and use wide range of materials according to characteristics • Build structures exploring how the can be made stronger and more stable • Evaluate work according to criteria
Rainforest **Artist study Henri Rousseau**	• Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Understand the basic use of a sketchbook and work out ideas for drawings. • Experiment with the visual elements; line, shape, pattern and colour. • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.	• Introduce artist – what was his inspiration? • Use sketchbooks to observe and sketch plants and flowers • Use a range of techniques to improve work e.g. lines of varying thickness, show pattern and texture by using dots and lines, show tones by using shading • Link work to artist Artist: Henri Rousseau	• To learn about the work of an artist • Use drawing and painting to develop ideas and imagination • Develop art using colour, pattern, texture and line

DT **Making puppets** **Linked to Victorians**	• Develop their design ideas through discussion, observation , drawing and modelling • Identify a purpose for what they intend to design and make • Begin to select materials; use vocab' to name and describe them • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Assemble, join and combine materials in order to make a product • Cut, shape and join fabric to make a simple garment. Use basic sewing techniques • Choose and use appropriate finishing techniques • Evaluate against their design criteria • Talk about their ideas, saying what they like and dislike about them	• Introduction to puppets (Punch and Judy) what are they? What are they used for? What are they made of? • Design using simple annotated drawings – include purpose/ audience • Select range of materials and tools • Introduce basic sewing techniques to make clothing	• Generate, develop, model and communicate ideas through talking and drawing templates. • Select and use wide range of materials according to characteristics • Evaluate work according to criteria
DT **Great British Menu**	• Identify a purpose for what they intend to design and make • Develop their design ideas • Begin to select tools and materials; use vocab' to name and describe them • Measure, cut and score with some accuracy • Use hand tools safely and appropriately • Follow safe procedures for food safety and hygiene • Choose and use appropriate finishing techniques	• Where does food come from? • Identify special dishes of various parts of the UK – create a food map to show foods that are regional. • What products are grown in the UK? • Design a meal based on British products. Take into consideration 'eatwell' plate • Know what basic hygiene requirements are before cooking • Follow simple recipes/ instructions • Evaluate product based on taste	• Generate, develop, model and communicate ideas through talking and drawing templates. • Select and use wide range of materials according to characteristics • Evaluate work according to criteria

Topic: Food technology	Skills End of KS1 expectations	Knowledge	NC

Dips
 	
Spring rolls
 	
Cheese pizza
	• Can follow basic food safety rules when preparing and cooking food (tie back hair, wash hands, put on apron)
	• With supervision:
	  • Take part in simple clearing up tasks
	  • Use a variety of equipment such as: serrated knife, peeler, grater, sieve, colander, use knife for spreading, use hands to shape dough, assemble and arrange food for appearance
	• To understand how hot food is cooked safely by observing adults using the hob or oven.
		• Understand that we all need a balanced diet to be healthy and active and need to eat more or less of different foods
		• Understand the importance of regular meals and healthy snacks
		• Understand that food can affect the health of teeth
		• Know that food comes from plants or animals and can identify from each group
		• Aware that some food packaging has labels giving information
		• Know some of the influences on the food we eat (e.g. celebrations, special occasions, preferences)
		• Understand the importance of not wasting food
			• Use the basic principles of a healthy and varied diet to prepare dishes
			• understand where food comes from.

Topic: PSHE	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
	Physical Health and well being **What keeps me healthy?** • about eating well • about the importance of physical activity, sleep and rest • about people who help us to stay healthy and well and about basic health and hygiene routines	**Keeping safe and managing risk: indoors and outdoors** • about keeping safe in the home, including fire safety • about keeping safe outside • about road safety	**Drugs and Alcohol** **Medicines and me** • why medicines are taken • where medicines come from • about keeping themselves safe around medicines • Asthma lesson for Year 2, 3 or 4 • that medicines can be used to manage and treatmedical conditions such as asthma, and that it is important to follow instructions for their use	**Mental Health and emotional well being** • about the importance of special people in their lives • about making friends and who can help with friendships • about solving problems that might arise with friendships	**SRE: boys and girls, families** • to understand and respect the differences and similarities between people • about the biological differences between male and female animals and their role in the life cycle • the biological differences between male and female children • about growing from young to old and that they are growing and changing • that everybody needs to be cared for and ways in which they care for others • about different types of family	

Topic: Computing	Skills	Knowledge	NC
ICT: Multimedia & Keyboard skills	• Using a developing range of text tools: Changing font size, type colour. • Create a simple multimedia book inserting images and audio.		• use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school
Coding: **Busy Things- Computing** **(keyboard skills)**			• 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 safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies
Coding: **Scratch Jr** **(Animate)**			

PE	Skills	Knowledge	NC
Dance	• Pupils will explore space and how their body can move to express and idea, mood, character or feeling. • They will expand their knowledge of travelling actions and use them in relation to a stimulus. • They will build on their understanding of dynamics and expression. • They will use counts of 8 consistently to keep in time with the music and a partner. • Pupils will also explore pathways, levels, shapes, directions, speeds and timing. • They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	• I can show a character and idea through the actions and dynamics I choose • I can copy, remember and repeat a series of actions • I show confidence to perform • I can describe how my body feels during exercise • I am beginning to provide feedback using key words • I can work with a partner using mirroring and unison in our actions • I can use counts to stay in time with music	• perform dances using simple movement patterns
Gymnastics	• Pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. • They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. • Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. • They learn to work safely with and around others and whilst using apparatus. • Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.	• I can plan and repeat simple sequences of actions • I can perform the basic gymnastic actions with some control and balance • I am confident to perform in front of others • I can describe how my body feels during exercise • I am beginning to provide feedback using key words • I can work safely with others and apparatus • I can use shapes when performing other skills • I can use directions and levels to make my work look interesting.	• develop balance, agility and co-ordination, and begin to apply these in a range of activities
Tennis	• Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. • They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. • Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	• I can return a ball to a partner • I am learning the rules of the game and I am beginning to use them to play honestly • I understand the benefits of exercise. • I can provide feedback using key words • I work cooperatively with my group to self-manage games • I can use basic racket skills • I understand the aim of the game.	• master basic movements including running, jumping, throwing and catching • participate in team games, developing simple tactics for attacking and defending

Curriculum Booklet Year 3

The National Curriculum subjects are English, Maths, Science, History, Geography, Religious Education (RE), Art and Design, Music, Computing, Design and Technology, Physical Education, and for KS2 a modern foreign language.

Our Curriculum Statement

Aims:

- have firm foundations of basic skills that they can use and apply
- have a broad range of exciting and creative opportunities to discover and nurture their individual talents
- Understand the distinct nature of the different disciplines that enable one to become a specialist in a particular area, eg. an artist or a historian
- develop a set of core human values that underpin their spiritual, moral, social and cultural (SMSC) development and their sense of uniqueness and self-worth as individuals
- have access and opportunity for all individuals to achieve their potential
- develop their thinking and questioning skills
- to give children the skills, knowledge and attitudes to lead a rich and fulfilling life and become the 'movers and shakers ' of tomorrow

The Ambler Primary School curriculum consists of:

- the National Curriculum core and foundation subjects, which are taught through a relevant, contextual and inspiring framework
- RE, PHSE and Citizenship are taught in discreet lessons and on designated whole school workshop days
- Spanish for all pupils from year 3 onwards
- DREAMS Education
- an enrichment programme for each year group comprising music, art, drama ,technology , philosophy
- a programme of extracurricular activities that includes creative and physical opportunities

Using this document

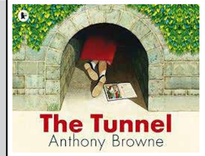
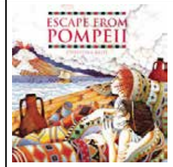
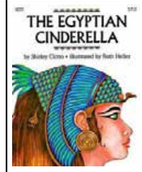
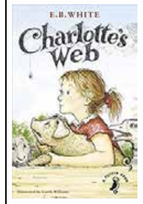
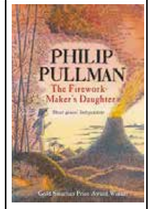
Medium term planning

Though each unit contains information about the key objectives to be covered, teaching is not solely limited to these objectives alone. It may be appropriate to reduce or increase the pitch and/or quantity of objectives covered according to the needs of individual children. Indeed children working below the national average may need to consolidate objectives from the preceding year before progressing to age expected targets.

Planning

Planning from this document should be converted into detailed short term plans for all subjects. Planning should match the expectations set out in the teaching rubric. Planning should identify trips and creative learning opportunities can take place. It should also aim to link English and Mathematics across the curriculum so that skills are being applied in a variety of contexts.

Curriculum Overview 2020/21

	Autumn 1 "We Are All Human"	Autumn 2 "Extreme Earth"	Spring 1 "Unseen Forces"	Spring 2 "This Farming Life"	Summer 1 "Journeys"	Summer 2 "East Enders"
Reading	 Additional texts: Tunnel- Anthony Browne Martin Luther King – Christine Platt	 Additional texts: Pebble in my pocket Hot Like Fire-Valerie Bloom	 Additional texts: Top 10 worst things about ancient Egypt Journey to the Centre of my brain – James Carter		 Additional texts: Silly Verses for Kids - Spike Milligan	
Science	Animals, including Humans	Rocks	Forces and Magnets	Forces and Magnets	Light	Plants
History	Stone Age to Iron Age Britain BHM: People who changed the world Martin Luther King		Ancient Egypt		Trade and The Thames	
Geography		Volcanoes and Earthquakes		Land Use		Country Study - India
PSHE	Mental Health: Friendship	Keeping Safe: What is bullying?	Mental Health: Dealing with feelings	Drugs, alcohol, tobacco	Fun, food and fitness	Financial Capability
R.E	Why do people pray?		What do different people believe about God?		Why is the Bible so important?	
Art/DT	Cave Paintings	Making Volcanoes	Clay sculpture	Mechanical Posters	Artist Study: Monet and his study of the Thames	Artist Study: Hoku-sai
Food technology	Lentil soup		Quick Bread rolls		Cinnamon toast crunch	

Curriculum Year 3

Computing	Coding: Scratch -Scene Monologue	Coding Scratch -Scene Monologue	Coding: Scratch Game (ladybug munch)	Coding: Scratch Game (ladybug munch)	ICT: Keyboard skills (doorway online)	ICT: Keyboard skills (doorway online)
PE	Dance	Dance	Gymnastics	Gymnastics	Cricket	Cricket
P4C						
MFL **Spanish**	About me		Hobbies and pets		Where I live	

History	Skills	Knowledge	NC
Stone Age to Iron Age Britain	• Construct informed responses through the selection of historical information • Address historical questions about significance • Develop a chronologically secure knowledge of British history • Understand that knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time • Understand that knowledge of the past is constructed from a range of sources	• What did Stone Age man need to survive? • Why was Skara Brae significant? • Why was copper mining crucial to the Bronze Age happening? • What are the different theories for how Stone Henge was built? • Why did hillforts become popular places to live in the Iron Age? • Why might our information about the Druids be unreliable?	• Changes in Britain from the Stone Age to the Iron Age
BHM: Local Stories – Walter Tull	• Develop a chronologically secure knowledge of British history • Address historical questions about significance • Note connections, contrasts and trends over time	• When was Walter Tull's life and what did he do? • Why was his career significant in terms of race relations in Britain? • Were the black community treated differently in war time Britain compared to now?	• A local history study
Ancient Egypt	• Develop a chronologically secure knowledge and understanding of world history • Regularly address historical questions about change, cause, similarity and difference • Construct informed responses by selecting and organising historical information • Understand how our knowledge of the past is constructed from a range of sources • Note connections and contrasts over time • Construct informed responses by selecting and organising historical information	• Who were the Ancient Egyptians and when and where did they live? • What was daily life like for Ancient Egyptians? • How did mummification work? • Who discovered Tutankhamun and how did they do it? • How did the Egyptians write? • Who and how did the Egyptians worship?	• Ancient Egypt

Curriculum Year 3

Trade and The Thames **(Ties in with Museum of London workshop)**	• Construct informed responses by selecting and organising historical information • Note connections and contrasts over time • Regularly address historical questions about change, cause, similarity and difference • Address historical questions about significance • Construct informed responses by selecting and organising historical information	• Why might you build a settlement on a river? What are the benefits of trading with other countries? • What did the Tudors import and export from the Port of London? Why did the Tudors start trading with countries further away – compared to medieval predecessors? (falling out with neighbours) • Why were tea clippers such important ships for trade in London during the 19thC? (speed) What was special about the Cutty Sark? (Last Clipper) • What jobs might Victorians have had along the banks? (factories, fishermen, shipwright) • Why did the shallower docks like Millwall and West India close down in the 1960s? (bigger ships need deeper water)	• A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Geography	Skills	Knowledge	NC
Volcanoes and Earthquakes	• Interpreting diagrams • Reading maps and atlases • Linking cause and effect to describe key aspects of volcanos • Linking cause and effect to describe key aspects of earthquakes • Linking cause and effect to describe key aspects of earthquakes (tsunamis) • Retrieving information from a variety of sources	• What are the layers of the Earth? • What are tectonic plates and where are they? Describe their location in terms of hemisphere and the Tropics of Cancer and Capricorn (use Google Earth 10,000 years of volcanoes feature to explore where volcanoes have occurred) • What causes volcanoes, what types of volcano are there and where are some examples? • What causes earthquakes, how do we measure them and where were some examples? • What causes tsunamis and where were some examples? (use Google Earth Tsunamis Through History) feature to explore where tsunamis have occurred) • What is the impact of natural disasters on human populations?	• Describe and understand key aspects of physical geography, including: volcanoes and earthquakes • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Land Use **This unit involves a local walk for field work.** **Planning available on Twinkl.**	• Use simple sketch maps to show how land is used • Draw simple sketch maps to show how land is used • Use a key on a map to show how land is used • Fieldwork – create a map to show how land is used • Describe land use in urban and rural areas in the UK • Explain how land is used for different types of farming	• What are the important landmarks near our school? • What makes a good sketch map? • What does a key on a map do and what makes a good symbol? • What are cartographers? • What makes a good map? • How would you represent significant local landmarks in a key? • How is the land used across the UK? • Where are England's main urban areas? • How is space used for farming? • How has agricultural land use changed?	• Land-use patterns • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK. • Human geography: Types of settlement and land use. • Use 6-8 points of a compass, symbols and key to build knowledge of the UK. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Country Study - India	• Use an atlas to find the location of a country • Use an atlas to find capital cities of countries • Differentiate between human and physical characteristics • Differentiate between human and physical characteristics • Using data/information to compare two locations	• Where is India? Describe their location in terms of hemisphere, the Tropics of Cancer and Capricorn and time zones. • What is the capital of India and where are other major cities located? • What are the physical characteristics of India? • What are the human characteristics of India? • How is Indian culture different to our culture? (Could also look at language and writing)	• Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art & DT	Skills	Knowledge	NC
Art **Cave Painting**	• Continually explore ideas and record in sketchbooks • To use charcoal to make varying textures and lines of varying thicknesses • To use charcoal to draw images in the style of cave paintings • Mix colours to create a palette of tones that would have been available to Stone Age humans. • Know which primary colours mix to make secondary colours • Evaluate their own and others' work	• What is the earliest evidence of human art? When is it from? • Where is this evidence? • What is depicted in these paintings? Why? • How did Stone Age humans create these paintings? What materials did they use?	• To improve mastery of art and design techniques, including drawing and painting with a range of materials
DT **Making a working volcano**	• Research existing volcano models • Cut and shape cardboard and plastic bottles to make the volcano's structure • Make papier-mache and use to cover the volcano • Use paint to decorate the volcano • Evaluate their product by asking questions about what they have made and how they have gone about it	• What would the design criteria be for a successful volcano model? • What is the purpose of the model? • What order will we build the model in? • What materials and tools will be needed to make the volcano model? • What are the safety considerations? • How will we make the volcano 'erupt?'	• Use research and develop design criteria to inform the design of a product • Select from and use a wider range of tools and equipment to perform practical tasks • Evaluate their ideas and products against their own design criteria
Art **Clay sculpture - Ancient Egyptian idol**	• Research and plan an Ancient Egyptian idol, including recording sketches of idols in sketch books • Construct a simple clay base for extending and modelling other shapes • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Evaluate their own and others' end product	• What is sculpture? • What materials are used in sculpture? • Why is clay a good material for sculpture? • Why might an Ancient Egyptian use clay? • What is an idol? • Are there existing examples of Ancient Egyptian idols? • What tools and techniques will we use when clay modelling?	• To improve mastery of art and design techniques, including sculpture with a range of materials

DT **Mechanical Posters**	• Research existing mechanical systems • Design a mechanical poster • Research appropriate materials • Cut and shape cardboard in order to create a mechanical poster as well as use split pins, glue and scissors • Evaluate their product by asking questions about what they have made and how they have gone about it	• What are mechanical systems and what are some examples? • How could levers and linkages be used in a mechanical system? • What would the design criteria be for a successful mechanical poster on Europe? • What materials will we need for a prototype? • What tools will we need and how will make our final products?	• Use research and develop design criteria to inform the design of a product • Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) • Evaluate their ideas and products against their own design criteria
Art **Artist Study – Claude Monet (River Thames series)**	• Continually explore ideas and record in sketchbooks • Mix colours to create a palette of tones similar to ones in Monet's paintings in his River Thames series and use the 4 main colours to recreate one of these paintings • Investigate the effect of the sunlight on water in Monet's river paintings • Experiment with different effects and textures including blocking in colour, washes, thickened paint etc • Work confidently on a range of scales e.g. thin brush on small picture etc	• Who was Claude Monet and when and where did he live? • What does Impressionism mean? • How did Monet use light and colour to make an impression? • Why did Monet like painting 'en plein air' (outdoors)? • What was Monet's legacy in the art community?	• To improve mastery of art and design techniques, including drawing and painting with a range of materials • To create sketchbooks to record observations • To learn about great artists
Art **Artist Study – Hokusai**	• Continually explore ideas and record in sketchbooks • Experiment with different grades of pencil and other implements • Sketch Mt Fuji from a photograph • Use oil pastels to recreate a Hokusai print • Evaluate their own and others' work	• Who was Hokusai and when and where did he live? • Where is Mt Fuji and what is the significance of the Great Wave print? • How did Hokusai create his prints? • Why did Hokusai create so many prints of the same mountain and what are the similarities/differences between them?	• To improve mastery of art and design techniques, including drawing with a range of materials • To create sketchbooks to record observations • To learn about great artists

PSHE	Mental health: friendship • Pupils learn about valuing the similarities and differences between themselves and others • Pupils learn about what is meant by community • Pupils learn about belonging to groups	Keeping safe: What is bullying? • to recognise bullying and how it can make people feel about different types of bullying and how to respond to incidents of bullying • about what to do if they witness bullying	Mental health: dealing with feelings • about celebrating achievements and setting personal goals • about dealing with put-downs • about positive ways to deal with set-backs	Drug, alcohol and tobacco education: What is a drug? • the definition of a drug and that drugs (including medicines) can be harmful to people • about the effects and risks of smoking tobacco and second-hand smoke • about the help available for people to remain smoke free or stop smoking • that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use	Fun, food, and fitness: edible and active • about making healthy choices about food and drinks • about how branding can affect what foods people choose to buy • about keeping active and some of the challenges of this	Financial Capability • about what influences people's choices about spending and saving money • how people can keep track of their money • about the world of work

Science	Skills	Knowledge	NC
Animals, including Humans	• asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.	• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Animals, including Humans
Rocks		• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.	Rocks
Forces and Magnets		• compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing	Forces and Magnets
Light		• recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.	Light
Plants		• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Plants
Please see KS2 Science National Curriculum 'Notes and Guidance' for each unit for ideas for experiments and how children could 'work scientifically' in each unit.			

Spanish	Skills	Knowledge	NC
	Grammar points in this unit include introduction to the subject pronoun I and the first person forms of the following verbs in the present tense: to be, to be called, to speak, to have The second person subject pronoun you is also briefly touched upon. In languages where this occurs, a distinction between the formal and informal version of this pronoun can be explored, e.g. French tu vs vous. Basic adjectives also appear in this unit. Where appropriate, learners will identify masculine and feminine nouns and the necessary changes to adjective endings.	**Autumn** **About me** **SENTENCES** What is your name? - My name is Peter - How are you? - I am fine. - How old are you? - I am seven years old. - I am a girl. - I am English. - I speak Spanish. - I have a brother.	• listen attentively to spoken language and show understanding by joining in and • responding • explore the patterns and sounds of language through songs and rhymes and link the • spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to • those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are • reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are • introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express • ideas clearly • describe people, places, things and actions orally* and in writing
	introduces learners to how to construct simple negative verb form I do not… and also presents more verbs in the first person singular, including, for example: to understand, to like, to play, to read, to watch The verbs here and in Unit 1 can be examined to find similarities and differences in their conjugation.	**Spring** **Hobbies and pets** **SENTENCES** I don't understand. - I play with my friends. - I like reading. - I play on a tablet. - I do not have a pet. - I play catch outdoors. - I like watching television. - We play on the field. - I love my dog. - They like going to the shops.	
	Learners continue to come across new verbs. Here the verb to live is explored in terms of geographical location as well as types of dwelling. As well as recapping parts of the verb to be, other verbs in this unit include: to eat, to watch (TV etc) Learners also come across the construction there is/there are in order to describe what can be found in their house. The negative is also revisited.	**Summer** **Where I live** **SENTENCES** I do not live in the countryside. - I live in a house. - I do not live in an apartment. - There are five rooms in my house. - I eat breakfast in the kitchen. - I live in Indonesia. - I watch a film in the lounge. - In my bedroom there is a computer - There is food in the kitchen. - There is not a table in the lounge.	

Curriculum Booklet Year 4

The National Curriculum subjects are English, Maths, Science, History, Geography, Religious Education (RE), Art and Design, Music, Computing, Design and Technology, Physical Education, and for KS2 a modern foreign language.

Our Curriculum Statement

Aims:

- have firm foundations of basic skills that they can use and apply
- have a broad range of exciting and creative opportunities to discover and nurture their individual talents
- Understand the distinct nature of the different disciplines that enable one to become a specialist in a particular area, eg. an artist or a historian
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- have access and opportunity for all individuals to achieve their potential
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The Ambler Primary School curriculum consists of:

- the National Curriculum core and foundation subjects, which are taught through a relevant, contextual and inspiring framework
- RE, PHSE and Citizenship are taught in discreet lessons and on designated whole school workshop days
- Spanish for all pupils from year 3 onwards
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- an enrichment programme for each year group comprising music, art, drama ,technology , philosophy
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Using this document

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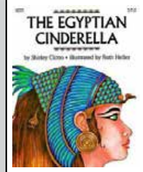
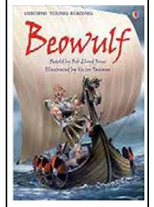
Though each unit contains information about the key objectives to be covered, teaching is not solely limited to these objectives alone. It may be appropriate to reduce or increase the pitch and/or quantity of objectives covered according to the needs of individual children. Indeed children working below the national average may need to consolidate objectives from the preceding year before progressing to age expected targets.

Planning

Planning from this document should be converted into detailed short term plans for individual subjects. Planning should match the expectations set out in the teaching rubric. It should also aim to link with Ambler's' Key Drivers' – these underpin the learning and experiences we provide and to ensure our curriculum offer is enriched. We have prioritised the key skills and aspirations we want our children to experience and develop during their time with us. These key drivers are personal to our school and reflect the social and educational needs of our local area.

Curriculum Overview 2020/21

	Autumn 1	Autumn 2 "Yodel-Ay-Ee-Oo"	Spring 1 "Chocolate Inventors"	Spring 2 "Home Sweet Home"	Summer 1 "Raiders or Traders?"	Summer 2 "Somewhere to Settle"
Reading	 Additional texts: Top 10 worst things about ancient Egypt Nelson Mandela – Long walk for freedom	 Additional texts: Caribbean Dozen	 Additional texts: Dancing in the Rain – John Lyons		 Additional texts: The Smashing Saxons – horrible histories Michael Rosen poetry	
Science	Animals, including humans	Sound	Electricity	Electricity	States of Matter	Living Things and their Habitats
History	Ancient Egypt / BHM: People who changed the world Nelson Mandela		The Marvellous Maya		Anglo-Saxons and Scots	
Geography		Magnificent Mountains		Home Sweet Home (Finsbury Park)		Somewhere to Settle
PSHE	Fun, food, and fitness: making healthy choices	Keeping safe: online/ offline	Drug, alcohol and tobacco education: drugs common to everyday life	Citizenship: Local2Global (Citizenship/ history/geography project)	Citizenship: democ-racy	Mental health: stereotypes, discrimination and prejudice (including tackling homophobia)

R.E	What does it mean to be a Hindu in Britain today?			What can we learn from religions about deciding what is right and wrong?		Why do some people think that life is a journey and what significant experiences mark this?
Art/DT		BHM: Artist Study – Sonia Boyce	Aurora Borealis salt mountain landscapes	Make a chocolate box	Artist Study: Banksy	Anglo-Saxon jew-ellery / Persian 'carpet' embroidery
Computing	Coding: Scratch - Scene (Dialogue)		Coding: Scratch - Scene (Dialogue)	Coding: Scratch- Game (Helicopter)	Coding: Scratch- Game (Helicopter)	ICT: Keyboard skills (doorway online) Communication & Collaboration (Online research, blogging, writing on j2e) / ICT: Keyboard skills (doorway online) Communication & Collaboration (Online research, blogging, writing on j2e)
PE	Dance		Dance	Gymnastics	Gymnastics	Rounders
P4C **Individual lesson plans provided**	English – Define it or lose it Geography – Football without the ball		History – Just Invasion PSHE – Buying Clothes Technology – The Owl and the Magpie	Science – Do you see what I see? Technology – Who is responsible for your teeth?	Geography – weav-ing the bridge	Aztecs – Save your-self from Sacrifice Music – What makes good music? / Music – What makes good music?
MFL **Spanish**	How I look			Animals colours and sizes		Food and drink

Curriculum Year 4

History	Skills	Knowledge	NC
The Roman Empire in Britain	• Develop a chronologically knowledge and understanding of British history • Construct informed responses by selecting and organising historical information • Regularly address historical questions about change, cause, similarity and difference • Construct informed responses by selecting and organising historical information • Construct informed responses by selecting and organising historical information • Construct informed responses by selecting and organising historical information	• Why did Julius Caesar try to invade Britain? • How did Romans make new roads in Britain and where did they go? • Who was Boudicca and how did she resist the Romans? • Who was Hadrian and how and why did he build a wall? • Who and how did the Romans worship? • What were Roman baths?	• The Roman Empire and its impact on Britain
BHM: Nelson Mandela	• Develop a chronologically secure knowledge of British history • Address historical questions about significance • Note connections, contrasts and trends over time	• What did he do? • Why was he significant in terms of race relations?	• Black History Month
The Maya	• Develop a chronologically secure knowledge and understanding of world history • Construct informed responses by selecting and organising historical information by learning about the religious practices of the Maya • Construct informed responses by selecting and organising historical information about how the Maya invented their calendar and number system • Understand knowledge of the past comes from a variety of sources • Address and devise historical questions about change, similarity and difference in terms of writing • Note connections and contrasts over time	• Who were the Maya and when and where did they live? • Who and how did the Maya worship? • How did the Maya number system work? • Which explorers discovered the Maya civilization? • How did the Maya write? • What food did the Maya eat?	• The Maya
Anglo-Saxons and Scots	• Develop a chronologically knowledge and understanding of British history • Construct informed responses by selecting and organising historical information • Construct informed responses by selecting and organising historical information • Understand knowledge of the past comes from a variety of sources • Construct informed responses by selecting and organising historical information • Regularly address historical questions about change, cause, similarity and difference	• Why did the Romans withdraw in AD 410 and who invaded subsequently? • Where did the Anglo-Saxons settle and how did they name these places? • What jobs were done in a typical Anglo-Saxon village? • What do Anglo-Saxon artefacts teach us about their culture? • Who and how did Anglo-Saxons worship? • How were the Anglo-Saxons converted to Christianity?	• Britain's settlement by Anglo-Saxons and Scots.

Geography	Skills	Knowledge	NC
Mountains	• Reading maps, atlases and globes • To describe and understand key aspects of physical geography • To describe and understand key aspects of physical geography • To describe and understand key aspects of physical geography • To describe and understand key aspects of human geography such as land use, economic activity and distribution of natural resources	• Where in the world are the most famous mountain ranges and what countries are they in? Describe their location in terms of hemisphere and the Tropics of Cancer and Capricorn • What are the key features of mountain ranges? • How are mountains made? • What are the features of a mountainous climate? • How does tourism affect mountain regions?	• Describe and understand key aspects of physical geography, including: mountains • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Home Sweet Home (The U.K.)	• Draw sketch maps of the school; measure the average temperature; weekly rainfall; and road use (record in pictogram/bar chart) • Use atlases and maps to locate countries and cities and to find the location of a country as well as to describe their position using the eight points of a compass • Use atlases and maps to find key topographical features of the UK including coasts and rivers • Use atlases and maps to locate counties of the UK and compare similarities and differences (opportunity to link with a rural school) • Use atlases and maps to find key topographical features of the UK including hills and mountains • Explain, through comparing, the importance of the Prime Meridian and how land use in London has changed over time • Explain, through comparing, how land use has changed over time	• What are the key geographical features of our local area? • What are the countries that comprise the UK, where are the major cities and how can you describe their position with the eight points of a compass? • What are the main rivers and seas of the UK? • What are examples of counties in the UK and where are they located? What's the same and what's different? • Where are key areas of higher ground in the UK? • How has London changed over time? • How has the UK changed over time?	• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Somewhere to Settle	• Use maps to identify settlements built by invaders. • Look at patterns and compare land use in different settlements. • Use, interpret and create maps. • Use road atlases.	• What did early settlers need? • Where would you settle? • How is land used in Settlements? • How are Settlements linked? • How would you choose an ideal place to settle?	• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.

Art & DT	Skills	Knowledge	NC
Art **Artist Study – Sonia Boyce**	• Continually explore ideas and record in sketchbooks • To use different media to achieve variations in line, texture, tone, colour, shape and pattern • Draw for a sustained period of time at their own level • Use pencil to recreate 'Missionary Position I – Lay Back', by creating a patterned background, a self-portrait and an image of their own hand • Evaluate their own and others' work	• Who is Sonia Boyce and where is she from? • What media does she use in her art? • What messages does she convey in her art? • As a black woman why might it have been more difficult for Sonia Boyce to become a successful artist?	• To improve mastery of art and design techniques, including drawing with a range of materials • To learn about great artists
Art **Aurora Borealis salt mountain landscapes**	• Continually explore ideas and record in sketchbooks, recreating the Northern Lights through different mediums • To use different media to achieve variations in line, texture, tone, colour, shape and pattern. For example, coloured chalk to recreate the Northern Lights, paint to recreate an illuminated mountain range and salt to provide texture • Layer these parts to create a landscape • Evaluate their own and others' end product	• What are the Northern Lights and where do they occur? • What famous mountain landscapes exist already in art? • What could the purpose of a mountain landscape be? • What materials could we use to recreate the Northern Lights? • What materials could we use to create a textured representation of a mountain range?	• To improve mastery of art and design techniques, including drawing and painting with a range of materials
DT **Design and create a chocolate box**	• Research existing packaging • Design a chocolate box • Research appropriate nets • Cut and shape cardboard in order to create a mechanical poster as well as use split pins, glue and scissors • Evaluate their product by asking questions about what they have made and how they have gone about it	• What do existing chocolate boxes look like and how do they differ? • What would be the design criteria for a successful chocolate box? • What are shape nets and how will we use them? How will this ensure the box is suitably reinforced • What materials will and tools will we need? • How will we make our final boxes?	• Use research and develop design criteria to inform the design of a product • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Evaluate their ideas and products against their own design criteria
Art **Artist Study – Banksy**	• Continually explore ideas and record in sketchbooks • Use pencil to write in a graffiti style • Research and photograph street art in the vicinity of the school • Research a political issue that you want to convey through art (use Banksy examples) • Make and match colours with increasing independence • Show increasing independence and creativity with the painting process • Evaluate their own and others' end product	• Who is Banksy and where is he from? • What is street art and why might someone do it? • What media does Banksy use to create his artworks? • What messages has Banksy tried to convey in his artwork? • What has Banksy's influence been in the art community?	• To improve mastery of art and design techniques, including drawing and painting with a range of materials • To create sketchbooks to record observations • To learn about great artists

Art/D&T **Anglo-Saxon jewellery**	• Research existing jewellery • Use research and design criteria to plan a circular Anglo-Saxon brooch • Evaluate plans to decide on a final design • Use circular card and tissue/pva glue mix to make their final design • Paint then glaze with PVA glue • Use safety pins to attach their brooches to clothes • Evaluate their own and others' end product	• What would the design criteria be for a successful Anglo-Saxon piece of jewellery? • How did Anglo-Saxon clothes affect the jewellery they would wear? (They would need brooches to hold together robes/shawls etc) • What materials did Anglo-Saxons use to make jewellery? • What examples of Anglo-Saxon jewellery are available for us to see today? • What patterns and designs were popular?	• To improve mastery of art and design techniques, including sculpture with a range of materials • To create sketchbooks to record observations
Art **Persian 'Carpets'**	• Continually explore ideas and record in sketchbooks • Collect visual information from a variety of sources • Design a repeating, symmetrical pattern using a template that mirrors the binca to be used • Learn to thread a needle • Learn how to do basic stitches on binca • Evaluate their own and others' work	• Why are Persian carpets world renown? • What patterns do you predominantly find on Persian carpets? • What tools and techniques do you need for embroidery on binca? • What are the 13 stitches used in embroidery?	• To improve mastery of art and design techniques with a range of materials • To create sketchbooks to record observations

PSHE	Fun, food, and fitness: making healthy choices • why people may eat or avoid certain foods (religious, moral, cultural or health reasons) • • about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) • about the importance of getting enough sleep	Keeping safe: online/offline • how to be safe in their computer gaming habits • about keeping safe near roads, rail, water, building sites and around fireworks • about what to do in an emergency and basic emergency first aid procedures	Drug, alcohol and tobacco education: drugs common to everyday life • that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them • about the effects and risks of drinking alcohol • about different patterns of behaviour that are related to drug use	Citizenship: Local2Global (Citizenship/ history/geography project)	Citizenship: democracy • about Britain as a democratic society • about how laws are made • learn about the local council	Mental health: stereotypes, discrimination and prejudice (including tackling homophobia) • about stereotyping, including gender stereotyping • workshop from Diversity Role Models or Equaliteach • about prejudice and discrimination and how this can make people feel

Science	Skills	Knowledge	NC
Animals, including humans	• asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.	• describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.	Animals, including humans
Sound		• identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.	Sound
Electricity		• identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	Electricity
States of Matter		• compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	States of Matter
Living Things and their Habitats		• recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things.	Living Things and their Habitats
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MFL Spanish	Skills	Knowledge	NC
Year 4	Extends learners' knowledge of adjectives in order to describe themselves and other people. Nouns for body parts are introduced and the verb to have is recapped, along with an introduction to the second and third person singular conjugations of the verb to be. The possessive pronouns my, yours, his and hers are also presented.	**Autumn** **How I look** **SENTENCES** I am tall. - She has long hair. - Your eyes are blue. - Do you have brown eyes? - He is short. - You have straight hair. - She has a small mouth. - You are not tall. - He does not have blonde hair. - Does he have big feet?	• language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing
	Learners are presented with a range of new vocabulary, including animals and adjectives for size and colour. At this stage it is useful to revisit earlier grammar points (and vocabulary if necessary) to allow learners to explore sentence building of their own using the verbs and phrases they have already encountered. Any learning gaps or problems can be identified and revised at this stage.	**Spring** **Animals colours and sizes** **SENTENCES** I have a pet. - I do not have a cat. - There are four lions. - Do you have a pet? - The spiders are not orange. - The frogs are fat. - There is a blue bird. - He has two snakes. - In my garden there is a duck. - The giraffe has a long neck.	
	This unit introduces further expressions of likes and dislikes, as well as the following new verbs: to like, to love, to hate, to drink, to eat, to buy It also presents the conditional phrase I would like… and introduces a basic question phrase in the form of how much is…?	**Summer** **Food and drink** **SENTENCES** I like cereal for breakfast. - My favourite food is carrots. - He hates sandwiches. - I would like a pineapple. - How much is an orange? - I am a vegetarian. - I do not like meat. - I love grapes. - How much is a papaya? - I drink milk.	

PE	Skills	Knowledge	NC
Dance	• Pupils focus on creating characters and narrative through movement and gesture. • They gain inspiration from a range of stimuli, working individually, in pairs and small groups. • In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. • Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	• I can use changes in timing and spacing to develop a dance • I can choose actions and dynamics to convey a character or idea • I can respond imaginatively to a range of stimuli relating to character and narrative • I can copy and remember set choreography • I show respect for others when working as a group and watching others perform • I can explain what happens to my body when I exercise and how this helps to make me healthy • I can provide feedback using appropriate language relating to the lesson • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group • I can use counts to keep in time with others and the music	• perform dances using simple movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Curriculum Year 4

Gymnastics	• Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	• I can plan and perform sequences with a partner that include a change of level and shape. • I understand how body tension can improve the control and quality of my movements • I can explain what happens to my body when I exercise and how this helps to make me healthy • I can identify some muscle groups used in gymnastic activities • I can watch, describe and suggest possible improvements to others' performances and my own • I can provide feedback using appropriate language relating to the lesson • I can safely perform balances individually and with a partner	• develop balance, agility and co-ordination, and begin to apply these in a range of activities • compare their performances with previous ones and demonstrate improvement to achieve their personal best
Rounders	• Pupils learn how to score points by striking a ball into space and running around cones or bases. • When fielding, they learn how to play in different fielding roles. • They focus on developing their throwing, catching and batting skills. • In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. • Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	• I am able to bowl a ball with some accuracy, and consistency • I can strike a bowled ball with adapted equipment (e.g. a tennis racket) • I can use overarm and underarm throwing and catching skills with increasing accuracy • I am learning the rules of the game and I am beginning to use them to play honestly and fairly • I can communicate with my teammates to apply simple tactics • I can explain what happens to my body when I exercise and how this helps to make me healthy • I can provide feedback using key terminology and understand what I need to do to improve • I share ideas and work with others to manage our game.	• master basic movements including running, jumping, throwing and catching • participate in team games, developing simple tactics for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Curriculum Booklet Year 5

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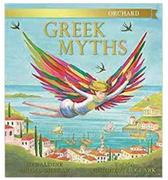
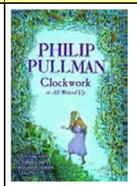
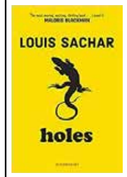
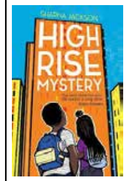
Curriculum Overview 2020/21

	Autumn 1 Ancient Greece	Autumn 2 Why should rain-forests matter?	Spring 1 The space project	Spring 2 Multi-Cultural London	Summer 1 Crime and Pun-ishment	Summer 2 Exploring Eastern Europe
Reading	 Additional text : Harriet Tubman – Christine Platt	 Additional text : Funky Chickens – Ben-jamin Zephaniah	 Additional text : Rhythm and Poetry – Karl Nova		 Additional text : Please Mrs Butler – Allen & Janet Ahlberg	
Science	Properties and changes of ma-terials	Living things and their habitats	Earth and Space	Earth and Space	Forces	Animals inc humans
History	Ancient Greece / BHM: People who changed the world Harriet Tubman		Space Race		Crime and Punish-ment	
Geography		Why should the rain forest matter?		Multicultural London		Exploring Eastern Europe
PSHE	Fun, food, and fitness: influences on fun, food and fitness (media)	Keeping Safe: When things go wrong	Financial capability: value for money	Drug, alcohol and tobacco education: influences	Mental health	Sex and relationships
R.E	If God is everywhere, why go to a place of worship?		What would Jesus do?		Why do some people believe God exists?	

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Art/DT	Greek pottery	Artist study: Frida Kahlo	3D effects Space	Artist study collage	DT Making a moving toy (buggy) unit plan provided	Eastern European folk art
Computing	Coding: Scratch – Scene (Dance/ shape animation)	Coding: Scratch – Scene (Dance/shape animation)	Coding: Scratch – Game (Diving beetle)	Coding: Scratch – Game (Diving beetle)	ICT: Keyboard skills: (doorway online) Communication: Online research Multimedia: Green Screen Advert/Interview/ Documentary (iPads)	ICT: Keyboard skills: (doorway online) Communication: Online research Multimedia: Green Screen Advert/Interview/ Documentary (iPads)
PE	Swimming	Dance	Gymnastics	Gymnastics	Cricket	Cricket
P4C **Individual lesson plans are provided**	English – Why do we enjoy being scared?	Science – Noise History – Should we vote out the unpop-ular? PSHE – Days	Science – Is space exploration a waste of time? Computing – would you like to be taught by a robot?	Science – Potatoes on Mars	History – Remember-ing Columbus PSHE – A beautiful enquiry	Science – The fox and the dog Literacy – The Mirror of Erised
MFL **Spanish**	Going to school		Going to work		Around the world	

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History	Skills	Knowledge	NC
Ancient Greece	• Know and sequence key events of time studied • Make comparisons between different times in the past • Use relevant terms and period labels • Begin to identify primary and secondary sources • Select relevant sections of information • Use the library and internet for research with increasing confidence • Recall, select and organise historical information • Compare an aspect of life with the same aspect in another period	• When did the Ancient Greeks exist? • Who were the Ancient Greeks and what did we learn from them? • What were the main differences between Sparta and Athens? • What was daily life like in Ancient Greece? • What was it like to be Greek Olympian during those times • What is democracy and how did Ancient Greece help to create it?	• Ancient Greece – a study of Greek life and achievements and their influence on the western world.
BHM: Harriet Tubman	• Know and sequence key events of the time studied • Examine causes and results of great events and the impact on people • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Use evidence to build up a picture of a past event • Communicate their knowledge and understanding	• Who is Harriet Tubman? • Where is she from? • When did she live? • What is she known for? • What did she achieve? • Why are her achievements significant? • How has she changed history?	• A history study of an individual
Space Race	• Know and sequence key events of the time studied • Examine causes and results of great events and the impact on people • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Use evidence to build up a picture of a past event • Communicate their knowledge and understanding	• When and where was the cold war? • Who were the cold war leaders? • Who were the famous astronauts of the time? • What caused the USSR and USA compete to be the first person on the moon. • What happened during different attempts to land on the moon? • How did this affect people? • Why was the first landing a success? • What was the reaction? • How have we learnt from this? How does this impact Britain's involvement in Space exploration?	• To study an aspect of History that extends knowledge – significant turning point in British history • Cold War – impact on Britain

Geography	Skills	Knowledge	NC
Why should the rainforest matter? FOCUS 'the lorax'	• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and **South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Begin to use 4 figure co-ordinates to locate features on a map. • Collect and record evidence of temperature • and how this influences plant and animal life and those that live in the rainforest.	• Where are many of the world's rainforest situated? • What are biomes, vegetation belts and climate zones. • What are the main features of a rainforest? • What do we call the different layers of a rainforest? What lives and grows in each layer? • Which animals are endangered in the rainforest? • Where is the Amazon? • How do the people of the Amazon forest live? • What are some of the unique plants that grow in the Amazon. • What are the arguments for and against deforestation?	• Describe and understand key aspects of physical geography, including: **climate zones, biomes and vegetation belts**. • develop contextual knowledge of the location of globally significant places – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
Multi-Cultural London Some good resources on the London Curriculum (Mayor of London). E.g. Brixton Trail Also, Twinkl	• Begin to suggest questions for investigating. • Collect and record evidence. • Analyse evidence and draw conclusions. • Begin to draw a variety of thematic maps based on their own data. • Draw a variety of thematic maps, based on collected data. • Use atlases to find out about other features of places. • Explore population characteristics, including distribution and diversity.	• What is a census and how is it used? • What jobs do people have and how do they support the local economy and environment? • How has the city of London developed and changed over time? • How diverse is the London population, when compared to other cities in the UK? • How and why has London's population changed over time? • Why was London important in the past? • How is London still important today?	• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Exploring Eastern Europe Twinkl	• Use an atlas to find the location of a country • Use an atlas to find capital cities of countries • Differentiate between human and physical characteristics • Differentiate between human and physical characteristics • Using data/information to compare two locations	• What are the countries and capital cities of Europe? • What are the physical features of Eastern Europe? • How does the climate of Eastern European regions compare with that of my own area? • How does the human geography of Eastern European regions compare with that of my own area? • How would you plan for a trip abroad? • How Were Places and People Affected by the Chernobyl Disaster?	• Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Curriculum Year 5

Art & DT	Skills	Knowledge	NC
Art **Greek pottery** **Sculpture**	• Respond to ideas and starting points. • Use a choice of techniques to depict movement and perspective. • Choose a style of drawing suitable for the work. • Show life-like qualities, and real –life proportions or, it more abstract, provoke different interpretations. • Mix textures (rough smooth, plain and patterned • Use tools to carve and add shapes, textures and pattern. • Collect sketches, and present ideas imaginatively in a sketch book. • Critique of self/peer work including short written piece.	• What can we learn about the ancient Greek from their designs? • How is strength and movement conveyed? • How did Ancient Greeks create these pottery designs? What materials did they use?	• To improve mastery of art and design techniques, including drawing and painting and sculpture with a range of materials - clay
Artist study: Diego Rivera and Frida Kahlo	• Develop ideas from starting points throughout the curriculum. • Adapt and refine ideas as they progress. • Comment on artworks using visual language. • Explore ideas in a variety of ways (sketchbooks) • Comment on artworks using visual language. • Experiment with creating mood with colour. • Select and arrange materials for a striking effect. • Create images using digital media.	• Look at South American artist Diego Rivera - what was his art about? • Discuss important people through history and in their own lives and make a picture for a class 'wall of fame' in the style of Diego Rivera (choice of mediums – pastel, paint etc). • Compare and contrast with works by Frida Kahlo including a short written piece • Create a portrait in the style of Frida Kahlo.	• To create sketchbooks to record their observations and use them to review and revisit ideas • To improve mastery of art and design techniques, including drawing and painting • To learn about great artists in history
DT **Space rockets** **Sculpture**	• Describe the different qualities involved in modelling, sculpture and construction • Use recycled, natural and manmade materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. • Demonstrate a secure knowledge of about primary and secondary, warm and cold complementary and contrasting colours. • Use frameworks (such as wire or moulds) to provide stability and form.	• What do you notice about the shape of the space rocket • Why is this? • How have the design of rockets changed throughout the years? • What is your design criteria? • What materials can you use? • Which materials are natural, recycled and man-made? • Does your design meet the brief.	• 3D FORM • Research and develop design criteria • Communicate ideas through discussions, sketches and diagrams • Select and use a wide range of materials according to functional and aesthetic qualities • Evaluate and consider views of others to improve their work.

ART **Artist Study** **: Joe Webb and Peter Thorpe** **The Children will look at contemporary artist Joe Webb and produce collages in the style of his work. This will involve choosing a contemporary image and creating planets using chalk to stick on a space background. Compare and contrast with works by artist Peter Thorpe. Children to create a rocket image using 3D effects.** **Collage and Painting**	• Demonstrate a secure knowledge about primary and secondary, warm and cold and contrasting colours • Adapt and refine ideas as they progress. • Comment on artworks using visual language. • Explore ideas in a variety of ways (sketchbooks) • Comment on artworks using visual language. • Experiment with creating mood with colour. • Select and arrange materials for a striking effect. • Combine visual and tactile qualities • Use a range of media to create collage	• How would you describe the colours of the planets? • Which ones are warm? Cold? What primary and secondary colours are needed? • What do you notice about Joe Webb and Peter Thorpe's art? • How could you create your own Peter Thorpe inspired art? • What materials will you need?	• To create sketchbooks to record their observations and use them to review and revisit ideas • To improve mastery of art and design techniques, including drawing and painting and sculpture with a range of materials - clay
DT **Making a moving toy (buggy)**	• Generate ideas through brainstorming and identify a purpose for their product • Draw up a specification for their design • Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use different tools and equipment safely and accurately • Evaluate a product against the original design specification	• TASK to make a battery powered moving buggy • Exploring moving toys: look at a range of toy vehicles how do they move? Identify different parts using key vocab • Skill of making chassis: make a wooden frame (sawing board + junior hacksaw • Skill attaching wheels to axle: make a spinning top: cut out hexagon from template, mark on diagonals, use hand drill to make hole in the centre, put in dowelling • Exploring technical systems: switches (electrical circuits) transmission using gears & circuits to control lights and buzzers. How can these be incorporated into designs • Design and make buggy using skills gained: think about purpose, design, components and materials needed. • Evaluating final product: did it do what it was designed to do?	• Research and develop design criteria • Communicate ideas through discussions, sketches and diagrams • Select and use a wide range of materials according to functional and aesthetic qualities • Evaluate and consider views of others to improve their work.
Eastern European folk art	• Create pattern work from a variety of sources • Organise their work in terms of pattern, repetition and symmetry and symmetry or random printing styles • Cut and join with accuracy to ensure a good-quality finish to the product	• What do you notice about the colours, themes, patterns etc in Eastern European folk art? Are there any themes often represented? • Introduce children to a range of different techniques used in Eastern European folk art (Polish, Russian, Slavic) • Experiment in reproducing types of artwork using the techniques	• Select and use a wider range of materials and components including textiles according to their functional properties and aesthetic qualities.

Curriculum Year 5

Food technology	Skills (end of KS2 expectations)	Knowledge	NC

Rainbow salad wrap
Fish cakes
Apple sponge pudding
	• Independently get ready to cook (personal hygiene)
	• Demonstrate good food safety when getting ready to store, prepare and cook food
	• Know and understand food safety rules
	• Independently clean up after cooking
	• Confidently read and follow a recipe
	• Accurately use measuring jug and weighing scales
	• Independently show skills of: sieving, whisking, using finger tips to make crumbs, kneading & shaping dough, using rolling pin, use cutters, shape food
	• With supervision:
	  • Use serrated knife
	  • Use a peeler
	  • Chop food evenly sized
	  • Finely grate use a can opener
	  • Use equipment such as an electric whisk and hand blender
	  • Use a ladle or spoon to serve hot liquids
	• Be able to plan and serve own breakfast and a simple balanced meal.
		• To be able to make choices using the 'eatwell plate'
		• Understand the main food groups and the different nutrients that are important for health
		• Know appropriate portion sizes and the importance of not skipping meals
		• Understand basic processes to get food from farm to plate
		• Understand ethical dilemmas associated with food people buy and choose to buy
		• Use information on labels to inform choice
		• Understand social influences on food we choose to eat (media, peer pressure, ethics)
		• When evaluating, identify how to change a recipe to improve flavour
		• Be able to describe food relating to flavour, texture and appearance
			• understand and apply the principles of a healthy and varied diet
			• prepare and cook a variety of predominantly savoury dishes using a range of cooking
			• techniques
			• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

PSHE	Fun, food, and fitness: (MEDIA)	Keeping safe When things go wrong!	Financial Capability – Borrowing and earning money	Drug, alcohol and tobacco education: Different influences	Mental Health Dealing with Feelings	Sex and Relationships
	food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers • can compare the health benefits of a food or drink product in comparison with an advertising campaign • identify advertising as one influence on people's choices about food and drink • are able to analyse how the media portray celebrities • recognise that celebrities can be presented as role models and that they may be a good or not-so good role model for young people • can explain why we need to be cautious about things we see, hear or read about in the media • understand that images can be changed or manipulated by the media and how this can differ from reality • can describe how the media portrayal might affect people's feelings about themselves • accept and respect that people have bodies that are different	• understand that people can be influenced by things online • can explain why what they see online might not be trustworthy • know when and how to report something that makes them feel unsafe or uncomfortable • know what is meant by domestic violence and abuse • understand that nobody should experience violence within a relationship • know what to do if they experience violence/ where to go for help, advice and support • understand some of the reasons that might cause a young person to run away or be absent from home • can identify the potential risks and dangers of running away or going missing • know who to talk to if they feel like running away	• understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes) • can explain the difference between manageable and unmanageable debt and how this can make people feel • can identify where people can access reliable information and support • can identify skills that make someone enterprising • know what is needed to plan and set up an enterprise • can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise • understand that money is one factor in choosing a job and that some jobs pay more than others • can debate the extent to which a person's salary is more or less important to job satisfaction • understand how people choose what job to do	• know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis • understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law • understand that there are risks associated with all smoking drugs • can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products • can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol • recognise that there are many influences on us at any time • can describe some strategies that people can use if they feel under pressure in relation to drug use • can demonstrate some ways to respond to pressure concerning drug use • recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it	are able to name and describe a wide range and intensity of emotions and feelings • understand how the same feeling can be expressed differently • recognise how emotions can be expressed appropriately in different situations • identify situations when someone may feel conflicting emotions due to change • can identify ways of positively coping with times of change • recognise that change will affect everyone at some time in their lives. • recognise that at times of loss, there is a period of grief that people go through • understand there are a range of feelings that accompany bereavement and know that these are necessary and important • know some ways of expressing feelings related to grief	• about the way we grow and change throughout the human lifecycle • about the physical changes associated with puberty • about menstruation and wet dreams • about the impact of puberty in physical hygiene and strategies for managing this • how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty • strategies to deal with feelings in the context of relationships • to answer each other s questions about puberty with confidence, to seek support and advice when they need it

Science	Skills	Knowledge	NC
Properties and changes of materials	• Planning different types of scientific enquiries to answer **questions** including recognising and controlling variables where necessary. • Identifying **scientific evidence** that has been used to support or refute ideas or arguments. • Using **test results** to make predictions to set up further comparisons and fair tests. • **Recording** data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line charts. • **Reporting** and **presenting** findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Pupils should read, spell and pronounce **scientific vocabulary** accurately	• I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • I can demonstrate that dissolving, mixing and changes of state are reversible changes • I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	**Properties and changes of materials** Pupils should build a more systematic understanding of materials by exploring and comparing and the properties of a broad range of materials including what they learned about magnestism in year 3 and electricilty in year 4. They should explore changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils should explore changes that are difficult to reverse, such as burning, rusting and other reactions.
Living things and their habitats		• I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • I can describe the life process of reproduction in some plants and animals.	**All living things and their habitats** Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, eg plants in the vegetable garden or flower border and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodhall.
Earth and Space		• I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system • I can describe the movement of the Moon relative to the Earth • I can describe the Sun, Earth and Moon as approximately spherical bodies • I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Earth and Space** Pupils should be introduced to a modal of the Sun and Earth that enables them to explain day and night. Pupils should learn that the sun is a star at the centre of our solar system and it has eight planets. They should understand that the moon is a celestial body that orbits a planet. Earth has one moon, Jupiter has four large moons and numerous smaller ones. Pupils should find out about the way that the solar system has developed, understanding how the geocentric modal of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus

Forces		• I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces • I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • I can describe the changes as humans develop to old age.	**Forces** Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces the things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects – eg brakes on a bike wheel. Explore the effects of levers, pulleys and simple machines on movement. Find out how Galileo and Issac Newton helped to develop the theory of gravitation.
Animals inc humans		• I can describe the changes as humans develop to old age.	**Animals including humans** Pupils should draw a timeline to indicate stages in growth and development of humans. They should learn the changes experienced in puberty.
Please see KS2 Science National Curriculum 'Notes and Guidance' for each unit for ideas for experiments and how children could 'work scientifically' in each unit.			

MFL Spanish	Skills	Knowledge	NC
Year 5	introduces verbs that help learners describe their daily routine and include: to get up, to brush (hair/teeth), to shower, to get dressed, to eat, to pack (a bag), to walk, to go, to catch (the bus/train), to learn, to prefer, to like In some languages, these will be reflexive verbs, so it will be necessary to introduce the reflexive pronoun myself in this instance and to compare it to the first person subject pronoun I which has been used so far. Some basic prepositions of place are included. The simple conjunction because is also presented in order to allow learners to develop more complex sentences which include a clause expressing a reason or an explanation.	**Autumn** **Going to school** I brush my teeth. - I go to school by car. - He prefers English because it is interesting. - I do not like science because it is boring. - I walk to school. - My school is two kilometres away. - Her favourite lesson is geography. - I like my teacher. - Do you walk to school? - I do not learn English.	• listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing

Year 5	Children learn how to talk about jobs and professions. The key grammar points are centred on using the verbs to work (in) and to be. In languages where this is appropriate, distinctions around the masculine and feminine forms of the indefinite article will need to be pointed out. Similarly, nouns which change their endings to indicate masculine or feminine will also need to be highlighted. In English, the appropriate use of a vs an should be investigated. Other verbs introduced here include: to earn (money), to save, to buy, to spend (money), to wake up, to go to bed, to go to sleep Again, some languages will need to refer back to the use of reflexive verbs. A recap of numbers is also advisable at this stage before moving on to telling the time. Numbers 21-30 are also included, as are time phrases.	**Spring** **Going to work** He is a shop assistant. - She works in a hotel. - What do you like to buy? - I spend money on computer games. - It is 10am. - I go to bed at 8pm. - She spends money on books. - I like to buy clothes. - She earns £10 per week. - He does to work in the morning.	
	Introduces more countries around the world so at this point it might be a good idea to revise the I live in… grammar points introduced in Unit 3. The verb to speak is revised, and the following new verbs are introduced: to come from, to fly, to sleep	**Summer** **Around the world** They speak Norwegian in Norway. - Where do you come from? - We stay in a hotel. - You come from New Zealand. - He does not come from the south. - I speak Mandarin and Danish. - She lives in the south of Sweden. - We are not going to the seaside. - We come from the south of Wales. - He speaks Polish.	

PE	Skills	Knowledge	NC
Swimming	**Beginners** • This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations. **Developers** • This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay save around water. **Intermediate** • This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others	Beginners **Easier** • I can explain a pool rule that helps me to stay safe • I can float on my front and back • I can move and submerge confidently in the water • I can swim over a distance of 10m with a buoyancy aid • I know and can demonstrate what to do if I fall into water **Harder** • I can begin to use arms and legs together to move effectively across the water • I can demonstrate what to do if I fall into water • I can float on my front and back • I can glide on both front and back • I can roll from my front to my back and then regain a standing position • I can swim over a distance of 10m unaided • I know several pool rules and can explain how they help me to stay safe **Developers and Intermediate** • I can swim competently, confidently and proficiently over a distance of at least 25 metres • I can perform safe self-rescue in different water-based situations • I can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).	• swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively • perform safe self-rescue in different water-based situations
Dance	• Pupils learn different styles of dance, working individually, as a pair and in small groups. • In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. • As they work, they develop an awareness of the historical and cultural origins of different dances. • Pupils will be provided with the opportunity to create and perform their work. • They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. • Pupils will work safely with each other and show respect towards others	• I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus • I can choreograph phrases individually and with others considering actions and dynamics • I can accurately copy and repeat set choreography • I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing • I can identify how different activities can benefit my physical health • I can suggest ways to improve my own and other people's work using key terminology • I can use feedback provided to improve my work • I can lead a group through short warm-up routines • I can use counts when choreographing to stay in time with others and the music.	• perform dances using simple movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Gymnastics	• Pupils create longer sequences individually, with a partner and a small group. • They learn a wider range of actions such as inverted movements to include cartwheels and handstands. • They explore partner relationships such as canon and synchronisation and matching and mirroring. • Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. • In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions	• I can use strength and flexibility to improve the quality of a performance • I can create and perform sequences using apparatus, individually and with a partner • I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance • I can use set criteria to make simple judgments about performances and suggest ways they could be improved • I can use feedback provided to improve my work • I can work safely when learning a new skill to keep myself and others safe • I can lead a partner through short warm-up routines	• develop balance, agility and co-ordination, and begin to apply these in a range of activities • compare their performances with previous ones and demonstrate improvement to achieve their personal best
Cricket	• Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. • They learn how to play the different roles of bowler, wicket keeper, fielder and batter. • In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. • In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. • Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	• I am developing a wider range of fielding skills and I am beginning to use these under some pressure • I can strike a bowled ball with increasing consistency • I understand there are different skills for different situations and I am beginning to use this • I understand the rules of the game and I can apply them honestly most of the time • I understand the need for tactics and can identify when to use them in different situations • I can identify how different activities can benefit my physical health • I can identify when I was successful and what I need to do to improve • I can use feedback provided to improve my work • I can work collaboratively with others to score runs • I can work co-operatively with others to manage our game	• master basic movements including running, jumping, throwing and catching • participate in team games, developing simple tactics for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Curriculum Booklet Year 6

The National Curriculum subjects are English, Maths, Science, History, Geography, Religious Education (RE), Art and Design, Music, Computing, Design and Technology, Physical Education, and for KS2 a modern foreign language.

Our Curriculum Statement

Aims:

- have firm foundations of basic skills that they can use and apply
- have a broad range of exciting and creative opportunities to discover and nurture their individual talents
- Understand the distinct nature of the different disciplines that enable one to become a specialist in a particular area, eg. an artist or a historian
- develop a set of core human values that underpin their spiritual, moral, social and cultural (SMSC) development and their sense of uniqueness and self-worth as individuals
- have access and opportunity for all individuals to achieve their potential
- develop their thinking and questioning skills
- to give children the skills, knowledge and attitudes to lead a rich and fulfilling life and become the 'movers and shakers ' of tomorrow

The Ambler Primary School curriculum consists of:

- the National Curriculum core and foundation subjects, which are taught through a relevant, contextual and inspiring framework
- RE, PHSE and Citizenship are taught in discreet lessons and on designated whole school workshop days
- Spanish for all pupils from year 3 onwards
- DREAMS Education
- an enrichment programme for each year group comprising music, art, drama ,technology , philosophy
- a programme of extracurricular activities that includes creative and physical opportunities

Using this document

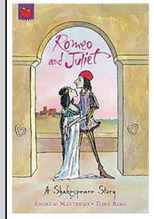
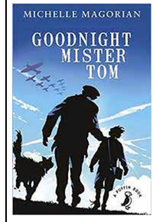
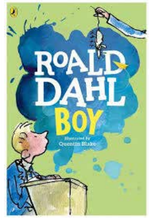
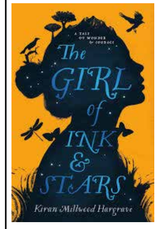
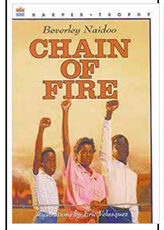
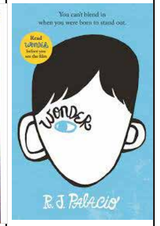
Medium term planning

Though each unit contains information about the key objectives to be covered, teaching is not solely limited to these objectives alone. It may be appropriate to reduce or increase the pitch and/or quantity of objectives covered according to the needs of individual children. Indeed children working below the national average may need to consolidate objectives from the preceding year before progressing to age expected targets.

Planning

Planning from this document should be converted into detailed short term plans for individual subjects. Planning should match the expectations set out in the teaching rubric. It should also aim to link with Ambler's' Key Drivers' – these underpin the learning and experiences we provide and to ensure our curriculum offer is enriched. We have prioritised the key skills and aspirations we want our children to experience and develop during their time with us. These key drivers are personal to our school and reflect the social and educational needs of our local area.

Curriculum Overview 2020/21

	Autumn 1 All the worlds a stage		Autumn 2 Friend or Foe	Spring 1 Our Changing World	Spring 2 Shaping our future	Summer 1 Stand up and be heard!	Summer 2 'Fair'
Reading	 Additional text: Walter Tull Scrapbook- Michaela Morgan		 Additional text: Invictus- William Ernest Henley	 Additional text: Jabberwocky – CS Lewis		 Additional text: Revolting Rhymes – Roald Dahl	
Science	Electricity		Living things and their habitats	Evolution and inheri-tance	Animals including humans	Light	Light
History	The Tudors Henry VIII	BHM: People who changed the world Walter Tull	World War II (The Blitz)			The rise and fall of the British Empire	
Geography				Rivers and the water cycle	Natural resources		Trade across the world today
PSHE	Keeping safe:		Drugs and alcohol	Physical health and well-being including mental health	Physical health and well-being including mental health	Human rights	Sex and relationships
R.E	What matters most to Christians and Humanists			What does it mean to be a Muslim in Britain today?		What do religions say to us when life gets hard?	
Art/DT	Portraits – Observational drawing		Sculpture DT – tools for the trenches or Anderson shelters	Artist study Monet		Graffiti	DT Building Bridges

Food technology	Tomato and carrot soup		Spicy veggie pasta		Apple sponge pudding	
Computing	Coding: Scratch - Scene (Quiz/ virtual tour/shape)	Coding: Scratch - Scene (Quiz/virtual tour/shape)	Coding: Scratch – Game (Maze)	Coding: Scratch – Game (Maze)	ICT: Understand Networks/www Communication: Online research Multimedia: Google Slides Presentation Trading project	ICT: Understand Networks/www Communication: Online research Multimedia: Google Slides Presentation Trading project
PE	Dance		Gymnastics		Athletics	
P4C **Individual lesson plans provided**	Maths – The Numbers Strike	Science – Who are you? Science – When do you stop being a child? History – Reinhold Hanning, Auschwitz Guard	History – What should be remembered every year? Art – Banksy? See ES to discuss stimulus for this enquiry	Technology – A beautiful enquiry	Ecosystems – Water Catcher Science – The Man who Lived forever	Science – When do you stop being a child?
MFL **Spanish**	Healthy lifestyles		Clothes and shopping		Weather	
Trips	Ben Kinsella SSF PGL	Churchill war museums Natural History Museum Enterprise Anne Frank exhibition	Natural History Muse-um Enterprise	Gillespie Natural park – pond dipping	Wallace collection	Year 6 trip

History	Skills	Knowledge	NC
The Tudors – case study Henry VIII	• To understand the chronology of the era by placing current study on a timeline • Use relevant dates and terms • Establish clear narratives within and across the periods they study. Examine causes and results of great events and the impact on people • Find out about facts beliefs, behaviour of people • To make contrasts and connections between different periods • To use sources and discuss reliability • Offers some reasons for different versions of events.	• When and who were the Tudors? • Who ruled during Tudor times? What impact did the monarchs have on its people? (for example religion) • How is the way the monarchs ruled in Tudor times different to how monarchs ruled today? • Why is Henry VIII one of the most talked about monarchs? • How can we trust Tudor sources and discuss bias and 3rs (reliable, relevant, rich)	• The changing power of monarchs, using case studies such as Henry VIII
BHM: Ground-breaking Athletes	• Examine great achievements and the impact on our culture • Compare accounts of individuals from different sources – fact or fiction • Research and compare the challenges that individuals faced over time • Use evidence to build up a picture of individuals of the past • Communicate knowledge and understanding	• What are the most significant achievements of black athletes in British History? • What is meant by segregation? • How have athletes stood up to racism in sport? • What impact did this have on sport and culture today? • Who would win the ultimate Sports Personality of the Year and why?	• A local history study
World war II (The Blitz)	• place events, people and changes into correct periods of time • Understand about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past • Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this. • how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites • ask and answer questions, and to select and record information relevant to the focus of the enquiry. • recall, select and organise historical information • use dates and historical vocabulary to describe the periods studied • Selects and organise information to produce structured work.	• When and what were the key events that led to world war II? • What was the impact of World War II on people in our locality? • What impact did it have on women and why? • What do different sources including a fictional book tell use about what life was like as an evacuee • What, when and why did the Blitz happen? • How did the Blitz relate to the rest of the war? • Did similar things happen in other countries?	• The unit involves the study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.

Fall of the British Empire FOCUS 'Journey to Jo'burg'	• Place current study on timeline in relation to other studies • Sequence up to 10 events on the timeline • Use relevant dates and terms • to know the causes and effects • to recognise and know about the significant figures • to find out about beliefs, behaviour and characteristics of people recognising not everyone shares the same views and feelings. • Compare beliefs and behaviour with another time studied. • to use a range of historical sources • to discuss accuracy bias and reliability of sources • to make connections between different periods of history • Bring knowledge together gathered from different sources in a fluent account. • Recognise primary and secondary sources	• When and what was the British Empire? • Who were the key people involved in expanding the British Empire? • Why did Britain want to become an Empire? • What does a colony mean? • Identify the British colonies? • How long did the British Empire last for? • What was the cause of its decline? • What was Britain's part in the slave trade? • What were the different views on the British Empire?	• A significant turning point in British History

Geography	Skills	Knowledge	NC
Natural resources Planbee & FOCUS 'trash'	• Draw a variety of thematic map based in their own data. • Locate places on a world map • Recognise how human interaction can change a place over time • Recognise how people can improve the environment - Recognise how and why people may seek to manage environments sustainably • Offer explanation for physical and human features and how they got there. • Understand and describe how human and physical features define a place's character • Describe different approaches taken towards environmental management - Explain different views that people hold about key issues (e.g. land use and buildings)	• What are Britain's natural resources and how are they used? • How are natural resources used to produce energy? • What are clean and renewable natural resources used to produce electricity, and what are the pros and cons of their use? • Where in the world is wood is produced, and what are some of the problems associated with its production. • How and where is steel produced? • Where and how glass and concrete are produced in Britain using natural resources.	• Describe and understand human geography including the distribution of natural resources including energy food and minerals and water.
Rivers and the water cycle	• to read maps and atlases • to read and identify map symbols • to read 6 figure grid reference • to describe the position of key rivers around the world	• Where are the key rivers of the world? • Where does water comes from (Water cycle) • What are the key features of the river system? • What are the different ways rivers are used? • What is the impact of damming rivers?	• Describe and understand • Physical geography including the water cycle

Trade across the world today TWINKL	• Suggest questions for investigating. • Investigate places with more emphasis on the larger scale: contrasting different places. • Collect and record data unaided. • Analyse evidence and draw conclusions – looking at patterns and explaining reasoning. • Draw a variety of thematic maps based on their own data.	• What Do We Trade? • Who Do We Trade With? • Explain trade links between El Salvador and the UK • Explain the importance of fair trade • The Global Economy: Can you explain the global supply chain? • How trading has changed through history? (link back to British Empire previous learning)	• To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including **trade links**, and the distribution of natural resources. • including energy, food, minerals and water. Understand geographical similarities and differences through the study of human and physical geography of a region of **North or South America.**

Art & DT	Skills	Knowledge	NC
Art **Portraits Henry III** **Drawing**	• Select and record from first hand observation, experience and imagination and explore ideas for different purposes. • Make thoughtful observations about starting points and select ideas and processes to use in their work. • Explore the roles and purposes of artists, designers and craftspeople in different times and cultures • Manipulate and experiment with elements of art: line, tone pattern, texture, from colour and shape • Use a variety of techniques to add interesting techniques (e.g. reflections/shadows) • Adapt their work according to their views and describe how they might develop it further.	• What do you notice about portraits of Henry VIII? • What do you think was the brief back then? • How is it successful? • Look at different portraits of monarchs – how are they similar or different? • Where would be a good starting point? • How can you use you pencil to add detail? • What so far resembles Henry VIII? • What could be developed or improved and how might you do that?	• Create sketchbooks to record observations • Improve the mastery of drawing
DT – **Sculpture**	• Describe the purpose of their products • share and clarify ideas through discussion • model their ideas using prototypes and pattern • make design decisions that take account of the availability of resources • 1 select tools and equipment suitable for the task • explain their choice of tools and equipment in relation to the skills and techniques they will be using • explain their choice of materials and components according to functional properties.	• What were Anderson shelters? • Why were they designed the way they were? • What were they made out of? • Which materials would you be able to use to build your own sturdy model of an Anderson shelter? • How will you join your materials • What skills and techniques will you use • Which materials could you use to add visual effects to make it life like and functional – eg not visable.	• Use research & development design criteria to inform design that is fit for purpose • Generate & develop model through discussion, annotated sketches & diagrams • Select from range of tools and equipment to perform practical task • Evaluate against design criteria and consider the views of others to improve design • Apply understanding of how to strengthen and reinforce complex structures
ART **Artist Study** **Monet**	• Demonstrate a secure knowledge about primary and secondary, warm and cold and contrasting colours • Adapt and refine ideas as they progress. • Comment on artworks using visual language. • Explore ideas in a variety of ways (sketchbooks) • Comment on artworks using visual language. • Experiment with creating mood with colour. • Select and arrange materials for a striking effect.	• What do you notice about monet's work? • Using out art language how can we describe monet's work? • How can you create a similar was to Monet's (water colour) • Which colours, how much depth to the colour?	• Learn about great artists in history • Improve mastery of drawing and painting

Art **Street Art** **Artist study** **Banksy** **Keith Haring** **Ben Eine**	• Explore ideas and collect visual information (sketchbooks) • Respond to ideas and starting points. • Comment on artworks with a grasp of visual language. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Explore different methods and materials as ideas develop. • Discuss a range of images and what the messages convey. • Produce a poster using appropriate styles and techniques.	• Through sketching, to develop ideas and techniques for art work comprising stylised graffiti • lettering • Through sketching, to develop ideas for improving a public space with street art • Explore satirical, political and protest art. What is the message? • Explore the work of Banksy and develop ideas for using stencil art • Produce stencil art in the style of Banksy	• Create sketchbooks to record observations and use to review and revisit ideas • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • Learn about great artists and designers in history
DT **Building Bridges**	• Describe the purpose of their products • share and clarify ideas through discussion • model their ideas using prototypes and pattern • make design decisions that take account of the availability of resources • select tools and equipment suitable for the task measure, mark out, cut, shape and join a range of materials, using appropriate tools, equipment and techniques • explain their choice of tools and equipment in relation to the skills and techniques they will be using • Explain their choice of materials and components according to functional properties.	• What is the purpose of a bridge? Do we really need them? • What famous bridges do you know? What bridges are in our local area and what is the purpose? Investigate the bridges of London & historical links • Investigate different types of bridges (beam, arch, truss, suspension)Compare and contrast • How can shapes make a bridge stronger? • Design a new bridge for London	• Use research & development design criteria to inform design that is fit for purpose • Generate & develop model through discussion, annotated sketches & diagrams • Select from range of tools and equipment to perform practical task • Evaluate against design criteria and consider the views of others to improve design • Apply understanding of how to strengthen and reinforce complex structures

Food technology	Skills (end of KS2 expectations)	Knowledge	NC

Tomato and carrot soup
 	
Spicy veggie pasta
 	
Welsh cakes
	• Independently get ready to cook (personal hygiene)
	• Demonstrate good food safety when getting ready to store, prepare and cook food
	• Know and understand food safety rules
	• Independently clean up after cooking
	• Confidently read and follow a recipe
	• Accurately use measuring jug and weighing scales
	• Independently show skills of: sieving, whisking, using finger tips to make crumbs, kneading & shaping dough, using rolling pin, use cutters, shape food
	• With supervision:
	  • Use serrated knife
	  • Use a peeler
	  • Chop food evenly sized
	  • Finely grate use a can opener
	  • Use equipment such as an electric whisk and hand blender
	  • Use a ladle or spoon to serve hot liquids
	• Be able to plan and serve own breakfast and a simple balanced meal.
		• To be able to make choices using the 'eatwell plate'
		• Understand the main food groups and the different nutrients that are important for health
		• Know appropriate portion sizes and the importance of not skipping meals
		• Understand basic processes to get food from farm to plate
		• Understand ethical dilemmas associated with food people buy and choose to buy
		• Use information on labels to inform choice
		• Understand social influences on food we choose to eat (media, peer pressure, ethics)
		• When evaluating, identify how to change a recipe to improve flavour
		• Be able to describe food relating to flavour, texture and appearance
			• understand and apply the principles of a healthy and varied diet
			• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
			• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

PSHE	Keeping Safe **Keeping safe and managing risk:** **Keeping safe - out and about** **Pupils learn:** • about feelings of being out and about in the local area with increasing independence • about recognising and responding to peer pressure • about the consequences of anti-social behaviour (including gangs and gang related behaviour) **FGM** **Pupils learn:** • about the importance for girls to be protectedagainst FGM	**Drug, alcohol and tobacco education:** **Weighing up risk** **Pupils learn:** • about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs • about assessing the level of risk in different situations involving drug use • about ways to manage risk in situations	**Identity, society and equality:** **Human rights** **Pupils learn:** • about people who have moved to Islington from other places, (including the experience of refugees) • about human rights and the UN Convention on the Rights of the Child • about homelessness	**Mental health and emotional well-being: Healthy** **minds** **Pupils learn:** •what mental health is • about what can affect mental health and some ways of dealing with this • about some everyday ways to look after mental health • about the stigma and discrimination that can surround mental health	**Sex and relationship education:** **Healthy relationships / How a baby is made** **Pupils learn:** • about the changes that occur during puberty • to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact • what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships • about human reproduction in the context of the human lifecycle • how a baby is made and grows (conception and pregnancy) • about roles and responsibilities of carers and parents • to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it **Additional lessons:** (schools will want to consider including these lessons, as part of SRE policy development) • some myths and misconceptions about HIV, who it affects and how it is transmitted • about how the risk of HIV can be reduced • that contraception can be used to stop a baby from being conceived

Science	Skills	Knowledge	NC Non – statutory guidance
Electricity	• Planning different types of scientific enquiries to answer **questions** including recognising and controlling variables where necessary. • Identifying **scientific evidence** that has been used to support or refute ideas or arguments. • Using **test results** to make predictions to set up further comparisons and fair tests. • **Recording** data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line charts. • **Reporting** and **presenting** findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Pupils should read, spell and pronounce **scientific vocabulary** accurately	• I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • I can use recognised symbols when representing a simple circuit in a diagram.	**Electricity** Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols. Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity. Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.
Living things and their habitats		• I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • I can give reasons for classifying plants and animals based on specific characteristics.	**living things and their habitats** Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system
Evolution and Inheritance		• I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Evolution and Inheritance** Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

Animals including humans		• I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • I can describe the ways in which nutrients and water are transported within animals, including humans.	**Animals including humans** Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.
Light		• I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Light** Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions. Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).
Please see KS2 Science National Curriculum 'Notes and Guidance' for each unit for ideas for experiments and how children could 'work scientifically' in each unit.			

Curriculum Year 6

MFL Spanish	Skills	Knowledge	NC
Year 6	Learners come across verbs which help them talk about sports and being outside. These include: to ride (a bicycle), to go for a walk, to jog, to explore, to run Expressing likes and dislikes is also recapped as students talk about their food and eating preferences, and similarly negatives are revised. Comparatives and superlatives are introduced in order to extend students' capacity to express their likes, dislikes and preferences.	**Autumn** **Healthy lifestyles** I ride my bike. - I like vegetables. - I do not like junk food. - Fruit is better than sweets. - Junk food is worse than salad. - That is unhealthy. - She is good at football. - I eat vegetables once a week. - He goes for a walk outdoors. - She is not lazy.	• listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing
	Uses the topic of clothes and shopping to introduce new vocabulary and extend learners' grasp of changes to adjective endings to reflect masculine, feminine or plural in languages where this applies. The verb to get dressed is revised and the following new verbs are included: to get undressed, to wear, to try on, to hang up (clothes), to fold, to put away Students are also introduced to demonstrative pronouns in both their singular and plural forms: This, that, those, these	**Spring** **Clothes and shopping** I get dressed. - I prefer these blue shorts. - Do you like that skirt? - I put away my t-shirts. - These large clothes are uncomfortable. - I wear a coat. - His size is medium. - He puts his clothes in the wardrobe. - You like those trousers. - She wears a black belt.	
	Through the topic of weather, students are introduced to more question formats using the pronoun what. They are provided with a scaffold to answer questions about weather conditions and temperatures and are also presented with more numbers (31-40).	**Summer** **Weather** What's the weather like? - It is cold. - What's the temperature? - It is 25 degrees. - It is sunny. - There is a storm. - I wear sunglasses. - Here is the weather report. - You put on a scarf. - Today is not cloudy.	

PE	Skills	Knowledge	NC
Dance	• Pupils will focus on developing an idea or theme into dance choreography. • They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing and dynamics. • Pupils will have opportunities to choreograph, perform and provide feedback on dance. • Pupils think about how to use movement to convey ideas, emotions, feelings and characters. • Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.	• I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters • I can choreograph a dance and work safely using a prop • I can perform dances confidently and fluently with accuracy and good timing • I understand that there are different areas of fitness and how this helps me in different activities • I can use appropriate language to evaluate and refine my own and others' work • I can use feedback provided to improve the quality of my work • I can lead a small group through a short warm-up routine • I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances • I can use counts when choreographing to improve the quality of my work.	• perform dances using simple movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best
Gymnastics	• Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. • They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. • Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. • In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	• I can combine and perform gymnastic actions, shapes and balances with control and fluency • I can create and perform sequences using compositional devices to improve the quality • I can work collaboratively with others to create a sequence • I understand what counter balance and counter tension is and can show examples with a partner • I understand that there are different areas of fitness and how this helps me in different activities • I can use appropriate language to evaluate and refine my own and others' work • I can use feedback provided to improve the quality of my work • I understand how to work safely when learning a new skill.	• develop balance, agility and co-ordination, and begin to apply these in a range of activities • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Athletics	• Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. • As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. • They learn how to improve by identifying areas of strength as well as areas to develop. • Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. • In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.	• I can select and apply the best pace for a running event • I can perform jumps for height and distance using good technique • I show accuracy and good technique when throwing for distance • I can help others to improve their technique using key teaching points • I can identify my own and others' strengths and areas for development and can suggest ways to improve • I understand that there are different areas of fitness and how this helps me in different activities • I use different strategies to persevere to achieve my personal best • I can compete within the rules showing fair play and honesty.	• master basic movements including running, jumping, throwing and catching • participate in team games, developing simple tactics for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best

How we teach Maths at Ambler

	Expectations
Planning	• Teachers are aware of the National Curriculum and end of year objectives • Follow the White Rose scheme overview **Teachers need to use their own judgement about how best to fit in each unit eg. What gaps do their children have? What special weeks/days/trips need to be accounted for? • Teachers draw on NCTEM, NRICH and other sources to enhance planning • Teachers complete half-termly overview stating fluency and LI for each day (see example in Maths folder) • Teachers complete weekly plans stating the breakdown of each lesson (see example in Maths folder) **All plans to be uploaded into Year group planning folders

Lesson structure	• Mon-Thurs = 1 hour 10 minutes.
	• Lesson breakdown (rough timings)
	  • Conferencing + independent activity (10-15 mins)
	  • Fluency (5 mins)
	  • Input (15 mins)
	  • Independent work (15-20 mins)
	  • Self-assessment (5 mins)
	  • Plenary (5 mins)
	• Fri = 1 hour (discrete times tables or big maths)

What it should look like in books	• Printed LI/SC for every piece of work
	  • Short date included for KS1
	  • Short date written by KS2 (top right-hand corner)
	• Children write in pencil
	• Margin to be drawn on each page
	• Children to use 1 box per digit
	• Tasks should be varied across a week (be aware of worksheet overload)
	• Photos may be used to document work but must be accompanied by children's comments or a follow-up task
	• Work should show clear differentiation and challenge

Feedback & assessment	• Children mark work in green pen (Year 2-6) • Children find examples of where they have met the SC and highlight that in yellow (Year 2-6). • Children circle IND/TA/CT to show if they have worked independently or with adult support. **Year 1 – teachers tick work and SC in red pen while they train their children to self-assess • Teachers pick up on misconceptions during lessons. For every conversation/edit in books, teachers should stamp books with the 'verbal feedback' stamp and children respond in green pen. • Times Tables tests carried out every two weeks and teachers to record all results. • Big Maths tests carried out every two weeks and work stuck in books. • Please see marking examples and full explanation of conferencing in the 'Marking' section of the maths folder. • Formal assessments are carried out once a term and standardised tests are used.
Environment	• Maths displays should be working walls, regularly added to/updated by the teacher. • Modelled examples should relate to the unit being taught. • Key vocabulary should be updated on the 'language heroes' display. • Key terms/concepts should be displayed with definitions and visuals. • Times Tables missions should be clearly displayed and accessible for children (Years 2-6).

How we teach Literacy at Ambler

	Expectations
Planning	• Teachers should consult their year group's medium term plans and the national curriculum (see in Literacy folders) • Create a **unit overview** (see example in Literacy folder) with LI & activity • Planning should build towards a final outcome write ensuring it includes speaking and listening and drama opportunities, practice writes, opportunities to consolidate reading skills and covers the grammar objectives • On front cover of weekly plan, make explicit where in unit you can find opportunities to talk about racial equality/inequality and how people from other ethnic backgrounds are important in that field of learning. There should opportunities to do this across the whole unit and should be included in the daily plan *Teachers need to use their own judgement about how best to fit in each unit eg. What gaps do their children have? What special weeks/ days/trips need to be accounted for? • **Weekly planning** (see example in Literacy folder) should be completed in more detail stating how the lesson is broken down, questioning and differentiation **All plans to be uploaded into Year group planning folders

Lesson structure	• Mon-Thurs = 1 hour. Fri = 1 hour, 10 mins
	• Lesson breakdown (Mon-Thurs)
	  • Starter (grammar skill/drama activity etc.) (10 mins)
	  • Input (15-20 mins)
	  • Independent work (15-20 mins)
	  • Self-assessment (5 mins)
	  • Plenary (5 mins)
	• Lesson breakdown (Fri)
	  • Writing Conferencing/Independent task (20 mins)
	  • Input (15-20 mins)
	  • Independent work (15-20 mins)
	  • Self-assessment (5 mins)
	  • Plenary (5 mins)
	*Spelling and handwriting must be modelled throughout the lesson

What it should look like in books	• Long date (typed on LI for KS1) written in top right-hand corner above LI • Typed LI (not activity based) & SC in child-friendly language stuck underneath • LI to include box stating level of support for children to choose (Ind./TA/CT) • Make handwriting and presentation a focus • Clear differentiation/scaffolding (e.g. word banks, sentence starters, question prompts, visuals etc. attached under LI) *Final outcomes cannot have wordbanks etc. stuck in books – must be child's choice to use resources around the room • Variety of tasks • Photos may be used to document work but must be accompanied by children's comments or a follow-up task. **Worksheets where appropriate but adapted for needs and only when not another way of doing task.
Feedback & assessment	• Mark as appropriate with children at end of lesson (children in green pen) • Children find examples of where they have met SC and highlight in yellow and number according to SC in green pen (Years 2-6) • Children highlight level of support they received in box above LI & SC (Years 2-6) • All work checked over by CT after lesson for spellings, grammar errors etc. and corrected with Ambler marking code in margin - child corrects in green pen *Year 1 teachers to tick work and SC in red pen while they train children to self-assess. • Address misconceptions with verbal feedback stamp in lesson – children correct in green pen • In-depth mark of practice writes and give relevant target (dated) on post-it note for final outcome write • Positive comment given for final outcome **Please see feedback examples and detailed explanation in Literacy folder for more information **Formal assessment takes place once every term. Group children according to ability (sig below, below, cuspy at, at, cuspy above & above) and assess one child from each group against year group assessment objectives (grids in Literacy folder).**

Environment	**Literacy working wall should include:** • Text, info about text, characters etc. • Genre type, audience and purpose (TAP) –including genre features as appropriate • Models of the genre • Formal-informal continuum with examples of texts already studies • Key vocabulary (including definitions/visuals etc.) • Key grammatical features for text **Magpie Wall should include:** • Sentences and phrases relevant to piece of writing in correct tone • Relevant vocab used in phrases and sentences **Washing Line should include:** • Models relevant to final outcome • Plans • Information on structure • Sentence openers • Anything else the children will need to help them to write independently *All displays should be written in joined up handwriting (Year 3-6) and always written on lines (Year 1-6) – draw the lines on if there are none!

How we teach Reading at Ambler

	Expectations
Planning	• Teachers are aware of the National Curriculum and end of year objectives • Teachers to have read new text before the term begins • Teachers **plan book coverage**, to ensure whole book is read before the end of the half term • Teachers complete **half-termly overview** stating which reading skill will be covered each week – ensuring coverage of all skills ** Some skills will lend themselves better to poetry/non-fiction texts. Some skills you will need to cover more than once every half term. • Teachers complete **weekly plans** stating the breakdown of each lesson **All plans to be uploaded into Year group planning folders • Monday: Decoding/Vocabulary focus • Tues-Thursday: introduce focus skill, reducing scaffolds as week progresses • Friday: Assessment with focus on the skill you have been learning • Teachers draw on support from the resources saved in the Reading folder under 'Resources' • Routinely pick up opportunities to learn about racial equality/inequality and about black people and other people of colour e.g. when introducing or discussing the concepts/characters that occur in the book

Lesson structure	Mon-Thurs = 45 minutes. • Vocabulary starter (3 minutes) • Share LI & fluency focus (2 minutes) • Teacher model reading first page & partner reading (15 minutes) • Independent task (20 minutes) • Marking and plenary (5 minutes) Fri= 30 minutes • Children read independently (15 minutes) • Children answer assessment style questions (10 minutes) • Marking/plenary (5minutes)
What it should look like in books	• Each child should have a laminated 'Reading Key' with their name on it in their book- this should be referred to throughout the lesson • Long date (typed on LI for KS1) written on top above LI • Typed LI (not activity based) & SC in child-friendly language stuck underneath for every piece of work • LI to include box stating level of support for children to choose (Ind./TA/CT) • Clear differentiation/scaffolding (e.g. word banks, sentence starters, question prompts, visuals etc. attached under LI) • Additional extensions/challenge tasks should labelled e.g. 'chilli challenge' • Tasks should be varied across the week (be aware of worksheet overload) • Photos may be used to document work but must be accompanied by children's comments or a follow-up task • Three pieces of work per week in books (Friday assessment included)
Feedback & assessment	• Children mark work in green pen (Year 2-6) • Children find examples of where they have met SC and highlight in yellow and number according to SC in green pen (Years 2-6) • Children circle/highlight IND/TA/CT to show if they have worked independently or with adult support. **Year 1 – teachers tick work and SC in red pen while they train their children to self-assess • Teachers pick up on misconceptions during lessons. For every conversation/edit in books, teachers should stamp books with the 'verbal feedback' stamp and children respond in green pen. • Weekly Friday assessment to be marked by teacher • Please see marking examples in the 'Marking' section of the Reading folder. • Formal assessments are carried out once a term and standardised tests are used.

Environment	**Reading display should include:** • Key reading skills • Words of the week from Monday's reading lesson • Title of your core text • Visual aids to help children follow story e.g. characters' names/pictures **Book corner** • Engaging/exciting display • Clearly organised and kept tidy • Topic books displayed • Teacher book recommendation displayed • Returns book box (books bought back will need to be put in the box for 48 hours to avoid potential transmission of virus) **Islington Reading Challenge** • Road map displayed • Genres clearly labelled with names of books (see 2G for example) • Tick sheet to keep track of how many books each child has read (master copy saved in Reading folder) • Sign in/out sheet for each book
Home reading	• Children should read at home every night for at least 15 minutes. In upper KS2, this can be done independently. In lower KS2, children should read with an adult at least once a week • Children/adults should note what they have read in their reading, journal • If written by a child, this comment should be signed by an adult • Teachers should check reading journals daily, acknowledging comments (e.g. with a stamp), leaving a comment in them once a week

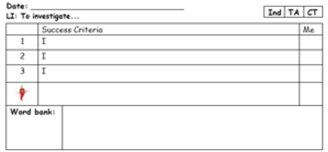
How we teach Spelling & Handwriting at Ambler

	Expectations
Planning	**Spelling** • Teachers should consult their year group's medium term plans and the national curriculum spelling appendix (see in Literacy folders) • Additional planning support comes from 'Non Nonsense Spelling' (on system). • Create a **spelling overview** (see example in Literacy folder) to ensure everything is covered over year (use No Nonsense for support) • Planning can be done using flipcharts **Handwriting** • Pen Pals scheme to be used Years 1-6 (see in Lit. box and on system) • Plan overview on **spelling overvie**w to look for opportunities to link spellings and handwriting • Planning can be done using flipcharts

Lesson structure	**Spelling** • Taught **3 times per week** for 15-20 minutes (Year 1 & 2 to check spelling national curriculum in addition to phonics) • First session to teach role • Second session to apply rule • Third session to assess rule • When testing, always put word in context of sentence • Formal flip charts must be created for sessions (see example spelling cycle in Lit. folder) **Handwriting** • Taught **2 times per week** for 15-20 minutes • Start with Pen Pals warm up (on system) • Model on board (using appropriate lines) • Children to use combination of Pen Pals practice books and own handwriting journals • Focus on appropriate pencil grip and correct posture *Spelling and handwriting must be modelled throughout all other lessons
What it should look like in books	**Spelling** • Evidence of weekly assessment and practice in spelling journals with date of work done **Handwriting** • Evidence of regular practice in Pen Pals practice books and handwriting journals
Feedback & assessment	• Verbal Feedback in spelling and handwriting lessons should be logged with a verbal feedback stamp (no need to switch to green pen for corrections of VFB stamp but should see impact). • Progress should be evident across the books
Environment	**Spelling** • Spelling rule with examples should be on display in classroom (up-to-date) • Phonics chart should be displayed and referred to • Key vocabulary (with pictures and definitions as appropriate) should be displayed on all subject boards **Handwriting** • All displays should be written in joined up handwriting (Year 3-6) and always written on lines (Year 1-6) – draw the lines on if there are none!

How we teach Science at Ambler

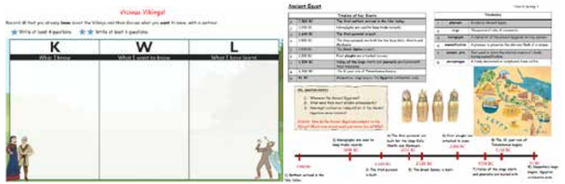
	Expectations
Planning	• The **Science Curriculum Overview** and detailed overview which include the National Curriculum statements for each unit can be found in the teachers only folder - School > Planning and Resources > Science > Planning • In this same folder you will find progression maps of the 'working scientifically' skills to be taught, as well as examples of LI's and other resources that you will need. • Science knowledge should be taught through scientific enquiry. In your science plan it should clearly state which type of scientific enquiry is being covered as well an explanation of how pupils will be working scientifically. • The expectation is that you are aware of the knowledge and skills taught in the year group before and after the one you are teaching in. • Each unit of work should be taught in a block of 2 weeks (minimum), starting with a specific KWL that should be in books and on display. • There is an expectation that planning will routinely pick up **opportunities to learn about racial equality/inequality and about black people and other people of colour**. In science this can include famous BAME scientists or inventors and this should be recorded in the planning.
Lesson structure	• Each unit starts with the pupils completing the first two parts of a science **KWL** sheet. In KS1, this can be a shared discussion in class, with the teacher filling in a 'group' one that can be copied and stuck into books. KS2 children can complete their own, but the 'W' part can be discussed in talk partners or as a class. • The L.I. should be skills based wherever possible. For example: L.I. To investigate... L.I. To observe... over time... L.I. To identify/group/classify... • At the start of each lesson, prior learning should be recapped through questioning and relevant picture prompts. The science KWL can also be used to discuss the new vocabulary. • The teacher can draw attention to the relevant skill(s) for that lesson on the class display and/or in their books on the inside cover page. • Science lessons should involve scientific enquiry therefore different resources should be used for investigations. • Mini plenaries should encourage whole class discussion and enquiry and can refer to the KWL sheet.

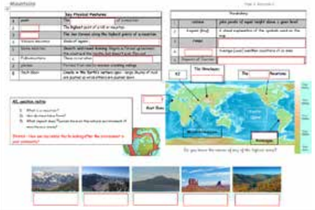
What it should look like in books	• A science KWL grid should be at the start of each unit. Examples of these can be found in the Science Planning folder. • Long date (typed for KS1) written at top above L.I. • LI to include box stating level of support for children to choose (Ind./TA/CT) • Chilli Challenge in red on success criteria. • Clear differentiation/scaffolding (e.g. word banks, sentence starters, visuals etc. attached under LI). Example:  Date: _____ LI: To investigate... Ind | TA | CT Success Criteria | Me 1 I 2 I 3 I Word bank: • As science lessons will often be practical, work can evidenced in a variety of ways. Photos may be used to document work but must be accompanied by children's comments or a follow-up task.
Feedback & assessment	• Children mark their own work in green pen (Year 2-6). • Children find examples of where they have met SC and highlight in yellow and number according to SC in green pen (Years 2-6). • Children circle/highlight IND/TA/CT to show if they have worked independently or with adult support. *Year 1 – teachers tick work and SC in red pen while they train their children to self-assess • Teachers pick up on misconceptions during lessons. For every conversation/edit in books, teachers should stamp books with the **'verbal feedback'** stamp and children respond in green pen. • **A diagnostic mark (with next step) should be given to one piece of work per week. Next steps should challenge or move learning forward.**

Environment	• Types of scientific enquiry to be displayed in all classroom and referred to during lessons.
	• Science displays should be changed for every unit and should include:
	  • Key vocabulary with visuals where appropriate
	  • KWL

How we teach Humanities at Ambler

	Expectations
Planning	• The **Curriculum Topic Overview** can be found in the teachers only folder - School – Planning and Resources – Humanities – 2020-2021 • In this same folder you will find progression maps of the key skills to be taught in history and geography, as well as examples of LI's and other resources that you will need. • The expectation is that you are aware of the knowledge and skills taught in the year group before and after the one you are teaching in. • The **Humanities Curriculum Planning** can be found in the teachers only folder – School – Planning and Resources – Curriculum – Medium Term plans. • Each unit of work should be taught in a block of 2 weeks (minimum), starting with a KWL that should be in books and on display. A knowledge mat should also be carefully planned to include key dates, facts and vocabulary for each unit. • There is an expectation that planning will routinely pick up **opportunities to learn about racial equality/inequality and about black people and other people of colour**. This should be recorded in the planning.
Lesson structure	• Each unit starts with the pupils completing the first two columns of a **KWL grid**. In KS1, this can be a shared discussion in class, with the teacher filling in a 'group' one that can be copied and stuck into books. KS2 children can complete their own, but the 'W' part can be discussed in talk partners or as a class. • To improve the children's ability to retain knowledge and skills from previous learning, a '3, 2, 1, Blast Off' starter should include quick questions/recap from previous units. It should follow this structure: 3 - Question based on a previous topic studied. 2 – Question based on the last topic. 1 – Question based on current topic. Blast Off – Introduce L.I. for the lesson. • The L.I. should be skills based wherever possible. For example: L.I. To use primary resources to… L.I. To draw a sketch map of… The teacher can draw attention to the relevant skill(s) for that lesson on the class display and/or in their books on the inside cover page. • The knowledge mat can then be shared on IWB to draw children's attention to which areas will be covered in the lesson. • Mini plenaries should encourage whole class discussion and enquiry and can refer to the knowledge mat and/or the KWL grid.

What it should look like in books	• KWL grid and knowledge mat at the start of each unit.  • An example knowledge mat and template can be found in the Humanities – 2020-2021 folder. • Long date (typed for KS1) written at top above L.I. • LI to include box stating level of support for children to choose (Ind./TA/CT) • Chilli Challenge in red on success criteria. • Clear differentiation/scaffolding (e.g. word banks, sentence starters, visuals etc. attached under LI) Example: Date: _____ Ind TA CT LI: To draw a sketch map of my local environment. Success Criteria / Me 1 I 2 I 3 I Word bank: • Photos may be used to document work (especially in year 1) but must be accompanied by children's comments or a follow-up task.

Feedback & assessment	• Children mark work in green pen (Year 2-6) • Children find examples of where they have met SC and highlight in yellow and number according to SC in green pen (Years 2-6) • Children circle/highlight IND/TA/CT to show if they have worked independently or with adult support. **Year 1 – teachers tick work and SC in red pen while they train their children to self-assess • Teachers pick up on misconceptions during lessons. For every conversation/edit in books, teachers should stamp books with the **'verbal feedback'** stamp and children respond in green pen. • **A diagnostic mark (with next step) should be given to one piece of work per week. Next steps should challenge or move learning forward and should be linked to key questions on the knowledge mat (see below).** • At the end of a unit, a knowledge mat with blank spaces should be filled in by children as an assessment. They should then answer the questions from the AfL Question Matrix in their book (Year 2-6). Year 1 can do this as a 'class quiz' or visual quiz to ensure it is age appropriate. Example (Year 2-6):  **AfL Question Matrix** 3 key knowledge-based questions to increase in difficulty, with a 'stretch' question to provide challenge.

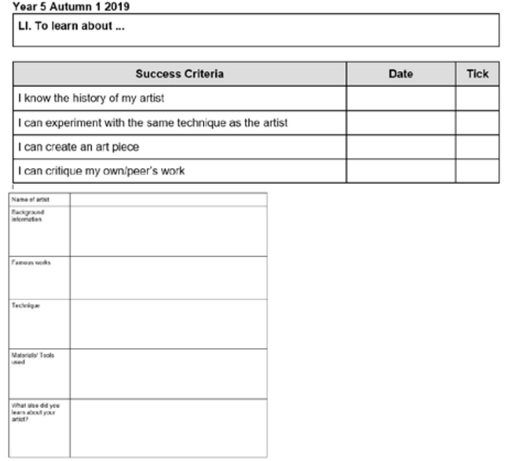
Environment	• Blue timeline (KS2) to cover periods taught in that year group.
	• Humanities display board to include:
	  • Key vocabulary with visuals where appropriate
	  • KWL
	  • Key Skills Cards (history/geography)
	  • Timeline with key events for period studied – this should include dates and visuals.

How we teach Computing at Ambler

	Expectations
Planning	• An overview of Computing planning for the year can be found in the 'Computing Overview' in the 'Computing' folder. Also in the folder are a 'Scope and Progression' document, 'unit plans' and individual lesson slides and resources. These have been created by the Computing teacher. • Two thirds of the provision in Computing will be weighted towards 'Computer Science'. This will comprise the subject matter for 2 out of 3 of the children's units. The third unit will focus on the 'Information Technology' strand of Computing. 'Digital Literacy' will be taught by class teachers in the form of online safety once a half-term using an Islington scheme of work. • Where possible, cross-curricular links as well as links to raising awareness of equality will be made.
Lesson structure	• Classes will receive 2 hours per week for a block of 3 consecutive weeks.
What it should look like in books	• Online work will be saved in online accounts, e.g. Scratch or Google Classroom. • Google Classroom will be set up for all classes' Computing lessons. • In folders, children will have a knowledge mat at the start of the unit - to show what the learning will be in that unit. • There will be a partially blanked out version of this knowledge mat at the end of the unit. This will be used as an assessment for learning tool. • Any 'unplugged' (offline) lessons will be self-assessed by children against a Success Criteria and kept in individual folders.
Feedback & assessment	• There will be a partially blanked out version of this knowledge mat at the end of the unit. This will be used as an assessment for learning tool. • Completed projects will receive feedback from the Computing teacher in the form of two positives and a next step for their next unit. This may be in the form of a comment on a Scratch account/Google Classroom assignment. • Any 'unplugged' (offline) lessons will be self-assessed by children against a Success Criteria and kept in individual folders.
Environment	• Computing will largely be taught in classrooms with the use of Chromebooks. • There may be times when it is necessary to use the Computing suite in the attic. • All classes need an Online Safety display in their rooms with the acronym 'SMART' shown and explained; the 'Digital 5-a day' shown and explained; and children's work from their teacher-led Online Safety lessons.

How we teach Art and Design Technology at Ambler

	Expectations
Planning	• The Art and Design curriculum can be found in the teachers only folder – School – Planning and Resources – Curriculum – Medium Term plans. • The curriculum 2020 gives an overview of the Art and Design curriculum for KS1 and KS2 alongside the relevant skills for each unit and Art will also include a focus artist(s). • Your Art and Design unit will often have cross curricular links to your History or Geography unit for that half term, this allows you to create links to what the children will already know. It will be up to you where this unit of work sits in your half term planning and it is important consider where you teach it in order for it to be purposeful for the children. For example if you are looking at Anglo Saxon jewellery it would be useful for the children to have learnt about the Anglo Saxons prior to creating and designing their own Anglo Saxon jewellery.
Lesson structure	The is a four format structure to teach Art and Design Technology. Two sessions could be grouped together to allow more time for session 3. 1. Introduce the context behind the work they are studying, give examples and look at the artist or focus in greater depth. 2. Art – the children will experiment with the focus medium, making different patterns and doing small pieces of art. DT – The children will plan their own design and how they are going to make it, what materials will they use? Label their design if possible. 3. Create/build their work. Take their time – this can be spread across two separate sessions where necessary in order to give the children enough time to create their own work. It is about giving the children to opportunity to be creative and enjoy the process. 4. Reflect and Critique – This can be a gallery walk for KS1 or a Class swap, you can also peer assess with the children. The children can write on post it notes for a positive thing they like about their peers work and how it made them feel.

What it should look like in books	There should be the LI and SC for Art stuck at the front of each unit of work. This will be the overarching LI for the unit and then dated when completed against the success criteria.  Year 5 Autumn 1 2019 LI. To learn about ... Success Criteria / Date / Tick I know the history of my artist I can experiment with the same technique as the artist I can create an art piece I can critique my own/peer's work Name of artist Background information Famous works Technique Materials/ Tools used What else did you learn about your artist? This format can be used for Session 1 where you introduce their artist and their relevant works or the design process for the DT units. The purpose of this is to help format the information you are teaching the children and also allows you to assess their knowledge of the artist and techniques.
Feedback & assessment	The feedback and assessment will be shown through the LI being ticked when finishing each session and based on the work completed in their sketch books. The children are able to tick this themselves with your support and work should be acknowledged to ensure that the success criteria has been met.
Environment	You can put examples of their focus artists work in your environment to help inspire the children and to help them reflect on what they already know. Key vocabulary can be shown alongside this. This could be done on flipchart paper and hung on your washing line for the duration of the unit of work.

We want to ensure that Art is linked closely to DREAMS and we use the DREAMS ethos to help encourage and inspire the children to feel confident in their own abilities. A template showing how the key skills can be linked to our DREAMS ethos will be stuck at the front of their sketch books.

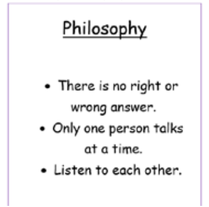
How we teach RE at Ambler

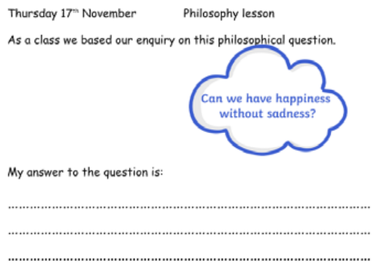
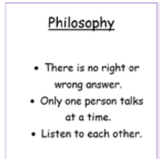
	Expectations
Planning	• The **Curriculum Overview** can be found in the teachers only folder - School – Planning and Resources – RE – Medium term plan 2020-20201 • The expectation is that you are aware of the knowledge and skills taught in the year group before and after the one you are teaching in. • The **RE Planning** can be found online via this portal: http://retoday.org.uk/coursedownload. • You will need to clink on the 'online resources' portal and put in the correct password for your key stage: Foundation as2016foundation Key Stage 1 as2016ks1 Lower Key Stage 2 as2016lks2 Upper Key Stage 2 as2016uks2 • This is the Islington Agreed RE Syllabus • RE is taught by discrete RE Days. This is due to ensuring that RE is covered in the curriculum as well as making it more of an even in our school calendar. • You will cover one topic across your two RE Days in each term (due to SATS Summer 1 has no RE Day but Summer 2 has 2) • The RE Scheme is completely planned out for you but it is very dense. You will not be able to cover all lessons in each unit but choose the ones that will ensure you meet the end of unit objective • Every RE Day should consist of a cross-curricular write. **Please note: this piece should be marked using the writing marking policy.** • RE Days lend themselves nicely to philosophy enquiries. Use a philosophy lesson during RE Day if you think it is useful to achieve the learning. • During an RE Day I would expect to see **books and artefacts** on your room for your religion/topic. These resources can be found in the library organised by religion. • There is an expectation that planning will routinely pick up **opportunities to learn about racial equality/inequality and about black people and other people of colour**. This should be recorded in the planning. • Ensure you have considered your SEN pupils when planning for RE Days
Lesson structure	• Each unit starts with introducing the 'thinking question' of the unit. Follow the lesson plans as to how best to do this. • To improve the children's ability to retain knowledge and skills from previous learning a starter should always occur at the beginning of your second RE Day of the term to ensure they recall key information from previous learning. • All lessons will have a LI/SC and will be differentiated. • Mini plenaries should encourage whole class discussion and enquiry and can refer to the thinking question of the unit.

What it should look like in books	• LI to include box stating level of support for children to choose (Ind./TA/CT) • Chilli Challenge in red on success criteria. • Clear differentiation/scaffolding (e.g. word banks, sentence starters, visuals etc. attached under LI) • Maths/literacy link should be written if applicable Example: **LI:** To explore different human values. | Ind | TA | CT | | | **Success Criteria** | **Me** | | 1 | I can say what values are important to me and my family. | | | 2 | I can name some common values between Humanists and Christians. | | | 2 | I can say how values can be more or less important depending on faith. | | | **Maths/English link** | **English** - speaking and listening. Reasoning, using full sentences to explain how I feel, writing, spelling and punctuation. | • If photographs are used they must be accompanied by children's comments or a follow-up task.
Feedback & assessment	• Children mark work in green pen (Year 2-6) • Children find examples of where they have met SC and highlight in yellow and number according to SC in green pen (Years 2-6) • Children circle/highlight IND/TA/CT to show if they have worked independently or with adult support. **Year 1 – teachers tick work and SC in red pen while they train their children to self-assess • Teachers pick up on misconceptions during lessons. For every conversation/edit in books, teachers should stamp books with the **'verbal feedback'** stamp and children respond in green pen. • **A diagnostic mark (with next step) should be given to one piece of work per RE Day. Next steps should challenge or move learning forward and should be linked to key questions on the knowledge mat (see below).** • **The lesson that includes a cross curricular write must be marking using the writing marking code**.
Environment	• During an RE Day I would expect to see books and artefacts on your room for your religion/topic • These resources can be found in the library organised by religion

How we teach PSHE and Philosophy at Ambler

	Expectations
Planning	• PSHE and Philosophy should have an hour slot in your weekly timetable. • Each PSHE unit has roughly three/four lessons and you have two/three Philosophy enquires per term. • You may choose to teach PSHE in a block and then Philosophy or alternate. Choose with your partner teacher which you think is most suitable for your year group/topic. PSHE: • The **Islington Agreed Syllabus entitles You, Me and PSHE** can be found in the teachers only folder - School – Planning and Resources – PSHE – Islington Agreed Syllabus. • In this same folder you will find the medium term plan of when you will tech each unit. This can also be found on our school website as it is a legal requirement. • Each unit of work should be taught across a half term in your PSHE slots. • There is an expectation that planning will routinely pick up **opportunities to learn about racial equality/inequality and about black people and other people of colour**. This should be recorded in the planning. Philosophy for Children (P4C): • The philosophy medium term plan can be found in the teachers only folder - School – Planning and Resources – Philosophy for Children – Medium term plan • All lessons are planned as part of The Philosophy Man scheme which we buy into. Lessons are organised by subject folder (for example if your lesson is a Science theme it will be in the Science folder).

Lesson structure	PSHE:
	• PSHE lessons can take different forms. Some will be a whole traditional whole class structure with a starter, main teach, mini plenary and plenary. Some will be more of a circle time/discussion activity.
	• Teachers are to read the You, Me and PSHE lesson plan and decide on the best format for their class.
	• Lessons should always begin with 'rules for PSHE lessons' which include the following:
	  • Listen to other people when they are talking
	  • Be respectful of other people and their views
	Philosophy:
	• Philosophy lessons are known as 'enquiries'
	• They do not have LI/SC but are based on a discussion
	• Lessons start with a warm up game
	• Followed by a stimulus
	• Followed by an open discussion/activities lead by the children
	• (All this information is given in individual lesson plans)
	• A set of philosophy rules will be on display in your classroom and referred to throughout the lesson
	 

What it should look like in books	• PSHE and Philosophy lessons go in the 'Thinking for Life' books • PSHE lessons need a LI/SC as per usual lessons at Ambler • Circle times must be recorded using pictures or reflections • PSHE and P4C do lend themselves to using photographs but these should be followed by a reflection or thought on a post it note • Philosophy lessons do not need a LI/SC but the topic of the enquiry needs to be on the sheet as well as an opportunity for the children to write their final thoughts at the end of the lesson. Please see below of an example of philosophy work. Examples:  Thursday 17th November Philosophy lesson As a class we based our enquiry on this philosophical question. Can we have happiness without sadness? My answer to the question is: ....  Philosophy for Children lesson Thursday 11th January 2018 Who should see the largest cave in the world? Should we build within the Hang Son Doong?
Feedback & assessment	• Children self-assess work in green pen where appropriate • If children are writing a reflection at the end of a PSHE or philosophy lesson, it should be in green pen • **Teachers should ensure they read children's work after every lesson. Children can often divulge sensitive information in these subjects and it is important it is picked upon and followed up** • Age appropriate spellings should be picked up using the sp code as per our marking code • **Next steps are not required in PSHE or Philosophy but a positive comment linked to the learning is required one piece out of three**
Environment	• Rules for Philosophy enquires should be on display in every room • Books on the PSHE subject you are currently teaching should be in your book corner. • Books can be found in the library where the 2nd floor printer is  Philosophy • There is no right or wrong answer. • Only one person talks at a time. • Listen to each other.

Geography Knowledge Organiser

Mountains

Year 4 Autumn 2

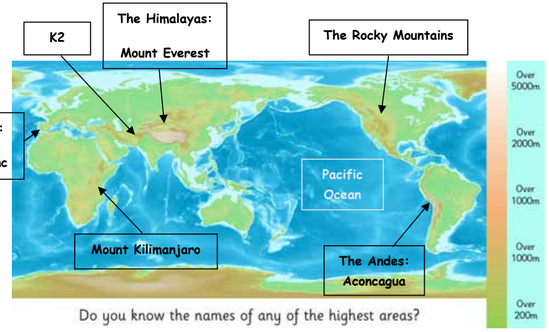
Key Physical Features		
1	**peak**	The **pointed top** of a mountain
2	**summit**	The **highest** point of a hill or mountain
3	**ridge**	**The line formed along the highest points of a mountain**
4	Volcanic mountain	Made of **layers of ash** and **cooled lava**
5	Dome mountain	**Smooth and round-looking**: Magma is forced up between the crust and the mantle, but doesn't ever flow out
6	Fold-mountains	These occur when **tectonic plates collide**
7	plateau	Formed from nearby **erosion creating valleys**
8	fault-block	**Cracks in the Earth's surface** open - large chucks of rock are pushed up while others are pushed down

Vocabulary		
1	**contour**	**joins points of equal height above a given level**
2	**Legend (key)**	**A visual explanation of the symbols used on the map**
3	**range**	**A series of mountains that are connected together**
4	climate	Average (usual) weather conditions of an area
5	Impacts of Tourism	social, economic, environmental

AfL question matrix

1) What is a mountain?
2) How do mountains form?
3) What impact does Tourism have on the natural environment of mountainous areas?

Stretch – How can you relate this to looking after the environment in your community?



Do you know the names of any of the highest areas?


fold mountains


fault-block mountains


volcanic mountains


dome mountains


plateau mountains

History Knowledge Organiser

Ancient Egypt

Year 4 Spring 1

Timeline of Key Events		
1	**7,500 BC**	**The first settlers arrived in the Nile Valley.**
2	3,200 BC	Hieroglyphs are used to keep trade records.
3	**2,640 BC**	**The first pyramid is built.**
4	2,555 BC	The Giza pyramids are built for the kings Kufu, Kharfe and Menkaure.
5	2,520 BC	The **Great Sphinx** is built.
6	2,200 BC	First **ploughs** are attached to oxen.
7	**1,539 BC**	**Valley of the kings** starts and **pharaohs** are buried with their treasures.
8	**1,332 BC**	The 10 year rule of **Tutankhamun** begins.
9	**51 BC**	**Cleopatra's reign** begins, the **Egyptian civilization** ends.

Vocabulary		
1	**pharaoh**	A ruler in Ancient Egypt.
2	**reign**	The period of rule of a monarch.
3	**hieroglyph**	A character of the ancient Egyptian writing system.
4	**mummification**	A process to preserve the skin and flesh of a corpse.
5	**canopic jars**	Jars used to store the internal organs of a body during mummification.
6	**sarcophagus**	A finely decorated or sculptured stone coffin.

AfL question matrix

1) Who were the Ancient Egyptians?
2) What were their most notable achievements?
3) How might civilization today differ, if the Ancient Egyptians never existed?

Stretch – How do the Ancient Egyptians compare to the Vikings? Which time period would you rather live in? Why?

7500 BC
1) Settlers arrived in the Nile Valley.

3200 BC
2) Hieroglyphs are used to keep trade records.

2,640 BC
3) The first pyramid is built.

2555 BC
4) The Giza pyramids are built for the kings Kufu, Kharfe and Menkaure.

2,520 BC
5) The Great Sphinx is built.

2200 BC
6) First ploughs are attached to oxen.

1539 BC
7) Valley of the kings starts and pharaohs are buried with

1332 BC
8) The 10 year rule of Tutankhamun begins.

51 BC
9) Cleopatra's reign begins, Egyptian civilization ends.

Progression Map in Oracy

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PHYSICAL	• To speak audibly so they can be heard and understood • To use gestures to support meaning in play	• To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. • To speak clearly and confidently in a range of contexts	• To start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.	• Deliberately varies tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story. • Considers position and • posture when addressing an audience.	• To consider movement when addressing an audience. • To use pauses for effect in presentational talk e.g. when telling a anecdote or telling a joke.	• To project their voice to large audience. • For gestures tobecome increasingly natural.	• To speak fluently in front of an audience. • To have a stage presence. • Consciously adapt tone, pace and volume of voice within a single situation.
LINGUISTIC	• To use talk in play to practice new vocabulary • To join phrases with words such as 'if', 'because' 'so' 'could' 'but'	• To use vocabulary appropriate specific to the topic at hand • To take opportunities to try out new language, even if not always used correctly. • To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with… because …' 'Linking to …' • To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.	• To adapt how they speak in different situations according to audience. • To use sentence stems to signal when they are building on or challenging others' ideas.	• To be able to use specialist language to describe their own and others' talk. • To use specialist vocabulary. • To make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.	• To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.	• To use an increasingly sophisticated range of sentence stems with fluency and accuracy.	• To vary sentence structures and length for effect when speaking. • To be comfortable using idiom and expressions.
COGNITIVE	• To use 'because' to develop their ideas • To make relevant contributions and asks questions • To describe events that have happened to them in detail	• To offer reasons for their opinions • To recognise when they haven't understood something and asks a question to help with this. • To disagree with someone else's opinion politely. • To explain ideas a nd events in chronological order.	• To ask questions to find out more about a subject. • To build on others' ideas in discussions. • To make connections between what has been said and their own and others' experiences.	• To offer opinions that aren't their own. • To reflect on discussions and identify how to improve. • To be able to summarise a discussion. • To reach shared agreement in discussions.	• To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. • To ask probing questions. • To reflect on their own oracy skills and identify areas of strength and areas to improve.	• To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. E.g. In a discussion about vegetarianism, rather than saying 'my mum is a vegetarian so eating meat is wrong' to be able to say 'lots of people don't eat meat because they believe killing animals is cruel'. • To identify when a discussion is going off • topic and to be able to bring it back on track	• To construct a detailed argument or complex narrative. • To spontaneously respond to increasingly complex questions, citing evidence where appropriate.

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SOCIAL EMOTIONAL	• To look at someone who is speaking to them • To take turns to speak when working in a group	• Listens to others and is willing to change their mind based on what they have heard • To organise group discussions independently of an adult.	• To start to develop an awareness of audience e.g. what might interest a certain group. • To be aware of others who have not spoken and to invite them into discussion. • Confident delivery of short pre-prepared material.	• To adapt the content of their speech for a specific audience. • To speak with confidence in front of an audience.	• To use more natural and subtle prompts for turn taking. • To be able to empathise with an audience. • To consider the impact of their words on others when giving feedback.	• Listening for extended periods of time. • To speak with flair and passion.	• To use humour effectively. • To be able to read a room or a group and take action accordingly • e.g. if everyone looks disengaged, moving on or changing topic, or if people look confused • stopping to take questions.
TEACHING IDEAS	• Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully. E.g. A shopkeeper speaking to a customer might say 'How can I help you today?' 'Yes, let me get that for you. One moment'. Ensure that pupils are given specific praise when they adopt a role and use language appropriately. E.g. 'Wow you sounded just like a grown up shopkeeper!' • Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak. • Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'. • Introduce new language and sentence stems through call and repeat, 'my turn, your turn'. • cow?	• Introduce pupils to different protocols to scaffold turn-taking • e.g. putting a thumb in when they want to speak, or taking turns passing talk around a circle. • Use visual aids to support pupils' awareness of talk e.g. using counters to represent contributions to a discussion or passing wool from speaker to speaker to show how contributions in a conversation should link to each other. • Introduce pupils to the roles of the 'builder' and 'challenger'. Equip pupils with sentence stems to fulfil each role. • As a teacher, explicitly model your own use of questions to clarify your understanding, • e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?' • Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'	• Introduce sentence stems with accompanying gestures to support meaning for both speaker and their audience. E.g. linking fingers together for 'linking to' and holding up one finger to emphasise their first point. • Create different role play scenarios which enable pupils to practice speaking in different contexts e.g. having tea with the Queen, talking to sibling, talking to a neighbour or a friend on the playground. • Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'. • Use hot-seating and question tennis to develop pupils' questioning skills. • Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, • e.g. saying their name, asking them a question, turning to them.	• Expose students to a range of models for talk, e.g. by meeting an expert or watching a talk online. Unpick why each speaker is successful e.g. how they establish their authority. • Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions. • Introduce 'Talk Detectives' to support pupils to reflect on their talk and raise pupils' awareness of what makes good discussion. • Spend time teaching pupils what it means to be a chair, e.g. a chair should be prepared to ask probing and clarifying questions and encourage others to do so too.	• Introduce pupils to sentence stems to cite evidence and ask probing questions. • Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such list of three and rhetorical questions. • Create opportunities for pupils to reflect on their own oracy skills and those of their peers, and set targets for improvement. • Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event. • When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.	• Equip students with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples. Develop sentence stems for students to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'. • Teach strategies to be able to listen for an extended period of time, e.g. note-taking or drawing visuals. • Use vocal warm ups and diaphragm breathing exercises to support voice projection. Some examples are in the book, This is a Voice. • Develop a bank of sentence stems which have a similar meaning to those students are already familiar with e.g. for agreement: 'I agree and I would like to add …' 'I would like to echo what X said because …' 'I see it in a similar way to X because …' 'I have a similar opinion because …'	• Play games like 'just a minute' to practise fluency when talking about a given topic e.g. climate change. • Practise 'power poses' to explore physical aspects of speaking • Teach structures for building evidence-based arguments

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
TEACHING IDEAS	• Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper … now tell me your favourite colour in a playground voice!' • Build pupils' confidence to speak in class by getting them talking about silly subjects, e.g. would you rather be a chicken or a cow?		• Before students deliver presentational talk create structured opportunities for pupils to reflect on what will engage their audience e.g. how can they make their object for 'show and • tell' interesting for their peers.	• Scaffold pupils' summaries by allocating one student in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion. • Play 'articulate' with specialist subject vocabulary.			
EXPERIENCES	• To speak to a partner during whole class teaching • Taking pupils to the supermarket or post office to practice speaking to an unfamiliar adult to carry out a transaction. • Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend.	• To take part in small group discussions without an adult. • To be filmed speaking and use this for reflection • To speak in front of a larger audience e.g. during an assembly.	• Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. • Participate in a short 'show and tell' session.	• Take on an expert role e.g. to deliver a talk or speech as an astrologist or archaeologist. • Become a storyteller for an authentic audience. • Present to an audience of older or younger students. • Chair a discussion. • Hold a class meeting.	• To use talk for a specific purpose e.g. to persuade or to entertain. • To speak in front of a larger audience of adults e.g. a group of eight. • To collaboratively solve a problem. • To speak with an unknown adult for a specific purpose, • e.g. for market research or making an order. • To receive feedback from a peer or audience member on their oracy skills. • Create TV or Radio adverts. • Mock election hustings • Peer teaching • Perform poetry by heart	• Enter a debate competition • BBC school report • Create a Youtube Channel • Meet professionals e.g. a lawyer, an MP or councillor to ask questions about their job. • Leading a parents' evening. • Compering a school talent show or event. • Slam poetry • Stand-up comedy	• Give a speech to an audience of peers and adults. • Lead School Council • Mentor or teach younger students • Lead an assembly. • Act as a tour guides for prospective parents. • Record their own sports commentary.

Progression Map in MFL

Year 3 to 6 - Spanish

Grammar – Sentences – Vocabulary – Skills (Listening, Speaking, Reading and Writing)

Year 3

Unit 1 Autumn – About me

GRAMMAR points in this unit include introduction to the subject pronoun I and the first person forms of the following verbs in the present tense: to be, to be called, to speak, to have The second person subject pronoun you is also briefly touched upon. In languages where this occurs, a distinction between the formal and informal version of this pronoun can be explored, e.g. French tu vs vous. Basic adjectives also appear in this unit. Where appropriate, learners will identify masculine and feminine nouns and the necessary changes to adjective endings.

SENTENCES What is your name? - My name is Peter - How are you? - I am fine. - How old are you? - I am seven years old. - I am a girl. - I am English. - I speak Spanish. - I have a brother.

VOCABULARY

1.1 Me	1.2 Greetings	1.3 Numbers 1-10	1.4 How old are you?	1.5 Family members	1.6 Languages
Hello	Hello	one	birthday	mother	I am
My name is	Good afternoon	two	age	father	I speak
What's your name?	How are you?	three	year	sister	English
I am a boy	I am fine	four	day	brother	French
I am a girl	I am ok	five	month	grandmother	German
I am tall	I am very well	six	child	grandfather	Spanish
I am short	handshake	seven	young	family	Italian
I am happy	wave	eight	How old are you?	pet	Dutch
I am seven years old	Goodbye	nine	I am seven years old	to have	Swedish
Goodbye	See you soon	ten	And you?	I have a brother	Russian

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Simple greetings
Introduce yourself (My name is, I am a girl. I am seven)
Count to 10
Introduce simple family tree/portrait
Where I come from and languages I speak

OUTCOMES - Sing the song 'Hello My name is' – Oral presentation about Me – Translation – Languagenut Skills tests

Unit 2 Spring – Hobbies and pets

GRAMMAR - Unit 2 introduces learners to how to construct simple negative verb form I do not… and also presents more verbs in the first person singular, including, for example: to understand, to like, to play, to read, to watch The verbs here and in Unit 1 can be examined to find similarities and differences in their conjugation.

SENTENCES I don't understand. - I play with my friends. - I like reading. - I play on a tablet. - I do not have a pet. - I play catch outdoors. - I like watching television. - We play on the field. - I love my dog. - They like going to the shops.

VOCABULARY

2.1 Useful phrases	2.2 Numbers 11-20	2.3 I like to play	2.4 In the playground	2.5 Hobbies	2.6 Pets
I understand	eleven	to like	in the playground	football	cat
I don't understand	twelve	to play	on the field	dancing	dog
No thank you	thirteen	with my friends	I run	swimming	hamster
Yes please	fourteen	alone	I walk	playing on a tablet	guinea pig
Good morning	fifteen	together	I jump	reading comics	rabbit
Good evening	sixteen	indoors	I skip	watching television	bird
Good day	seventeen	outdoors	I play hide and seek	listening to music	horse
Good night	eighteen	in the playground	I play catch	going to the park	I have a pet
Thanks a lot	nineteen	after school	We play	going to the beach	I do not have pets
See you later	twenty	at break time	They play	going to the shops	I love my pet

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Greetings and stating understanding
Count to 20
Games I like and play at school
My hobbies
Introduce pets

OUTCOMES - Read and join in 'I Am a Wizard' story – 'I Love to Play' song – Oral presentation about Hobbies and games (with visual prompts) – Translation – Languagenut Skills tests

Unit 3 Summer – Where I live

GRAMMAR In Unit 3 learners continue to come across new verbs. Here the verb to live is explored in terms of geographical location as well as types of dwelling. As well as recapping parts of the verb to be, other verbs in this unit include: to eat, to watch (TV etc) Learners also come across the construction there is/there are in order to describe what can be found in their house. The negative is also revisited.

SENTENCES I do not live in the countryside. - I live in a house. - I do not live in an apartment. - There are five rooms in my house. - I eat breakfast in the kitchen. - I live in Indonesia. - I watch a film in the lounge. - In my bedroom there is a computer - There is food in the kitchen. - There is not a table in the lounge.

VOCABULARY

3.1 Where I live 1	3.2 Where I live 2	3.3 My house	3.4 In the kitchen	3.5 In the lounge	3.6 In my bedroom
I live in	I live in a town	bedroom	to eat	television	bed
England	I live in a city	bathroom	breakfast	video	pillow
France	I live in a village	kitchen	lunch	table	blanket
Germany	I live in the countryside	lounge	dinner	chairs	wardrobe
Spain	I live near the sea	dining room	food	armchair	desk
Turkey	It is big	playroom	drink	sofa	bookcase
The Netherlands	It is small	garden	snack	I watch television	computer
Indonesia	It is interesting	I live in a house	I eat breakfast in the kitchen	I watch cartoons	television
America	I like living here	I live in an apartment	I eat lunch in the kitchen	I watch a film	toybox
Australia	I do not like living here	There are five rooms	I eat dinner in the kitchen	I do my homework	In my bedroom there is a

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Names of countries

Introduce place I live

Name common objects around the house

Describe my house including what I do in each part of the house

OUTCOMES - 'I read well, I count well' Song - Oral presentation about Where I live (with visual prompts) – Translation – Languagenut Skills tests

Year 4

UNIT 4 – How I look

GRAMMAR Unit 4 extends learners' knowledge of adjectives in order to describe themselves and other people. Nouns for body parts are introduced and the verb to have is recapped, along with an introduction to the second and third person singular conjugations of the verb to be. The possessive pronouns my, yours, his and hers are also presented.

SENTENCES I am tall. - She has long hair. - Your eyes are blue. - Do you have brown eyes? - He is short. - You have straight hair. - She has a small mouth. - You are not tall. - He does not have blonde hair. - Does he have big feet?

VOCABULARY

4.1 Body parts	4.2 My face	4.3 Describing myself	4.4 Describing other people	4.5 More body parts	4.6 Days of the week
head	face	I am tall	You have	wrist	Monday
neck	eyes	I am short	She has	finger	Tuesday
shoulders	ears	I have big feet	He has	fingernail	Wednesday
arms	nose	I have a small nose	You are	thighs	Thursday
hands	cheeks	I have curly hair	She is	knee	Friday
stomach	mouth	I have straight hair	He is	ankle	Saturday
back	chin	I have blonde hair	my	toes	Sunday
bottom	hair	I have long hair	your	toenail	today
legs	lips	I have short hair	his	throat	tomorrow
feet	teeth	I wear glasses	hers	chest	yesterday

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Label parts of the body and face

Describe myself

Describe my friend

Days of the week – Today is, Tomorrow will be, Yesterday was

OUTCOME: Label body parts – Head, shoulders, knees and toes Song – Listen to 'Pelo Verde y Niño Invisisble' Story - Oral presentation Describe myself/friend (visual prompts) - Translation – Languagenut Skills tests

UNIT 5 – Animals, colours and sizes

GRAMMAR Unit 5 does not address any new grammar points. Instead, learners are presented with a range of new vocabulary, including animals and adjectives for size and colour. At this stage it is useful to revisit earlier grammar points (and vocabulary if necessary) to allow learners to explore sentence building of their own using the verbs and phrases they have already encountered. Any learning gaps or problems can be identified and revised at this stage.

SENTENCES I have a pet. - I do not have a cat. - There are four lions. - Do you have a pet? - The spiders are not orange. - The frogs are fat. - There is a blue bird. - He has two snakes. - In my garden there is a duck. - The giraffe has a long neck.

VOCABULARY

5.1 More about pets	5.2 Farm animals	5.3 Zoo animals	5.4 Animals in nature	5.5 Colours	5.6 Sizes
rabbit	horse	lion	bird	brown	big
guinea pig	sheep	tiger	worm	black	small
hamster	rabbit	elephant	hare	red	fat
mouse	hen	gorilla	fox	white	thin
pony	cow	zebra	badger	blue	long
fish	lamb	giraffe	insect	green	short
kitten	goat	bear	spider	orange	heavy
puppy	chicken	penguin	fly	grey	light
I have a pet	duck	crocodile	snake	light	They are
I have a	donkey	dolphin	frog	dark	It is

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Name and introduce pets (I have a …

Label farm animals, Zoo animals and wild animals

Describe the pet, farm,zoo or wild animal

OUTCOME: Label animals – 'Who is Galloping?' Song – Listen to 'Los Cuatro Amigos' Story - Oral presentation Describe my pet, farm, zoo, wild animal (visual prompts) - Translation – Languagenut Skills tests

UNIT 6 – Food and drink

GRAMMAR This unit introduces further expressions of likes and dislikes, as well as the following new verbs: to like, to love, to hate, to drink, to eat, to buy It also presents the conditional phrase I would like… and introduces a basic question phrase in the form of how much is…?

SENTENCES I like cereal for breakfast. - My favourite food is carrots. - He hates sandwiches. - I would like a pineapple. - How much is an orange? - I am a vegetarian. - I do not like meat. - I love grapes. - How much is a papaya? - I drink milk.

VOCABULARY

6.1 Food and drink	6.2 Meals	6.3 Talking about food and drink	6.4 Vegetables	6.5 Fruits	6.6 Buying groceries
cereal	breakfast	I'm hungry	vegetables	fruits	groceries
fruit	lunch	I'm thirsty	potato	apple	shopping
sandwich	dinner	I'm full	cabbage	orange	market
meat	meal	I am a vegetarian	garlic	papaya	supermarket
vegetables	snack	My favourite food is	carrot	banana	to buy
water	I like cereal for breakfast	My least favourite food is	peas	grapes	money
milk	I like fruit for lunch	I do not like carrots	mushroom	pineapple	please
tea	I like vegetables for dinner	I hate peas	broccoli	strawberry	thank you
coffee	I drink	I love apples	sweetcorn	lemon	I would like
juice	I eat	I like sandwiches	onion	lime	How much is?

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Name common food

Describe what I like to eat, what I like or not

Name common fruits and vegetables

Shopping for food (I would like, How much is it?)

OUTCOME: Label food, fruit and veg – 'Do you like vegetables? Yes Yes yes' Song – Role Play shopping game – Listen to Story 'Jack and the Beanstalk' - Translation – Languagenut Skills tests

Year 5

UNIT 7 – Going to school

GRAMMAR Unit 7 introduces verbs that help learners describe their daily routine and include: to get up, to brush (hair/teeth), to shower, to get dressed, to eat, to pack (a bag), to walk, to go, to catch (the bus/train), to learn, to prefer, to like In some languages, these will be reflexive verbs, so it will be necessary to introduce the reflexive pronoun myself in this instance and to compare it to the first person subject pronoun I which has been used so far. Some basic prepositions of place are included. The simple conjunction because is also presented in order to allow learners to develop more complex sentences which include a clause expressing a reason or an explanation.

SENTENCES I brush my teeth. - I go to school by car. - He prefers English because it is interesting. - I do not like science because it is boring. - I walk to school. - My school is two kilometres away. - Her favourite lesson is geography. - I like my teacher. - Do you walk to school? - I do not learn English.

VOCABULARY

7.1 Morning routine	7.2 Getting to school	7.3 Other forms of transport	7.4 My school day	7.5 In the classroom	7.6 Opinions about school
I get up	I go on foot	coach	to learn	classroom	to prefer
I brush my teeth	I go by car	motorbike	maths	teacher	to like
I brush my hair	I catch the bus	train	English	board	boring
I have a shower	My school is	aeroplane	science	pen	interesting
I get dressed	near	bicycle	history	pencil	because
I eat breakfast	far	to travel	geography	books	I like maths lessons
I pack my bag	around the corner	to go	art	paper	I do not like science
I walk to school	down the road	road	break time	tables	I prefer history
I see my friends	in town	street	lunch time	chairs	Break time is fun
I go to my classroom	two kilometres away	path	I like learning	computer	My favourite lesson is

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Describe my morning routine

How I go to school

Describe my school day

Name common classroom objects

Express opinions about school (I like ..because…I prefer…because…)

OUTCOME: Label school items – 'How do you go to school' Song – Listen to 'El Viaje a la Escuela' Story - Label/Describe morning routine – Oral presentation About school (school routine, opinions about subjects) - Translation – Languagenut Skills tests

UNIT 8 – Going to work

GRAMMAR In this unit, students learn how to talk about jobs and professions. The key grammar points are centred on using the verbs to work (in) and to be. In languages where this is appropriate, distinctions around the masculine and feminine forms of the indefinite article will need to be pointed out. Similarly, nouns which change their endings to indicate masculine or feminine will also need to be highlighted. In English, the appropriate use of a vs an should be investigated. Other verbs introduced here include: to earn (money), to save, to buy, to spend (money), to wake up, to go to bed, to go to sleep Again, some languages will need to refer back to the use of reflexive verbs. A recap of numbers is also advisable at this stage before moving on to telling the time. Numbers 21-30 are also included, as are time phrases.

SENTENCES He is a shop assistant. - She works in a hotel. - What do you like to buy? - I spend money on computer games. - It is 10am. - I go to bed at 8pm. - She spends money on books. - I like to buy clothes. - She earns $10 per week. - He does to work in the morning.

VOCABULARY

Jobs and professions	8.2 Where people work	8.3 Earning money	8.4 Spending money	8.5 Numbers 21 - 30	8.6 Telling the time
to work	office	to earn money	to spend	twenty-one	It is 10am
job	school	to save	to buy	twenty-two	It is 9am
shop assistant	shop	salary	toys	twenty-three	It is 7pm
mechanic	hospital	weekly	books	twenty-four	In the morning
doctor	building site	monthly	comics	twenty-five	In the afternoon
hairdresser	petrol station	bank	clothes	twenty-six	At lunchtime
builder	restaurant	pocket money	computer games	twenty-seven	At bedtime
chef	hotel	I go to work	sweets	twenty-eight	I wake up at 6am
manager	garage	I earn money	I like to buy	twenty-nine	I go to bed at 8pm
He is a	She works in a	I earn $10 per week	I spend money on	thirty	I go to sleep at 9pm

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Say jobs and places where they work

Talk about earning and spending money (I earn…I spend money on…I like to buy…)

Count from 21 to 30

Tell the time (o'clock)

OUTCOME: Label common jobs and work places – Add actions to 'For my Birthday I would like' Song – Counting to 30 – Oral presentation about earning and spending money - Tell the time (o'clock) - Translation – Languagenut Skills tests

UNIT 9 – Around the world

GRAMMAR Unit 9 introduces more countries around the world so at this point it might be a good idea to revise the I live in… grammar points introduced in Unit 3. The verb to speak is revised, and the following new verbs are introduced: to come from, to fly, to sleep

SENTENCES They speak Norwegian in Norway. - Where do you come from? - We stay in a hotel. - You come from New Zealand. - He does not come from the south. - I speak Mandarin and Danish. - She lives in the south of Sweden. - We are not going to the seaside. - We come from the south of Wales. - He speaks Polish.

VOCABULARY

More countries	9.2 Compass points and navigation	9.3 Other languages	9.4 At the airport	9.5 Packing for a holiday	9.6 Holiday locations
I come from	North	I speak	to fly	holiday	seaside
Wales	South	Welsh	airport	passport	beach
Scotland	East	Arabic	aeroplane	tickets	hotel
Ireland	West	Norwegian	pilot	sunglasses	campsite
Norway	map	Mandarin	check-in desk	suncream	tent
Sweden	globe	Danish	security	suitcase	caravan
China	in the South	Portuguese	runway	rucksack	playground
New Zealand	in the North	Polish	take-off	flip flops	I go to the beach
Japan	I live in the south	Urdu	landing	beach towel	I stay in a hotel
Russia	I live in the north	Hindi	I am travelling to	swimming costume	I sleep in a tent

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Where I come from and languages I speak
Where I go on holidays
Name objects for a holiday
Label common things at the airport

OUTCOME: Label common things at the airport – Listen to 'Alrededor del Mundo' Story – Oral presentation Where I come from and where I go on holidays –- Translation – Languagenut Skills tests

Year 6

UNIT 10 – Healthy lifestyle

GRAMMAR In Unit 10 learners come across verbs which help them talk about sports and being outside. These include: to ride (a bicycle), to go for a walk, to jog, to explore, to run Expressing likes and dislikes is also recapped as students talk about their food and eating preferences, and similarly negatives are revised. Comparatives and superlatives are introduced in order to extend students' capacity to express their likes, dislikes and preferences.

SENTENCES I ride my bike. - I like vegetables. - I do not like junk food. - Fruit is better than sweets. - Junk food is worse than salad. - That is unhealthy. - She is good at football. - I eat vegetables once a week. - He goes for a walk outdoors. - She is not lazy .

VOCABULARY

Talking sports	10.2 Enjoying the outdoors	10.3 Healthy eating	10.4 Keeping fit	10.5 Unhealthy living	10.6 Comparatives and superlatives
football	playing field	food	to exercise	unhealthy	good
tennis	pitch	drink	to jog	to be lazy	better
karate	woods	I eat fruit	yoga	sugary	best
judo	outdoors	I like vegetables	I am sporty	fatty	bad
swimming	to explore	I prefer salad	I keep fit	Sweets are bad for me	worse
horse riding	to run	I eat healthy food	I do not eat snacks	Fizzy drinks are sugary	worst
hockey	I ride my bike	I drink water	I like walking	Junk food is fatty	That is good
table tennis	I go for a walk	It is good for me	I do not like junk food	I do not exercise	I am better
golf	I go for a jog	fresh	I exercise every day	I do not like sport	She is best
badminton	I go to the park	healthy	I eat vegetables once a week	I sit on the sofa	He is worse

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Name common sports
Talk about what I like doing outdoors
Opinions about healthy food (I eat fruit. It is good for me. I Like vegetables. It is healthy)
Opinions about keeping fit (I like to exercise. I don't like to eat vegetables)
Talk about unhealthy living
Compare my healthy life style with my friends (I am healthy. He is the heathiest. I like to eat fruit. He is best at walking.)

OUTCOME: Label common sports –– Listen to story 'Chocolate al Colegio' - Oral presentation about healthy food and living – Translation – Languagenut Skills tests

UNIT 11 – Clothes and shopping

GRAMMAR Unit 11 uses the topic of clothes and shopping to introduce new vocabulary and extend learners' grasp of changes to adjective endings to reflect masculine, feminine or plural in languages where this applies. The verb to get dressed is revised and the following new verbs are included: to get undressed, to wear, to try on, to hang up (clothes), to fold, to put away Students are also introduced to demonstrative pronouns in both their singular and plural forms: This, that, those, these

SENTENCES I get dressed. - I prefer these blue shorts. - Do you like that skirt? - I put away my t-shirts. - These large clothes are uncomfortable. - I wear a coat. - His size is medium. - He puts his clothes in the wardrobe. - You like those trousers. - She wears a black belt.

VOCABULARY

11.1 Clothes	11.2 More clothes	11.3 Getting dressed	11.4 Talking about clothes	11.5 Going shopping 1	11.6 My wardrobe
clothes	blouse	to get dressed	loose	to try on	to hang up
underwear	shirt	to get changed	baggy	small	to fold
socks	vest	to wear	tight	large	to put away
t-shirt	shoes	buttons	smart	medium	laundry
dress	coat	zip	casual	fitting room	wardrobe
skirt	jacket	laces	scruffy	My size is	drawer
trousers	hat	belt	fashionable	I like this skirt	hanger
shorts	scarf	I wear a coat	unfashionable	I like that dress	I fold my trousers
jeans	tracksuit	I wear shorts	comfortable	I like those trousers	I put away my socks
jumper	school uniform	I prefer skirts	uncomfortable	I like these shoes	I put my clothes in

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Name common items of cloths – (review colours?)

Describe what I am/a friend is wearing (I wear tight jeans. They are fashionable)

Going shopping (I like this…My size is…

OUTCOME: Label common sports — Describe what I am wearing/my friend is wearing – Role play going shopping – Translation – Languagenut Skills tests

UNIT 12 – Weather

GRAMMAR Through the topic of weather, students are introduced to more question formats using the pronoun what. They are provided with a scaffold to answer questions about weather conditions and temperatures and are also presented with more numbers (31-40).

SENTENCES What's the weather like? - It is cold. - What's the temperature? - It is 25 degrees. - It is sunny. - There is a storm. - I wear sunglasses. - Here is the weather report. - You put on a scarf. - Today is not cloudy.

VOCABULARY

12.1 What's the weather like?	12.2 Numbers 31 - 40	12.3 Temperature	12.4 Dressing for the weather	12.5 Weather reports	12.6 Extreme weather
weather	thirty-one	temperature	scarf	today	tornado
What's the weather like?	thirty-two	degrees	gloves	sun	storm
It is cold	thirty-three	minus	boots	rain	thunder
It is foggy	thirty-four	Is it hot?	waterproof jacket	wind	lightning
It is hot	thirty-five	What's the temperature?	wellington boots	cloud	hurricane
It is sunny	thirty-six	It is 25 degrees	sunhat	fog	earthquake
It is windy	thirty-seven	It is minus 5 degrees	umbrella	Here is the weather report	flood
It is rainy	thirty-eight	It is below 10 degrees	fan	It is wet	heatwave
It is snowy	thirty-nine	It is very hot	I wear sunglasses	It is dry	hail
It is freezing	forty	It is very cold	I put on a hat	It is cloudy	icy

SKILLS Listening, Speaking, Reading and Writing (with work bank support)

Describe the weather today (What is the weather like? It is…What is the temperature? It Is…)

Count to forty (review count to 1-30)

Describe clothes for the weather (It is hot. I wear a sunhat)

Weather report labels (rain, wind,cloud, fog…)

Name extreme weather

OUTCOME: Role play asking and responding about the weather today — Count to 40 – Oral presentation wheather report (Here is the weather report…There is a storm. Here is rain and wind) – Translation – Languagenut Skills tests

Geography SKILLS

	EYFS	Year 1	Year 2	Year 3
Geographical Enquiry	**Understanding the World People and Communities** (4) Knows about similarities and differences among families, communities and traditions. **The World** (1) Knows about **similarities and differences in relation to places**, objects, materials and livingthings. (2) Talks about **the features of their own immediate environment and how environments may vary from oneanother.** (4) (Explain **why some things occur, and talk about changes.** **Uses everyday language to talk about distance.**	• Teacher led enquiries, to ask and respond to simple questions. • Use information books/pictures as sources of information. • Investigate their surroundings and make observations about where things are e.g. within school or localarea.	• Teacher led enquiries, to ask simple geographical questions; Where is it? What's itlike? • Use non-fiction books, stories, maps, pictures/ photos and internet as sources of information. • Investigate their surroundings and make appropriate observations about whythings happen. • Make simple comparisons between features of different places.	• Begin to ask own geographicalquestions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places on different scales and begin to collect and recordevidence. • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
Direction/Location & Scale/Distance	**Maths - Shape/Space/Measure**Uses everyday language to talk about distance.	• Follow directions • Up, down, left/right, forwards/backwards • Use relative vocabulary (e.g. bigger/ smaller,like/dislike	• Follow directions • Up, down, left/right, forwards/backwards • North, South, East,West • Begin to spatially match places (e.g. recognise UK on a small scale and larger scalemap)	• Use 4 compass points to follow/givedirections. • Use letter/no. co-ordinates to locate features on amap. • Begin to match boundaries (E.g. find same boundary of a country on different scale maps)
Drawing Maps	**Physical DevelopmentMoving & Handling** (3) Handle equipment and tools effectively. (4) Hold a pencil effectively for writing.	• Draw picture maps of imaginary places and from stories. • Use own symbols on imaginarymap. • Draw/trace around objects to make a plan.	• Draw a map of a real orimaginary place. (e.g. add detail to a sketch map from aerialphotograph) • Use class agreed symbols to make a simplekey. • Begin to understand the need for a key. • Look down on objects to make a plan viewmap.	• Try to make a map of a short route experienced, with features in correctorder; - Make a simple scaledrawing. • Use standardsymbols. • Know why a key isneeded. • Begin to draw a sketch map from a high viewpoint.

	EYFS	Year 1	Year 2	Year 3
Using Maps		• Use picture maps andglobes. • Recognise that maps show us places. • Use a simple picture mapto move around theschool.	• Use teacher drawn base maps, infant atlases and identify land & sea on aglobe. • Supported by teacher to use internet for mapsearches. • Use an infant atlas to locate places. • Follow a simple route on amap.	• Use large scale OS maps, begin to use junior atlases and identify features on aerial/ obliquephotographs. • Begin to use map sites onthe internet. • Locate places on larger scale maps e.g. map ofEurope. • Follow a route on a map with some accuracy. (e.g. whilst orienteering)
Map Knowledge		• Learn names of some places within/around the UK. E.g. home borough, other cities, countries e.g. Wales,France.	• Locate and name on UK map major features e.g. London, River Thames, home location,seas. • Identify the equator on aglobe.	• Begin to identify points on maps A,B andC • e.g. other UK cities and Europeancountries. • Begin to describe the position of cities and countries in terms of tropics and hemispheres.

	Year 4	Year 5	Year 6
Geographical Enquiry	• Ask and respond to questions and offer their ownideas. • Use satellite images, aerial photographs. • Investigate places and themes at more than onescale. • Collect and record evidence with some aid. • Analyse evidence and draw conclusions e.g. make comparisons between locationsphotos/pictures/ • maps.	• Begin to suggest questions forinvestigating. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidenceunaided • Analyse evidence and draw conclusions e.g. compare historical maps of varyingscales e.g. temperature of various locations - influence on people/everyday life.	• Suggest questions for investigating. • Investigate places with more emphasis on the larger scale; contrasting and distantplaces. • Collect and record evidenceunaided. • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behindit.
Direction/Location & Scale/Distance	• Use 4 compass pointswell • Begin to use 8 compasspoints; • Use letter/no. co-ordinates to locate features on a mapconfidently. • Begin to match boundaries (E.g. find same boundary of a county on different scalemaps)	• Use 8 compasspoints; • Begin to use 4 figure coordinates to locate features on amap. • Measure straight line distance on aplan. • Find/recognise places on maps of different scales. (E.g. riverNile)	• Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on amap. • Begin to use 6 figure grid refs; use latitude and longitude on atlasmaps. • Use a scale to measuredistances. • Draw/use maps and plans at a range ofscales.
Drawing Maps	• Make a map of a short route experienced, with features in correct order; • Make a simple scaledrawing. • Know why a key isneeded. • Begin to recognise symbols on an OS map. • Draw a sketch map from a high view point.	• Begin to draw a variety of thematic maps based on their owndata. • Draw a sketch map using symbols and akey; • Use/recognise OS mapsymbols. • Draw a plan view map with someaccuracy.	• Draw a variety of thematic maps based on their owndata. • Begin to draw plans of increasingcomplexity. • Use/recognise OS mapsymbols. • Use atlas symbols. • Draw a plan view mapaccurately.
Using Maps	• Use large scale OS maps, junior atlases and digital mapping (internet map sites) • Identify features onaerial/oblique photographs. • Locate places on large scale maps, (e.g. Find UK or India onglobe) • Follow a route on a large scalemap.	• Use index and contents page withinatlases. • Use medium scale land ranger OSmaps. • Compare maps with aerialphotographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find localvillage) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	• Use OS maps and confidently use anatlas. • Recognise world map as a flattenedglobe. • Follow a short route on an OSmap. • Describe features shown on OSmap. • Locate places on a worldmap. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Map Knowledge	• Begin to identify significant places and environments. • Describe the position of cities and countries in terms of tropics/ hemispheres and some time zones.	• Identify significant places andenvironments. • Describe the position of cities and countries in terms of latitude/ longitude/ tropics/hemispheres/timezones.	• Confidently identify significant places and environments. • Confidently describe the position of cities and countries in terms of latitude/longitude/ tropics/hemispheres/timezones.

History SKILLS

	EYFS	Year 1	Year 2	Year 3
Historical Enquiry	**Listening and Attention:** They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. **Understanding:** Children answer 'how' and 'why' questions about their experiences and in response to	• Find answers to simple questions about the past from sources of information e.g. artefacts	• Use a source – observe or handle sources to answer questions about the past based on simple observations.	• Use a range of sources to find out about aperiod. • Observe small details – artefacts, pictures. • Select and record information relevant to thestudy. • Begin to use the library and internet forresearch
Chronological Understanding	stories or events. **Speaking:** They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	• Sequence events in theirlife. • Sequence 3 or 4 artefacts from distinctly different periods oftime. • Match objects to people of different ages.	• Sequence artefacts closer together in time - check with a reference book. • Sequence photographs etc. from different periods of theirlife. • Describe memories of key events in theirlives.	• Place the time studied on a timeline. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts.
Interpretations of History	**People and communities:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	• Use stories to encourage children to understand the difference between fact and fiction. • Compare adults talking about the past – how reliable are theirmemories?	• Compare 2 versions of a past event. • Compare pictures or photographs of people or events in thepast. • Discuss reliability of photos/ accounts/stories.	• Identify and give reasons for different ways in which the past isrepresented. • Distinguish between different sources – compare different versions of the samestory. • Look at representations of the period – museum, • cartoons etc.
Organisation and Communication		Communicate their **knowledge** through: ' Discussion…(Oracy skills) ' Drawingpictures… ' Drama/roleplay.. ' Makingmodels… ' Writing.. ' UsingICT…		
Range and Depth of Historical Knowledge		• Recognise the difference between past and present in their own and other people's lives. • They know and recount episodes from stories about the past.	• Recognise why people didthings, why events happened and what happened as aresult. • Identify differences between ways of life at differenttimes	• Find out about everyday lives of people in timestudied. • Compare with our lifetoday. • Identify reasons for and results of people'sactions. • Understand why people may have wanted to dosomething

	Year 4	Year 5	Year 6
Historical Enquiry	• Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Ask a variety ofquestions. • Use the library and internet for research	• Begin to identify primary and secondary sources. • Use evidence to build up a picture of a past event. • Select relevant sections ofinformation. • Use the library and internet for research with increasingconfidence	• Recognise primary and secondarysources. • Use a range of sources to find out about an aspect of timepast. • Suggest omissions and the means of finding out. • Bring knowledge gathered from several sources together in a fluentaccount.
Chronological Understanding	• Place events from a period studied on timeline. • Use terms related to the period and begin to dateevents. • Understand more complexterms. • E.g. BC/AD	• Know and sequence key events of time studied. • Use relevant terms and periodlabels. • Make comparisons between different times in the past.	• Place current study on timeline in relation to otherstudies. • Use relevant dates andterms. • Sequence up to 10 events on atimeline.
Interpretations f History	• Look at the evidenceavailable. • Begin to evaluate the usefulness of different sources. • Use textbooks and historical knowledge.	• Compare accounts of events from different sources – fact orfiction. • Offer some reasons for different versions of events.	• Link sources and work out how conclusions were arrivedat. • Consider ways of checking the accuracy of interpretations – fact or fiction andopinion. • Be aware that different evidence will lead to different conclusions. • Confidently use the library and internet for research.
Organisation and Communication	• Recall, select and organise historicalinformation. • Communicate their **knowledge and understanding** through: ' Discussion…(Oracyskills) ' Drawingpictures… ' Drama/roleplay.. ' Makingmodels… ' Writing.. ' UsingICT…		• Select and organise information to produce structured work, making appropriate use of dates andterms.
Range and Depth of Historical Knowledge	• Use evidence to reconstruct life in timestudied. • Identify key features and events of timestudied. • Look for links and effects in time studied. • Offer a reasonable explanation for someevents	• Study different aspects of different people - differences between men andwomen. • Examine causes and results of great events and the impact onpeople. • Compare life in early and late 'times' studied. • Compare an aspect of lie with the same aspect in anotherperiod.	• Find out about beliefs, behaviour and characteristics of people, recognising thatnot everyone shares the same views andfeelings. • Compare beliefs and behaviour with another timestudied. • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate theirexplanation. • Know key dates, characters and events of time studied.

Number: Number and Place Value with Reasoning

+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 1000 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		
Spot the mistake: 5,6,8,9 What is wrong with this sequence of numbers? **True or False?** I start at 2 and count in twos. I will say 9 **What comes next?** 10+1 = 11 11+1= 12 12+1 = 13 ……	**Spot the mistake:** 45,40,35,25 What is wrong with this sequence of numbers? **True or False?** I start at 3 and count in threes. I will say 13? **What comes next?** 41+5=46 46+5=51 51+5=56 ……	**Spot the mistake:** 50,100,115,200 What is wrong with this sequence of numbers? **True or False?** 38 is a multiple of 8? **What comes next?** 936-10= 926 926 -10 = 916 916- 10= 906 …….	**Spot the mistake:** 950, 975,1000,1250 What is wrong with this sequence of numbers? **True or False?** 324 is a multiple of 9? **What comes next?** 6706+ 1000= 7706 7706 + 1000 = 8706 8706 + 1000 = 9706 ……	**Spot the mistake:** 177000,187000,197000,217000 What is wrong with this sequence of numbers? **True or False?** When I count in 10's I will say the number 10100? **What comes next?** 646000-10000= 636000 636000 –10000 = 626000 626000- 10000 = 616000 …….	**Spot the mistake:** -80,-40,10,50 What is wrong with this sequence of numbers? **True or False?** When I count backwards in 50s from 10 I will say -200 **True or False?** The temperature is -3. It gets 2 degrees warmer. The new temperature is -5?

COMPARING NUMBERS					
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 10 000 000 and determine the value of each digit (appears also in Reading and Writing Numbers)
Do, then explain Look at the objects. (in a collection). Are there more of one type than another? How can you find out?	**Do, then explain** 37 13 73 33 3 If you wrote these numbers in order starting with the smallest, which number would be third? Explain how you ordered the numbers.	**Do, then explain** 835 535 538 388 508 If you wrote these numbers in order starting with the smallest, which number would be third? Explain how you ordered the numbers.	**Do, then explain** 5035 5053 5350 5530 5503 If you wrote these numbers in order starting with the largest, which number would be third? Explain how you ordered the numbers.	**Do, then explain** 747014 774014 747017 774077 744444 If you wrote these numbers in order starting with the smallest, which number would be third? Explain how you ordered the numbers.	**Do, then explain** Find out the populations in five countries. Order the populations starting with the largest. Explain how you ordered the countries and their populations.
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					
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)
	Do, then explain Show the value of the digit 2 in these numbers? 32 27 92 Explain how you know.	**Do, then explain** Show the3 value of the digit 3 in these numbers? 341 503 937 Explain how you know.	**Do, then explain** Show the value of the digit 4 in these numbers? 3041 4321 5497 Explain how you know.	**Do, then explain** Show the value of the digit 5 in these numbers? 350114 567432 985376 Explain how you know.	**Do, then explain** Show the value of the digit 6 in these numbers? 6787555 95467754 Expalin how you know.

	Make up an example Create numbers where the units digit is one less than the tens digit. What is the largest/smallest number?	**Make up an example** Create numbers where the digit sum is three. Eg 120, 300, 210 What is the largest/smallest number?	**Make up an example** Create four digit numbers where the digit sum is four and the tens digit is one. Eg 1210, 2110, 3010 What is the largest/smallest number?	**Make up an example Give further examples** Create six digit numbers where the digit sum is five and the thousands digit is two. Eg 3002000 2102000 What is the largest/smallest number?	**Make up an example** Create seven digit numbers where the digit sum is six and the tens of thousands digit is two. Eg 4020000 What is the largest/smallest number?
ROUNDING					
			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 decimal place* (copied from Fractions)	*solve problems which require answers to be rounded to specified degrees of accuracy* (copied from Fractions)
			Possible answers A number rounded to the nearest ten is 540. What is the smallest possible number it could be? **What do you notice?** Round 296 to the nearest 10. Round it to the nearest 100. What do you notice? Can you suggest other numbers like this?	**Possible answers** A number rounded to the nearest thousand is 76000 What is the largest possible number it could be? **What do you notice?** Round 343997 to the nearest 1000. Round it to the nearest 10000. What do you notice? Can you suggest other numbers like this?	**Possible answers** Two numbers each with two decimal places round to 23.1 to one decimal place. The total of the numbers is 46.2. What could the numbers be? **What do you notice?** Give an example of a six digit number which rounds to the same number when rounded to the nearest 10000 and 100000
PROBLEM SOLVING					
	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

Number: Addition and Subtraction with Reasoning

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				
Continue the pattern 10 + 8 = 18 11 + 7 = 18 Can you make up a similar pattern for the number 17? How would this pattern look if it included subtraction? **Missing numbers** 9 + ☐ = 10 10 - ☐ = 9 What number goes in the missing box?	**Continue the pattern** 90 = 100 – 10 80 = 100 – 20 Can you make up a similar pattern starting with the numbers 74, 26 and 100? **Missing numbers** 91 + ☐ = 100 100 - ☐ = 89 What number goes in the missing box?				

MENTAL CALCULATION					
add and subtract one-digit and two-digit numbers to 20, including zero	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers	add and subtract numbers mentally, including: * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds		add and subtract numbers mentally with increasingly large numbers	perform mental calculations, including with mixed operations and large numbers
Working backwards Through practical games on number tracks and lines ask questions such as "where have you landed?" and "what numbers would you need to throw to land on other given numbers?" **What do you notice?** 11 – 1 = 10 11 – 10 = 1 Can you make up some other number sentences like this involving 3 different numbers?	**True or false?** Are these number sentences true or false?73 + 40 = 113 98 – 18 = 70 46 + 77 = 123 92 – 67 = 35 Give your reasons. **Hard and easy questions** Which questions are easy / hard? 23 + 10 = 93 + 10 = 54 + 9 = 54 + 1 = Explain why you think the hard questions are hard?	**True or false?** Are these number sentences true or false?597 + 7 = 614 804 – 70 = 744 768 + 140 = 908 Give your reasons. **Hard and easy questions** Which questions are easy / hard? 323 + 10 = 393 + 10 = 454 - 100 = 954 - 120 = Explain why you think the hard questions are hard?	**True or false?** Are these number sentences true or false?6.7 + 0.4 = 6.11 8.1 – 0.9 = 7.2 Give your reasons. **Hard and easy questions** Which questions are easy / hard? 13323 - 70 = 12893 + 300 = 19354 - 500 = 19954 + 100 = Explain why you think the hard questions are hard?	**True or false?** Are these number sentences true or false?6.17 + 0.4 = 6.57 8.12 – 0.9 = 8.3 Give your reasons. **Hard and easy questions** Which questions are easy / hard? 213323 - 70 = 512893 + 300 = 819354 - 500 = 319954 + 100 = Explain why you think the hard questions are hard?	**True or false?** Are these number sentences true or false?6.32 + □ = 8 □ = 1.68 Give your reasons. **Hard and easy questions** Which questions are easy / hard? 213323 - 70 = 512893 + 37 = 8193.54 - 5.9 = Explain why you think the hard questions are hard?

	Other possibilities □ + □ + □ = 14 What single digit numbers could go in the boxes? How many different ways can you do this?				
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
Fact families Which four number sentences link these numbers? 12, 15, 3 **What else do you know?** If you know this: 12 – 9 = 3 what other facts do you know? **Missing symbols** Write the missing symbols (+ - =) in these number sentences: 17 □ 3 □ 20 18 □ 20 □ 2	**Fact families** Which four number sentences link these numbers? 100, 67, 33 **What else do you know?** If you know this: 87 = 100 – 13 what other facts do you know? **Missing symbols** Write the missing symbols (+ - =) in these number sentences: 80 □ 20 □ 100 100 □ 70 □ 30 87 □ 13 □ 100				**Missing symbols** Write the missing signs (+ - x ÷) in this number sentence: 6 ○ 12.3 = 61.9 ○ 11.9 **What else do you know?** If you know this: 86.7 + 13.3 = 100 what other facts do you know?

WRITTEN METHODS					
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)	
Convince me In my head I have two odd numbers with a difference of 2. What could they be? Convince me **Missing numbers** Fill in the missing numbers (using a range of practical resources to support) 12 + □ = 19 20 - □ = 3	**Convince me** What digits could go in the boxes? 7 □ - 2 □ = 46 Try to find all of the possible answers. How do you know you have got them all? Convince me	**Convince me** □□ + □□ + □□ The total is 201 Each missing digit is either a 9 or a 1. Write in the missing digits. Is there only one way of doing this or lots of ways? Convince me	**Convince me** □ - 666 = 8□5 What is the largest possible number that will go in the rectangular box? What is the smallest? Convince me	**Convince me** □ + 1475 = 6□24 What numbers go in the boxes? What different answers are there? Convince me	**Convince me** Three four digit numbers total 12435. What could they be? Convince me

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.
Making an estimate Pick (from a selection of number sentences) the ones where the answer is 8 or 9. **Is it true that?** Is it true that 3+4 = 4 + 3?	**Making an estimate** Which of these number sentences have the answer that is between 50 and 60 74 - 13 55 + 17 87 – 34 **Always, sometimes, never** Is it always, sometimes or never true that if you add three numbers less than 10 the answer will be an odd number	**Making an estimate** Which of these number sentences have the answer that is between 50 and 60 174 - 119 333 – 276 932 - 871 **Always, sometimes, never** Is it always, sometimes or never true that if you subtract a multiple of 10 from any number the units digit of that number stays the same. Is it always, sometimes or never true that when you add two numbers together you will get an even number	**Making an estimate** Which of these number sentences have the answer that is between 550 and 600 1174 - 611 3330 – 2779 9326 - 8777 **Always, sometimes, never** Is it always sometimes or never true that the difference between two odd numbers is odd.	**Making an estimate** Which of these number sentences have the answer that is between 0.5 and 0.6 11.74 - 11.18 33.3 – 32.71 **Always, sometimes, never** Is it always, sometimes or never true that the sum of four even numbers is divisible by 4.	**Making an estimate** Circle the number that is the best estimate to 932.6 - 931.05 1.3 1.5 1.7 1.9 **Always, sometimes, never** Is it always, sometimes or never true that the sum of two consecutive triangular numbers is a square number

PROBLEM SOLVING					
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 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 simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)				Solve problems involving addition, subtraction, multiplication and division

Number: Multiplication and Division with Reasoning

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		
	Missing numbers 10 = 5 x ☐ What number could be written in the box? **Making links** I have 30p in my pocket in 5p coins. How many coins do I have?	**Missing numbers** 24 = ☐ x ☐ Which pairs of numbers could be written in the boxes? **Making links** Cards come in packs of 4. How many packs do I need to buy to get 32 cards?	**Missing numbers** 72 = ☐ x ☐ Which pairs of numbers could be written in the boxes? **Making links** Eggs are bought in boxes of 12. I need 140 eggs; how many boxes will I need to buy?	**Missing numbers** 6 x 0.9 = ☐ x 0.03 6 x 0.04 = 0.008 x ☐ Which numbers could be written in the boxes? **Making links** Apples weigh about 170 g each. How many apples would you expect to get in a 2 kg bag?	**Missing numbers** 2.4 ÷ 0.3 = ☐ x 1.25 Which number could be written in the box? **Making links**
MENTAL CALCULATION					
		write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying	multiply and divide numbers mentally drawing upon known facts	perform mental calculations, including with mixed operations and large numbers

Progression Maps

		two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (appears also in Written Methods)	together three numbers		
		Use a fact 20 x 3 = 60. Use this fact to work out 21 x 3 = 22 x 3 = 23 x 3 = 24 x 3 =	**Use a fact** 63 ÷ 9 = 7 Use this fact to work out 126 ÷ 9 = 252 ÷ 7 =	**Use a fact** 3 x 75 = 225 Use this fact to work out 450 ÷ 6 = 225 ÷ 0.6 = To multiply by 25 you multiply by 100 and then divide by 4. Use this strategy to solve 48 x 25 78 x 25 4.6 x 25	**Use a fact** 12 x 1.1 = 13.2 Use this fact to work out 15.4 ÷ 1.1 = 27.5 ÷ 1.1 =
	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)
Making links If one teddy has two apples, how many apples will three teddies have? Here are 10 lego people If 2 people fit into the train carriage, how many carriages do we need?	**Making links** Write the multiplication number sentences to describe this array X X X X X X What do you notice?	**Making links** 4 × 6 = 24 How does this fact help you to solve these calculations?	**Making links** How can you use factor pairs to solve this calculation? 13 x 12 (13 x 3 x 4, 13 x 3 x 2 x 2, 13 x 2 x 6)	**Making links** 7 x 8 = 56 How can you use this fact to solve these calculations? 0.7 x 0.8 = 5.6 ÷ 8 =	**Making links** 0.7 x 8 = 5.6 How can you use this fact to solve these calculations? 0.7 x 0.08 = 0.56 ÷ 8 =

	Write the division sentences.	40 x 6 = 20 x 6 = 24 x 6 =			
WRITTEN CALCULATION					
	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 appropriately for the context	divide numbers up to 4-digits by a two-digit whole number using the formal written method of short division where appropriate for the 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))
Practical If we put two pencils in each pencil pot how many pencils will we need?	**Prove It** Which four number sentences link these numbers? 3, 5, 15? Prove it.	**Prove It** What goes in the missing box? x ? ? 4 80 12 Prove it. **How close can you get?** □□ × □ Using the digits 2, 3 and 4 in the calculation above how close can you get to 100? What is the largest product? What is the smallest product?	**Prove It** What goes in the missing box? 6 □ x 4 = 512 Prove it. **How close can you get?** □□□ X 7 Using the digits 3, 4 and 6 in the calculation above how close can you get to 4500? What is the largest product? What is the smallest product?	**Prove It** What goes in the missing box? 12 □2 ÷ 6 = 212 14 □4 ÷ 7 = 212 22 □3 ÷ 7 = 321 r 6 323 x □1 = 13243 Prove it.	**Prove It** What goes in the missing box? 18 □4 ÷ 12 = 157 38 □5 ÷ 18 = 212.5 33 □2 ÷ 8 = 421.5 38 x □.7 = 178.6 Prove it. **Can you find?** Can you find the smallest number that can be added to or subtracted from 87.6 to make it exactly divisible by 8/7/18?
PROPERTIES OF NUMBERS: MULTIPLES, FACTORS, PRIMES, SQUARE AND CUBE NUMBERS					
			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	identify common factors, common multiples and prime numbers *use common factors to simplify fractions; use common multiples to express*

				and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19	*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)
Spot the mistake Use a puppet to count but make some deliberate mistakes. e.g. 2 4 5 6 10 9 8 6 See if the pupils can spot the deliberate mistake and correct the puppet	**True or false?** When you count up in tens starting at 5 there will always be 5 units.	**True or false?** All the numbers in the two times table are even. There are no numbers in the three times table that are also in the two times table.	**Always, sometimes, never?** Is it always, sometimes or never true that an even number that is divisible by 3 is also divisible by 6. Is it always, sometimes or never true that the sum of four even numbers is divisible by 4.	**Always, sometimes, never?** Is it always, sometimes or never true that multiplying a number always makes it bigger Is it always, sometimes or never true that prime numbers are odd. Is it always, sometimes or never true that when you multiply a whole number by 9, the sum of its digits is also a multiple of 9 Is it always, sometimes or	**Always, sometimes, never?** Is it always, sometimes or never true that dividing a whole number by a half makes the answer twice as big. Is it always, sometimes or never true that when you square an even number, the result is divisible by 4 Is it always, sometimes or never true that multiples of 7 are 1 more or 1 less than prime numbers.

				never true that a square number has an even number of factors.	
ORDER OF OPERATIONS					
					use their knowledge of the order of operations to carry out calculations involving the four operations
					Which is correct? Which of these number sentences is correct? 3 + 6 x 2 =15 6 x 5 – 7 x 4 = 92 8 x 20 ÷ 4 x 3 = 37
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
	Use the inverse Use the inverse to check if the following calculations are correct: 12 ÷ 3 = 4 3 x 5 = 14	**Use the inverse** Use the inverse to check if the following calculations are correct 23 x 4 = 82 117 ÷ 9 = 14	**Use the inverse** Use the inverse to check if the following calculations are correct: 23 x 4 = 92 117 ÷ 9 = 14	**Use the inverse** Use the inverse to check if the following calculations are correct: 4321 x 12 = 51852 507 ÷ 9 = 4563	**Use the inverse** Use the inverse to check if the following calculations are correct: 2346 x 46 = 332796 27.74 ÷ 19 = 1.46

		Size of an answer Will the answer to the following calculations be greater or less than 80 23 x 3= 32 x 3 = 42 x 3 = 36 x 2=	**Size of an answer** Will the answer to the following calculations be greater or less than 300 152 x 2= 78 x 3 = 87 x 3 = 4 x 74 =	**Size of an answer** The product of a two digit and three digit number is approximately 6500. What could the numbers be?	**Size of an answer** The product of a single digit number and a number with two decimal places is 21.34 What could the numbers be?
PROBLEM SOLVING					
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
				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 similar shapes where the scale factor is known or can be found* (copied from Ratio and Proportion)

Number: Fractions (including Decimals and Percentages) Reasoning

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
COUNTING IN FRACTIONAL STEPS					
	Pupils should count in fractions up to 10, starting from any number and using the1/2 and 2/4 equivalence on the number line (Non Statutory Guidance)	count up and down in tenths	count up and down in hundredths		
	Spot the mistake 7, 7 ½ , 8, 9, 10 8 ½, 8, 7, 6 ½, … and correct it **What comes next?** 5 ½, 6 ½ , 7 ½ , …., …. 9 ½, 9, 8 ½, ….., …..	**Spot the mistake** six tenths, seven tenths, eight tenths, nine tenths, eleven tenths … and correct it. **What comes next?** 6/10, 7/10, 8/10, ….., …. 12/10, 11/10, ….., ….., …..	**Spot the mistake** sixty tenths, seventy tenths, eighty tenths, ninety tenths, twenty tenths … and correct it. **What comes next?** 83/100, 82/100, 81/100, ….., ….., ….. 31/100, 41/100, 51/100, ….., …..,	**Spot the mistake** 0.088, 0.089, 1.0 **What comes next?** 1.173, 1.183, 1.193	**Spot the mistake** Identify and explain mistakes when counting in more complex fractional steps

RECOGNISING FRACTIONS					
recognise, find and name a half as one of two 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 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)	
What do you notice? Choose a number of counters. Place them onto 2 plates so that there is the same number on each half. When can you do this and when can't you? What do you notice?	**What do you notice?** ¼ of 4 = 1 ¼ of 8 = 2 ¼ of 12 = 3 Continue the pattern What do you notice?	**What do you notice?** 1/10 of 10 = 1 2/10 of 10 = 2 3/10 of 10 = 3 Continue the pattern. What do you notice? What about 1/10 of 20? Use this to work out 2/10 of 20, etc.	**What do you notice?** 1/10 of 100 = 10 1/100 of 100 = 1 2/10 of 100 = 20 2/100 of 100 = 2 How can you use this to work out 6/10 of 200? 6/100 of 200?	**What do you notice?** One tenth of £41 One hundredth of £41 One thousandth of £41 Continue the pattern What do you notice? 0.085 + 0.015 = 0.1 0.075 + 0.025 = 0.1 0.065 + 0.035 = 0.1 Continue the pattern for the next five number sentences.	**What do you notice?** One thousandth of my money is 31p. How much do I have?

recognise, find and name a quarter as one of four equal parts of an object, shape or quantity		recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators			
True or false? Sharing 8 apples between 4 children means each child has 1 apple.	**True or false?** Half of 20cm = 5cm ¾ of 12cm = 9cm	**True or false?** 2/10 of 20cm = 2cm 4/10 of 40cm = 4cm 3/5 of 20cm = 12cm	**True or false?** 1/20 of a metre= 20cm 4/100 of 2 metres = 40cm	**True or false?** 0.1 of a kilometre is 1m. 0.2 of 2 kilometres is 2m. 0.3 of 3 Kilometres is 3m 0.25 of 3m is 500cm. 2/5 of £2 is 20p	**True or false?** 25% of 23km is longer than 0.2 of 20km. Convince me.

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
		Give an example of a fraction that is less than a half. Now another example that no one else will think of. Explain how you know the fraction is less than a half. (draw an image) Ben put these fractions in order starting with the smallest. Are they in the correct order? One fifth, one seventh, one sixth	Give an example of a fraction that is more than a half but less than a whole. Now another example that no one else will think of. Explain how you know the fraction is more than a half but less than a whole. (draw an image)	Give an example of a fraction that is more than three quarters. Now another example that no one else will think of. Explain how you know the fraction is more than three quarters. Imran put these fractions in order starting with the smallest. Are they in the correct order? Two fifths, three tenths, four twentieths How do you know?	Give an example of a **fraction** that is greater than 1.1 and less than 1.5. Now another example that no one will think of. Explain how you know. Sam put these fractions in order starting with the smallest. Are they in the correct order? Thirty three fifths Twenty three thirds Forty five sevenths How do you know?

COMPARING DECIMALS					
			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
			Missing symbol Put the correct symbol < or > in each box 3.03 ☐ 3.33 0.37 ☐ 0.32 What needs to be added to 3.23 to give 3.53? What needs to be added to 3.16 to give 3.2?	**Missing symbol** Put the correct symbol < or > in each box 4.627 ☐ 4.06 12.317 ☐ 12.31 What needs tobe added to 3.63 to give 3.13? What needs to be added to 4.652 to give 4.1?	**True or false?** In all of the numbers below, the digit 6 is worth more than 6 hundredths. 3.6 3.063 3.006 6.23 7.761 3.076 Is this true or false? Change some numbers so that it is true. What needs tobe adde3d to 6.543 to give 7? What needs to be added to 3.582 to give 5? Circle the two decimals which are closest in value to each other. 0.9 0.09 0.99 0.1 0.01

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
			Do, then explain Circle each decimal which when rounded to the nearest whole number is 5. 5.3 5.7 5.2 5.8 Explain your reasoning **Top tips** Explain how to round numbers to one decimal place? *Also see rounding in place value*	**Do, then explain** Circle each decimal which when rounded to one decimal place is 6.2. 6.32 6.23 6.27 6.17 Explain your reasoning **Top tips** Explain how to round decimal numbers to one decimal place? *Also see rounding in place value*	**Do, then explain** Write the answer of each calculation rounded to the nearest whole number 75.7 × 59 7734 ÷ 60 772.4 × 9.7 20.34 × (7.9 – 5.4) **What's the same, what's different?** … when you round numbers to one decimal place and two decimal places? *Also see rounding in place value*

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
	Odd one out. Which is the odd one out in this trio: ½ 2/4 ¼ Why? **What do you notice?** Find ½ of 8. Find 2/4 of 8 What do you notice?	**Odd one out**. Which is the odd one out in each of these trios ½ 3/6 5/8 3/9 2/6 4/9 Why? **What do you notice?** Find 2/5 of 10 Find 4/10 of 10. What do you notice? Can you write any other similar statements?	**Odd one out.** Which is the odd one out in each of these trio s¾ 9/12 4/6 9/12 10/15 2/3 Why? **What do you notice?** Find 4/6 of 24 Find 2/3 of 24 What do you notice? Can you write any other similar statements?	**Odd one out.** Which is the odd one out in each of these collections of 4 fractions 6/10 3/5 18/20 9/15 30/100 3/10 6/20 3/9 Why? **What do you notice?** Find 30/100 of 200 Find 3/10 of 200 What do you notice? Can you write any other similar statements?	**Odd one out**. Which is the odd one out in each of these collections of 4 fraction s¾ 9/12 26/36 18/24 4/20 1/5 6/25 6/30 Why? **What do you notice?** 8/5 of 25 = 40 5/4 of 16 = 20 7/6 of 36 - 42 Can you write similar statements?
			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. $^{3}/_{8}$)

			Complete the pattern by filling in the blank cells in this table: $\frac{1}{10}$ | $\frac{2}{10}$ | $\frac{3}{10}$ | $\frac{10}{100}$ | $\frac{20}{100}$ | | $\frac{40}{100}$ 0.1 | | 0.3 | **Another and another** Write a decimal numbers (to one decimal place) which lies between a half and three quarters? … and another, … and another, …	**Complete the pattern** $\frac{71}{100}$ | $\frac{??}{100}$ | $\frac{??}{100}$ | $\frac{??}{100}$ 0.71 | 0.81 | ??? | ??? Complete the table. **Another and another** Write a fraction with a denominator of one hundred which has a value of more than 0.75? … and another, … and another, …	**Complete the pattern** $\frac{1}{8}$ | $\frac{2}{8}$ | $\frac{3}{8}$ | $\frac{4}{8}$ 0.375 | ??? | ??? | ??? Complete the table. **Another and another** Write a unit fraction which has a value of less than 0.5? … and another, … and another, …
			recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	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.
	Ordering Put these fractions in the correct order, starting with the smallest. ½ ¼ 1/3	**Ordering** Put these fractions in the correct order, starting with the smallest. 4/8 ¾ 1/4	**Ordering** Put these numbers in the correct order, starting with the smallest. ¼ 0.75 5/10 Explain your thinking	**Ordering** Put these numbers in the correct order, starting with the largest. 7/10, 0.73, 7/100, 0.073 71%	**Ordering** Which is larger, $\frac{1}{3}$ or $\frac{2}{5}$? Explain how you know. Put the following amounts in order,

				Explain your thinking Which is more: 20% of 200 or 25% of 180? Explain your reasoning.	starting with the largest. 23%, 5/8, 3/5, 0.8
ADDITION AND SUBTRACTION OF FRACTIONS					
		add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)	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. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$)	add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
		What do you notice? 1/10 + 9/10 = 1 2/10 + 8/10 = 1 3/10 + 7/10 = 1	**What do you notice?** 5/5 – 1/5 = 4/5 4/5 – 1/5 = 3/5	**What do you notice?** ¾ and ¼ = 4/4 = 1 4/4 and ¼ = 5/4 = 1 ¼ 5/4 and ¼ = 6/4 = 1 ½	**Another and another** Write down two fractions which have a difference of 1 2/… and another, … and another, …

		Continue the pattern Can you make up a similar pattern for eighths? The answer is 5/10, what is the question? (involving fractions / operations)	**Continue the pattern** Can you make up a similar pattern for addition? The answer is 3/5, what is the question What do you notice? 11/100 + 89/100 = 1 12/100 + 88/100 = 1 13/100 + 87/100 = 1 Continue the pattern for the next five number sentences	Continue the pattern up to the total of 2. Can you make up a similar pattern for subtraction? The answer is 1 2/5 , what is the question	**Another and another** Write down 2 fractionswith a total of 3 4/5. … and another, … and another, …
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. $^1/_3 \div 2 = {}^1/_6$)

				Continue the pattern ¼ x 3 = ¼ x 4 = ¼ x 5 = Continue the pattern for five more number sentences. How many steps will it take to get to 3? 5/3 of 24 = 40 Write a similar sentence where the answer is 56. The answer is 2 ¼ , what is the question Give your top tips for multiplying fractions.	**Continue the pattern** 1/3 ÷ 2 = 1/6 1/6 ÷ 2 = 1/12 1/12 ÷ 2 = 1/24 What do you notice? ½ x ¼ = The answer is 1/8 , what is the question (involving fractions / operations) Give your top tips for dividing fractions.
MULTIPLICATION AND DIVISION OF DECIMALS					
					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
			Undoing I divide a number by 100 and the answer is 0.3. What number did I start with? **Another and another** Write down a number with one decimal place which when multiplied by 10 gives an answer between 120 and 130. ... and another, ... and another, ...	**Undoing** I divide a number by 100 and the answer is 0.33 What number did I start with? **Another and another** Write down a number with two decimal places which when multiplied by 100 gives an answer between 33 and 38. ... and another, ... and another, ...	**Undoing** I multiply a number with three decimal places by a multiple of 10. The answer is approximately 3.21 What was my number and what did I multiply buy? When I divide a number by 1000 the resulting number has the digit 6 in the units and tenths and the other digits are 3 and 2 in the tens and

					hundreds columns. What could my number have been?
PROBLEM SOLVING					
		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 with Reasoning

Statements only appear in Year 6 but should be connected to previous learning, particularly fractions and multiplication and division					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
					What else do you know? In a flower bed a gardener plants 3 red bulbs for every 4 white bulbs. How many red and white bulbs might he plant? If she has 100 white bulbs, how many red bulbs does she need to buy? If she has 75 red bulbs, how many white bulbs does she need to buy? If she wants to plant 140 bulbs altogether, how many of each colour should she buy? **Do, then explain** Purple paint is made from read and blue paint in the ratio of 3:5. To make 40 litres of purple paint how much would I need of each colour? Explain your thinking.
					solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
					What else do you know? 88% of a sum of money = £242. Make up some other statements. Write real life problems for your number sentences. **Undoing** I think of a number and then reduce it by 15%. The number I end up with is 306. What was my original number? In a sale where everything is reduced by 15% I paid the following prices for three items. £255, £850, £4.25 What was the original selling price?
					solve problems involving similar shapes where the scale factor is known or can be found
					Unpicking A recipe needs to include three times as much apple than peach. The total weight of apples and peaches in a recipe is 700 grammes. How much apple do I need?

					solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
					Other possibilities A 50 seater coach travels to the match. Most of the seats are taken. Junior tickets cost £13 and Adult tickets cost £23. The only people on the coach are Juniors and Adults. The total amount paid for tickets is approximately £900 How many people on the coach were adults and how many were juniors?

Algebra with Reasoning

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EQUATIONS					
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

Connected Calculations	Connected Calculations	Connected Calculations	Connected Calculations	Connected Calculations	Connected Calculations
11 = 3 + 8 12 = 4 + 8 13 = □ + 8 14 = □ + 8 What numbers go in the boxes? Can you continue this sequence of calculations?	Put the numbers 19, 15 and 4 in the boxes to make the number sentences correct. □ = □ - □ □ = □ + □	Put the numbers 3, 12, 36 in the boxes to make the number sentences correct. □ = □ x □ □ = □ ÷ □	Put the numbers 7.2, 8, 0.9 in the boxes to make the number sentences correct. □ = □ x □ □ = □ ÷ □	The number sentence below represents the angles in degrees of an isosceles triangle. A + B + C = 180 degrees A and B are equal and are multiples of 5. Give an example of what the 3 angles could be. Write down 3 more examples	p and q each stand for whole numbers. p + q = 1000 and p is 150 greater than q. Work out the values of p and q.
FORMULAE					
			Perimeter can be expressed algebraically as 2(a + b) where a and b are the dimensions in the same unit. (Copied from NSG measurement)		use simple formulae *recognise when it is possible to use* ***formulae*** *for area and volume of shapes* (copied from Measurement)
			Undoing If the longer length of a rectangle is 13cm and the perimeter is 36cm, what is the length of the shorter side? Explain how you got your	**Undoing** The perimeter of a rectangular garden is between 40 and 50 metres. What could the dimensions of the garden	**Undoing** The diagram below represents two rectangular fields that are next to each other. Field A | Field B

			answer.	be?	Field A is twice as long as field B but their widths are the same and are 7.6 metres. If the perimeter of the small field is 23m what is the perimeter of the entire shape containing both fields? If y stands for a number complete the table below y | 3y | 3y + 1 25 | | | | 28 What is the largest value of y if the greatest number in the table was 163?
SEQUENCES					
sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)	*compare and sequence intervals of time* (copied from Measurement) *order and arrange combinations of mathematical objects in patterns* (copied from Geometry: position and direction)				generate and describe linear number sequences
	True or false? Explain The largest three digit number that can be made from the digits 2, 4 and 6 is 264. Is this true or false? Explain your thinking.				**Generalising** Write a formula for the 10th, 100th and nth terms of the sequences below. 4, 8, 12, 16 ..... 0.4, 0.8, 1.2, 1.6, ...

Measurement with Reasoning

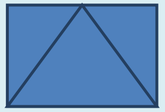
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
COMPARING AND ESTIMATING					
compare, describe and solve practical problems for: * lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half] * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, 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.
Top tips How do you know that this (object) is heavier / longer / taller than this one? Explain how you know.	**Top tips** Put these measurements in order starting with the smallest. 75 grammes 85 grammes 100 grammes Explain your thinking **Position the symbols** Place the correct symbol between the measurements > or < 36cm ☐ 63cm	**Top Tips** Put these measurements in order starting with the largest. Half a litre Quarter of a litre 300 ml Explain your thinking **Position the symbols** Place the correct symbol between the measurements > or <	**Top Tips** Put these amounts in order starting with the largest. Half of three litres Quarter of two litres 300 ml Explain your thinking **Position the symbols** Place the correct symbols between the measurements > or <	**Top Tips** Put these amounts in order starting with the largest. 130000cm^2 1.2 m^2 13 m^2 Explain your thinking	**Top Tips** Put these amounts in order starting with the largest. 100 cm^3 1000000 mm^3 1 m^3 Explain your thinking

	130ml ▭ 103ml Explain your thinking	306cm ▭ Half a metre 930 ml ▭ 1 litre Explain your thinking	£23.61 2326p 2623p Explain your thinking		
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)			
Explain thinking Ask pupils to reason and make statements about to the order of daily routines in school e.g. daily timetable e.g. we go to PE **after** we go to lunch. Is this true or false?	**Undoing** The film finishes two hours after it starts. It finishes at 4.30. What time did it start? Draw the clock at the start and the finish of the film.	**Undoing** A programme lasting 45 minutes finishes at 5.20. At what time did it start? Draw the clock at the start and finish time.	**Undoing** Imran's swimming lesson lasts 50 mins and it takes 15 mins to change and get ready for the lesson. What time does Imran need to arrive if his lesson finishes at 6.15pm?	**Undoing** A school play ends at 6.45pm. The play lasted 2 hours and 35 minutes. What time did it start?	**Undoing** A film lasting 200 minutes finished at 17:45. At what time did it start?

What do we do before break time? etc.	**Explain thinking** The time is 3:15pm. Kate says that in two hours she will be at her football game which starts at 4:15. Is Kate right? Explain why.	**Explain thinking** Salha says that 100 minutes is the same as 1 hour. Is Salha right? Explain why.	**Explain thinking** The time is 10:35 am. Jack says that the time is closer to 11:00am than to 10:00am. Is Jack right? Explain why.	**Other possibilities** (links with geometry, shape and space) A cuboid is made up of 36 smaller cubes. ▭ If the cuboid has the length of two of its sides the same what could the dimensions be? Convince me	**Other possibilities** (links with geometry, shape and space) A cuboid has a volume between 200 and 250 cm cubed. Each edge is at least 4cm long. List four possibilities for the dimensions of the cuboid..
MEASURING and CALCULATING					
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)
Application (Can be practical) Which two pieces of string are the same length as this book?	**Application** (Practical) Draw two lines whose lengths differ by 4cm.	**Write more statements** (You may choose to consider this practically) If there are 630ml of water in a jug. How much water do you need to add to end up with a litre of water? What if there was 450 ml	**Write more statements** One battery weighs the same as 60 paperclips; One pencil sharpener weighs the same as 20 paperclips. Write down some more things you know. How many pencil	**Write more statements** Mr Smith needs to fill buckets of water. A large bucket holds 6 litres and a small bucket holds 4 litres. If a jug holds 250 ml and a bottle holds 500 ml suggest some ways of using the jug and bottle to	**Write more statements** Chen, Megan and Sam have parcels. Megan's parcel weighs 1.2kg and Chen's parcel is 1500g and Sam's parcel is half the weight of Megan's parcel. Write down some other statements about the

		to start with? Make up some more questions like this	sharpeners weigh the same as a battery?	fill the buckets.	parcels. How much heavier is Megan's parcel than Chen's parcel?
		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
		Testing conditions A square has sides of a whole number of centimetres. Which of the following measurements could represent its perimeter?8cm 18cm 24cm 25cm	**Testing conditions** If the width of a rectangle is 3 metres less than the length and the perimeter is between 20 and 30 metres, what could the dimensions of the rectangle lobe? Convince me.	**Testing conditions** Shape A is a rectangle that is 4m long and 3m wide. Shape B is a square with sides 3m. The rectangles and squares are put together side by side to make a path which has perimeter between 20 and 30 m. For example  Can you draw some other arrangements where the perimeter is between 20 and 30 metres?	**Testing conditions** A square has the perimeter of 12 cm. When 4 squares are put together, the perimeter of the new shape can be calculated. For example:  What arrangements will give the maximum perimeter?
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	add and subtract amounts of **money** to give change, using both £ and p in practical contexts			

	find different combinations of coins that equal the same amounts of money **solve simple problems** in a practical context involving addition and subtraction of money of the same unit, including giving change				
Possibilities Ella has two silver coins. How much money might she have?	**Possibilities** How many different ways can you make 63p using only 20p, 10p and 1p coins?	**Possibilities** I bought a book which cost between £9 and £10 and I paid with a ten pound note. My change was between 50p and £1 and was all in silver coins. What price could I have paid?	**Possibilities** Adult tickets cost £8 and Children's tickets cost £4. How many adult and children's tickets could I buy for £100 exactly? Can you find more than one way of doing this?		

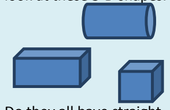
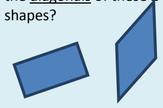
			find the area of rectilinear shapes by counting squares	calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes *recognise and use square numbers and cube numbers, and the notation 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
			Always, sometimes, never If you double the area of a rectangle, you double the perimeter. *See also Geometry Properties of Shape*	**Always, sometimes, never** When you cut off a piece of a shape you reduce its area and perimeter. *See also Geometry Properties of Shape*	**Always, sometimes, never** The area of a triangle is half the area of the rectangle that encloses it: 

					See also Geometry Properties of Shape
TELLING THE TIME					
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	

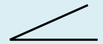
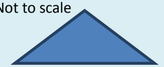
	Working backwards Draw hands on the clock faces to show when break started and when it finished 15 minutes later at 10:35.	**Working backwards** Tom's bus journeytakes half an hour. He arrives at his destination at 9:25. At what time did his bus leave? 9:05 8:55 8:45	**Working backwards** Put these times of the day in order, starting with the earliest time. A: Quarter to four in the afternoon B: 07:56 C: six minutes to nine in the evening D: 14:36	**Working backwards** Put these lengths of time in order starting with the longest time. 105 minutes 1 hour 51 minutes 6360 seconds	
CONVERTING					
	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	understand and use equivalences between	convert between miles and kilometres

			minutes; minutes to seconds; years to months; weeks to days (appears also in Telling the Time)	metric units and common imperial units such as inches, pounds and pints	
	The answer is .... 3 hours What is the question? **What do you notice?** What do you notice? 1 hour = 60 minutes ½ hour = 30 minutes ¼ hour = 15 minutes Write down some more time facts like these	**The answer is ....** 25 minutes What is the question? **What do you notice?** What do you notice? 1 minute = 60 seconds 2 minutes = 120 seconds Continue the pattern Write down some more time facts like these	**The answer is ....** 225 metres What is the question? **What do you notice?** What do you notice? 1:00pm = 13:00 2:00pm = 14:00 Continue the pattern	**The answer is ....** 0.3km What is the question? **What do you notice?**What do you notice? 1 minute = 60 seconds 60 minutes = ☐ seconds Fill in the missing number of seconds down some more time facts like this.	**The answer is ....** 24 metres cubed What is the question? **What do you notice?**8 km = 5 miles 16km = ☐ miles 4 km = ☐ miles Fill in the missing number of miles. Write down some more facts connecting kilometres and miles.

Geometry: Properties of Shapes with Reasoning

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IDENTIFYING SHAPES AND THIER PROPERTIES					
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
What's the same, what's different? Find a rectangle and a triangle in this set of shapes. Tell me one thing that's the same about them. Tell me one thing that is different about them.	**What's the same, what's different?** Pick up and look at these 3-D shapes.  Do they all have straight edges and flat faces? What is the same and what is different about these shapes?	**What's the same, what's different?** What is the same and different about these three2-D shapes? 	**What's the same, what's different?** What is the same and what is different about the diagonals of these 2-D shapes? 	**What's the same, what's different?** What is the same and what is different about the net of a cube and the net of a cuboid?	**What's the same, what's different?** What is the same and what is different about the nets of a triangular prism and a square based pyramid?

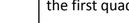
Visualising Put some shapes in a bag. Find me a shape that has more than three edges.	**Visualising** In your head picture a rectangle that is twice as long as it is wide. What could its measurements be?	**Visualising** I am thinking of a 3-dimensional shape which has faces that are triangles and squares. What could my shape be?	**Visualising** Imagine a square cut along the diagonal to make two triangles. Describe the triangles. Join the triangles on different sides to make new shapes. Describe them. (you could sketch them) Are any of the shapes symmetrical? Convince me.	**Visualising** I look at a large cube which is made up of smaller cubes. If the larger cube is made up of between 50 and 200 smaller cubes what might it look like?	**Visualising** Jess has 24 cubes which she builds to make a cuboid. Write the dimensions of cuboids that she could make. List all the possibilities.
DRAWING AND CONSTRUCTING					
		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 ($^{\circ}$)	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)
		Other possibilities Oneface of a 3-D shape looks like this.  What could it be? Are there any other possibilities?	**Other possibilities** Can you draw a non-right angled triangle with a line of symmetry? Are there other possibilities.	**Other possibilities** Here is one angle of an isosceles triangle. You will need to measure the angle accurately. What could the other angles of the triangle be? Are there any other possibilities?	**Other possibilities** If one angle of an isosceles triangle is 36 degrees. What could the triangle look like – draw it. Are there other possibilities . Draw a net for a cuboid that has a volume of 24 cm^3.

					
COMPARING AND CLASSIFYING					
	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
True or false? All 2-D shapes have at least 4 sides **Other possibilities** Can you find shapes that can go with the set with this label?	**Always, sometimes, never** Is it always, sometimes or nerver true that when you fold a square in half you get a rectangle. **Other possibilities** Can you find shapes that can go with the set with this label?	**Always, sometimes, never** Is it always, sometimes or never that all sides of a hexagon are the same length. **Other possibilities** Can you find shapes that can go with the set with this label?	**Always, sometimes, never** Is it always, sometimes or never true that the two diagonals of a rectangle meet at right angles. **Other possibilities** Can you show or draw a polygon that fits both of these criteria? What do you look for?	**Always, sometimes, never** Is it always, sometimes or never true that the number of lines of reflective symmetry in a regular polygon is equal to the number of its sides n. **Other possibilities** A rectangular field has a perimeter between 14 and 20 metres . What could its dimensions	**Always, sometimes, never** Is it always, sometimes or never true that, in a polyhedron, the number of vertices plus the number of faces equals the number of edges. **Other possibilities** Not to scale 

"Have straight sides"	"Have straight sides and all sides are the same length"	"Have straight sides that are different lengths."	"Has exactly two equal sides." "Has exactly two parallel sides."	be?	The angle at the top of this isosceles triangle is 110 degrees. What are the other angles in the triangle?
ANGLES					
		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			
		Convince me Which capital letters have perpendicular and / or parallel lines? Convince me.	**Convince me** Ayub says that he can draw a right angled triangle which has another angle which is obtuse.	**Convince me** What is the angle between the hands of a clock at four o clock? At what other times is the	**Convince me** 
			Is he right? Explain why.	angle between the hands the same? Convince me	One angle at the point where the diagonals of a rectangle meet is 36 degrees. What could the other angles be? Convince me

Geometry: Position and Direction with Reasoning

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
POSITION, DIRECTION AND MOVEMENT					
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		
Working backwards The shape below was turned three quarter of a full turn and ended up looking like this.  What did it look like when it started? (practical)	**Working backwards** If I face forwards and turn three quarter turns clockwise then a quarter turn anti-clockwise describe my finishing position.	**Working backwards** If I make the two opposite sides of a square 5 cm longer the new lengths of those sides are 27cm. What was the size of my original square? What is the name and size of my new shape?	**Working backwards** Here are the co-ordinates of corners of a rectangle which has width of 5. (7, 3) and (27, 3) What are the other two co-ordinates?	**Working backwards** A square is translated 3 squares down and one square to the right. Three of the coordinates of the translated square are: (3, 6) (8, 11) (8, 6) What are the co-ordinates of the original square?	**Working backwards** Two triangles have the following co-ordinates: Triangle A: (3, 5) (7, 5) (4, 7) Triangle B: (3, 1) (7, 1) (4, 3) Describe the translation of triangle A to B and then from B to A.

PATTERN					
	order and arrange combinations of mathematical objects in patterns and sequences				
	What comes next?  **Explain why**				

Statistics with Reasoning

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
INTERPRETING, CONSTRUCTING AND PRESENTING DATA					
	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				
	True or false? (Looking at a simple pictogram) "More people travel to work in a car than on a bicycle". **Is this true or false? Convince me.** Make up you own 'true/false' statement about the pictogram	**True or false?** (Looking at a bar chart) "Twice as many people like strawberry than lime". **Is this true or false? Convince me.** Make up your own 'true/false' statement about the bar chart.	**True or false?** (Looking at a graph showing how the class sunflower is growing over time) "Our sunflower grew the fastest in July". **Is this true or false? Convince me.** Make up your own 'true/false' statement about the graph.	**True or false?** (Looking at a train time table) "If I want to get to Exeter by 4 o'clock this afternoon, I will need to get to Taunton station before midday". **Is this true or false? Convince me.** Make up your own 'true/false' statement about a journey using the timetable.	**True or false?** (Looking at a pie chart) "More than twice the number of people say their favourite type of T.V. programme is soaps than any other" **Is this true or false? Convince me.** Make up your own 'true/false' statement about the pie chart.

	What's the same, what's different? Pupils identify similarities and differences between different representations and explain them to each other	**What's the same, what's different?** Pupils identify similarities and differences between different representations and explain them to each other	**What's the same, what's different?** Pupils identify similarities and differences between different representations and explain them to each other	**What's the same, what's different?** Pupils identify similarities and differences between different representations and explain them to each other	**What's the same, what's different?** Pupils identify similarities and differences between different representations and explain them to each other
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
	Create a questions Pupils ask (and answer) questions about different statistical representations using key vocabulary relevant to the objectives.	**Create a questions** Pupils ask (and answer) questions about different statistical representations using key vocabulary relevant to the objectives. (see above)	**Create a questions** Pupils ask (and answer) questions about different statistical representations using key vocabulary relevant to the objectives. (see above)	**Create a questions** Pupils ask (and answer) questions about different statistical representations using key vocabulary relevant to the objectives. (see above)	**Create a questions** Make up a set of five numbers with a mean of 2.7 **Missing information** The mean score in six test papers in a spelling test of 20 questions is 15.Five of the scores were 13 12 17 18 16 What was the missing score?

Working Scientifically in EYFS

	EYFS 30-50 Months	EYFS 40-60 Months	EYFS ELG
Physical Development	To observe the effects of physical activity on their bodies.	To eat a healthy range of foodstuffs and understand a need for variety in food. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
Understanding the World	To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment.	To look closely at similarities, differences, patterns and change.	To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments may vary from one another.
Expressive Art and Design	To begin to be interested in and describe the texture of things.		

Working Scientifically Skills Progression Years 1 - 6

	KS1	Lower KS2	Upper KS2
Asking questions	Asking simple questions and recognising that they can be answered in different ways	Asking relevant questions and using different types of scientific enquiries to answer them	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Making observations and taking measurements	Observing closely, using simple equipment	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Engaging in practical enquiry	Performing simple tests Identifying and classifying	Setting up simple practical enquiries, comparative and fair tests	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Recording and presenting evidence	Gathering and recording data to help in answering questions	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Answering questions and concluding	Using their observations and ideas to suggest answers to questions	Using straightforward scientific evidence to answer questions or to support their findings. Identifying differences, similarities or changes related to simple scientific ideas and processes Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Identifying scientific evidence that has been used to support or refute ideas or arguments Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
Evaluating			Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Using test results to make predictions to set up further comparative and fair tests
Communicating their findings		Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

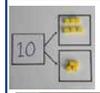
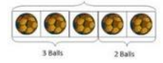
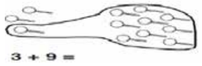
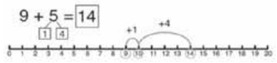
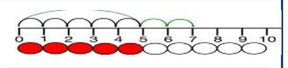
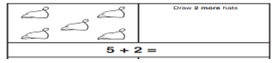
CALCULATION POLICY

This document is guidance on how we teach maths at Ambler. It is divided into four different calculation operations and into year groups. The aim is to provide clear, structured strategies to teach – starting with using concrete materials, developing into pictorial representations and finally developing a formal written methods of writing calculations. The expectation is that the majority of the class (exceeding and most of your expected children) should be using formal written methods by the end of Year 4, and these methods should be reinforced and modelled in Years 5 & 6. However there are some children that may need to be using previous year strategies and a continual use of concrete and pictorial representations and this can be used as a form of differentiation.

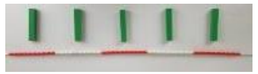
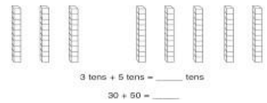
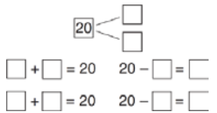
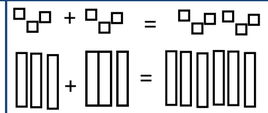
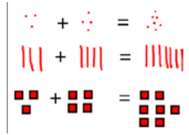
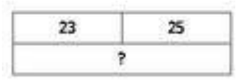
In summary this document will:

- Develop an efficient, reliable, formal written method of calculation for all operations
- Children will use calculation methods accurately with confidence and understanding
- There will be a clear understanding of important concepts and connections within mathematics
- Children will show high levels of fluency in performing written and mental calculations

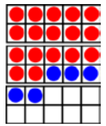
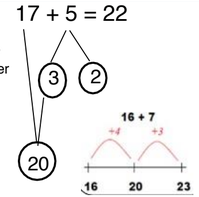
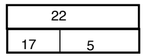
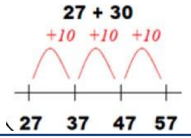
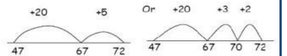
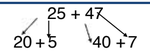
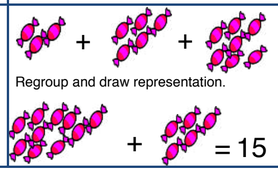
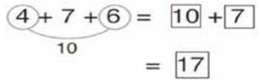
Year 1 Addition +

Objective & Strategy	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part- whole model	   Use part part whole model. Use cubes to add two numbers together as a group or in a bar. 	    Use pictures to add two numbers together as a group or in a bar.	4 + 3 = 7  10= 6 + 4 Use the part-part whole diagram as shown above to move into the abstract.
Starting at the bigger number and counting on	 Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	12 + 5 = 17 Start at the larger number on the number line and count on in ones or in one jump to find the answer.	5 + 12 = 17 Place the larger number in your head and count on the smaller number to find your answer.
Regrouping to make 10. *This is an essential skill for column addition later.*	 6 + 5 = 11  Start with the bigger number and use the smaller number to make 10. Use ten frames.	 Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10. 	7 + 4= 11 If I am at seven, how many more do I need to make 10. How many more do I add on now?
Represent & use numberbonds and related subtraction facts within 20	 2 more than 5.	 	Emphasis should be on the language *'1 more than 5 is equal to 6.'* *'2 more than 5 is 7.'* *'8 is 3 more than 5.'*

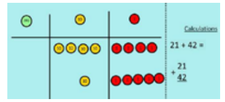
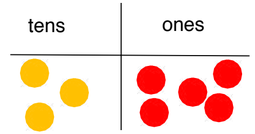
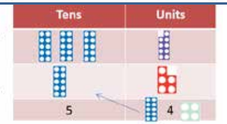
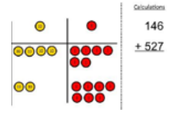
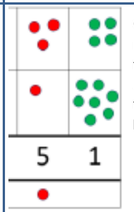
Year 1 - 2 Addition +

Objective & Strategy	Concrete	Pictorial	Abstract
Adding multiples of ten	50= 30 = 20  Model using dienes and bead strings	 Use representations for base ten.	20+30=50 70=50+20 40 + □ = 60
Use known number facts Part part whole	 Children explore ways of making numbers within 20		+ 1 = 16 16 − 1 = 1 + = 16 16 − = 1
Using known facts		 Children draw representations of H,T and O	3 + 4 = 7 *leads to* 30 + 40 = 70 *leads to* 300 + 400 = 700
Bar model	 3 + 4 = 7	 7 + 3 = 10	 23 + 25 = 48

Year 1 - 2 Addition +

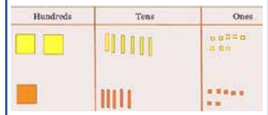
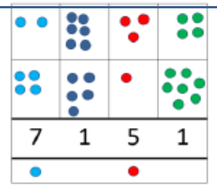
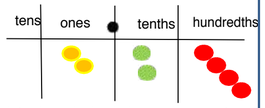
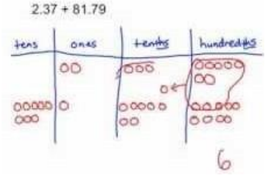
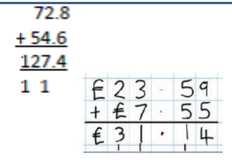
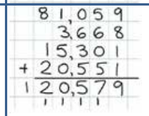
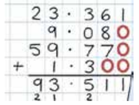
Objective & Strategy	Concrete	Pictorial	Abstract
Add a two digit number and ones	 17 + 5 = 22 Use ten frame to make 'magicten Children explore the pattern. 17 + 5 = 22 27 + 5 = 32	17 + 5 = 22 Use part part whole and number line to model. 	17 + 5 = 22 Explore related facts 17 + 5 = 22 5 + 17 = 22 22 — 17 = 5 22 — 5 = 17 
Add a 2 digit number and tens	 25 + 10 = 35 Explore that the ones digit does not change		27 + 10 = 37 27 + 20 = 47 27 + □ = 57
Add two 2-digit numbers	 Model using dienes , place value counters and numicon	 Use number line and bridge ten using part whole if necessary.	 20 + 40 = 60 5 + 7 = 12 60 + 12 = 72
Add three 1-digit numbers	 Combine to make 10 first if possible, or bridge 10 then add third digit	 Regroup and draw representation.	 Combine the two numbers that make/ bridge ten then add on the third.

Year 1 - 3 Addition +

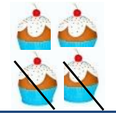
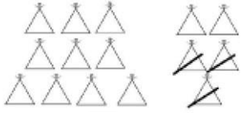
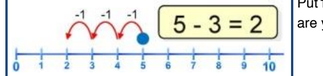
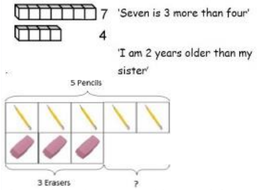
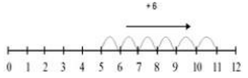
Objective & Strategy	Concrete	Pictorial	Abstract
Column Addition—no regrouping (friendly numbers) Add two or three 2 or 3-digit numbers.	 Model using Dienes or numicon Add together the ones first, then the tens.   Move to using place value counters	Children move to drawing the counters using a tens and one frame. 	2 2 3 + 1 1 4 3 3 7 Add the ones first, then the tens, then the hundreds.
Column Addition with regrouping.	 Exchange ten ones for a ten. Model using numicon and pv counters. 	 Children can draw a representation of the grid to further support their understanding, carrying the ten <u>underneath</u> the line	20 + 5 40 + 8 60 + 13 = 73 Start by partitioning the numbers before formal column to show the exchange. 536 + 85 621 1 1

Calculation Policy

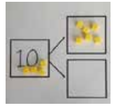
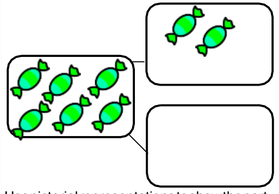
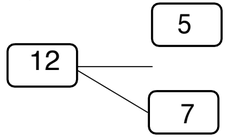
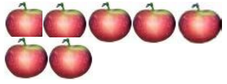
Year 4 - 6 Addition +

Objective & Strategy	Concrete	Pictorial	Abstract
Y4—add numbers with up to 4 digits	Children continue to use dienes or pv counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand. 	 Draw representations using pv grid.	Continue from previous work to carry hundreds as well as tens. Relate to money and measures.
Y5—add numbers with more than 4 digits. Add decimals with 2 decimal places, including money.	As year 4  Introduce decimal place value counters and model exchange for addition.		
Y6—add several numbers of increasing complexity Including adding money, measure and decimals with different numbers of decimal points.	As Y5	As Y5	 Insert zeros for place holders. 

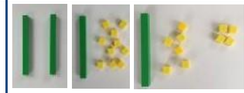
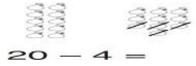
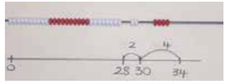
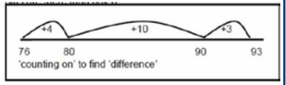
Year 1 Subtraction -

Objective & Strategy	Concrete	Pictorial	Abstract
Taking away ones.	Use physical objects, counters, cubes etc to show how objects can be taken away.  6—4 =2  4—2 = 2	 Cross out drawn objects to show what has been taken away.	7—4 = 3 16—9 = 7
Counting back	 Move objects away from the group, counting backwards.  Move the beads along the bead string as you count backwards.	 Count back in ones using a number line.	Put 13 in your head, count back 4. What number are you at?
Find the Difference	Compare objects and amounts  Lay objects to represent bar model.	Count on using a number line to find the difference. 	Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister.?

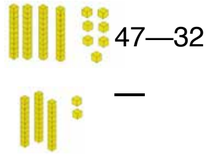
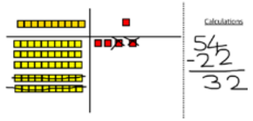
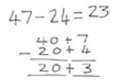
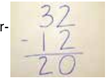
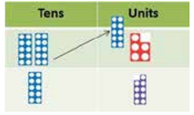
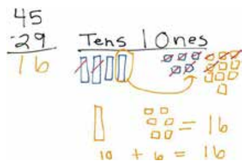
Year 1 Subtraction -

Objective & Strategy	Concrete	Pictorial	Abstract
Represent and use number bonds and related subtraction facts within 20 Part Part Whole model	 Link to addition. Use PPW model to model the inverse. If 10 is the whole and 6 is one of the arts, what s the other part? 10—6 = 4	 Use pictorial representations to show the part.	Move to using numbers within the part whole model. 
Make 10	14—9  Make 14 on the ten frame. Take 4 away to make ten, then take one more away so that you have taken 5.	13—7  Jump back 3 first, then another 4. Use ten as the stopping point.	16—8 How many do we take off first to get to 10? How many left to take off?
Bar model	 5—2 = 3		8 | 2 10 = 8 + 2 10 = 2 + 8 10—2 = 8 10—8 = 2

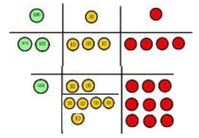
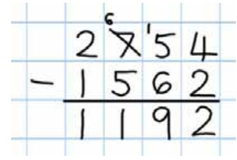
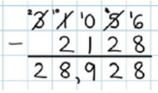
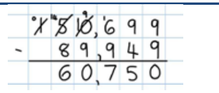
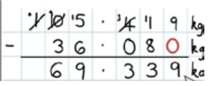
Year 1 - 2 Subtraction -

Objective & Strategy	Concrete	Pictorial	Abstract
Regroup a ten into ten ones	 Use a PV chart to show how to change a ten into ten ones, use the term 'take and make'		20—4 = 16
Partitioning to subtract without re-grouping. *'Friendly numbers'*	34—13 = 21  Use Dienes to show how to partition the number when subtracting without regrouping.  	Children draw representations of Dienes and cross off.  43—21 = 22	43—21 = 22
Make ten strategy *Progression should be crossing one ten, crossing more than one ten, crossing the hundreds.*	 34—28 Use a bead bar or bead strings to model counting to next ten and the rest.	 Use a number line to count on to next ten and then the rest.	93—76 = 17

Year 1 - 3 Subtraction -

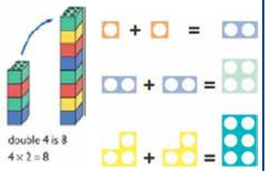
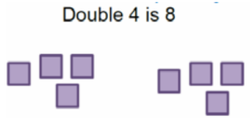
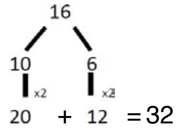
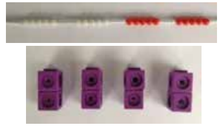
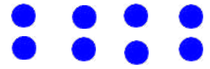
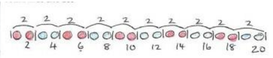
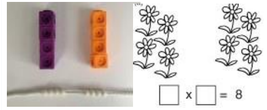
Objective & Strategy	Concrete	Pictorial	Abstract
Column subtraction without regrouping (friendly numbers)	 Use base 10 or Numicon to model	 Darw representations to support understanding	 Intermediate step may be needed to lead to clear subtraction understanding. 
Column subtraction with regrouping	 Begin with base 10 or Numicon. Move to pv counters, modelling the exchange of a ten into tten ones. Use the phrase 'take and make' for exchange.	 Children may draw base ten or PV counters and cross off.	 Begin by partitioning into pv columns  Then move to formal method.

Year 4 - 6 Subtraction -

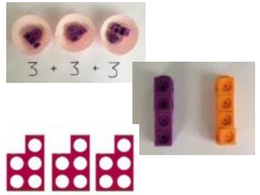
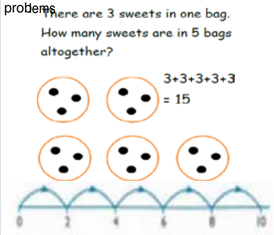
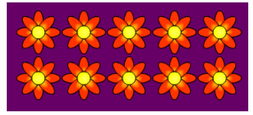
Objective & Strategy	Concrete	Pictorial	Abstract
Subtracting tens and ones Year 4 subtract with up to 4 digits. *Introduce decimal subtraction through context of money*	234 - 179  Model process of exchange using Numicon, base ten and then move to PV counters.	Children to draw pv counters and show their exchange—see Y3	 Use the phrase 'take and make' for exchange
Year 5- Subtract with at least 4 digits, including money and measures. *Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal*	As Year 4	Children to draw pv counters and show their exchange—see Y3	 Use zeros for placeholders.
Year 6—Subtract with increasingly large and more complex numbers and decimal values.			 

Calculation Policy

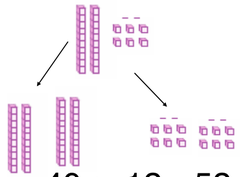
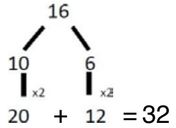
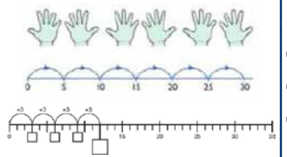
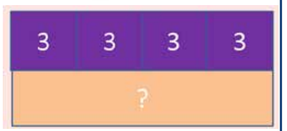
Year 1 Multiplication x

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Use practical activities using manipulatives including cubes and Numicon to demonstrate doubling 	Draw pictures to show how to double numbers 	Partition a number and then double each part before recombining it back together. 
Counting in multiples	Count the groups as children are skip counting, children may use their fingers as they are skip counting. 	 Children make representations to show counting in multiples. 	Count in multiples of a number aloud. Write sequences with multiples of numbers. 2, 4, 6, 8, 10 5, 10, 15, 20, 25 , 30
Making equal groups and counting the total	 Use manipulatives to create equal groups.	Draw  to show 2 x 3 = 6 Draw and make representations	2 x 4 = 8

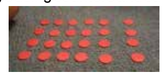
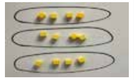
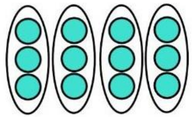
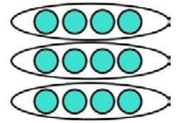
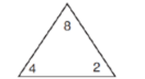
Year 1 Multiplication x

Objective & Strategy	Concrete	Pictorial	Abstract
Repeated addition	 Use different objects to add equal groups	Use pictorial including number lines to solve problems 	Write addition sentences to describe objects and pictures. 
Understanding arrays	Use objects laid out in arrays to find the answers to 2 lots 5, 3 lots of 2 etc. 	Draw representations of arrays to show understanding	3 x 2 = 6 2 x 5 = 10

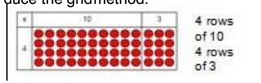
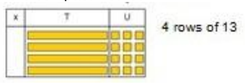
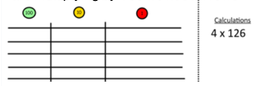
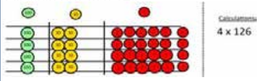
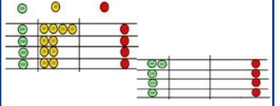
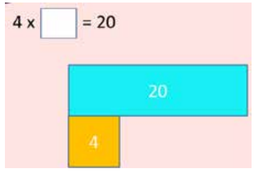
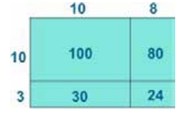
Year 2 Multiplication x

Objective & Strategy	Concrete	Pictorial	Abstract
Doubling	Model doubling using dienes and PV counters.  40 + 12 = 52	Draw pictures and representations to show how to double numbers	Partition a number and then double each part before recombining it back together.  16 10 (x2) 6 (x2) 20 + 12 = 32
Counting in multiples of 2, 3, 4, 5, 10 from 0 (repeated addition)	Count the groups as children are skip counting, children may use their fingers as they are skip counting. Use bar models.  5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40   ?	Number lines, counting sticks and bar models should be used to show representation of counting in multiples.   3 3 3 3 ?	Count in multiples of a number aloud. Write sequences with multiples of numbers. 0, 2, 4, 6, 8, 10 0, 3, 6, 9, 12, 15 0, 5, 10, 15, 20, 25 , 30 4 × 3 = □

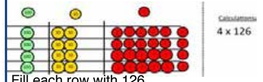
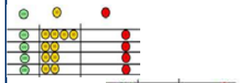
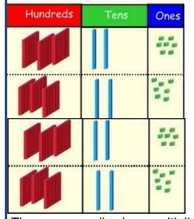
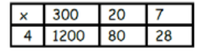
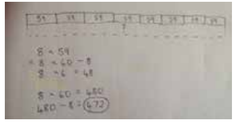
Year 2 Multiplication x

Objective & Strategy	Concrete	Pictorial	Abstract
Multiplication is commutative	Create arrays using counters and cubes and Numicon.    Pupils should understand that an array can represent different equations and that, as multiplication is commutative, the order of the multiplication does not affect the answer.  	Use representations of arrays to show different calculations and explore commutativity.  	12 = 3 × 4 12 = 4 × 3 Use an array to write multiplication sentences and reinforce repeated addition.  5 + 5 + 5 = 15 3 + 3 + 3 + 3 + 3 = 15 5 x 3 = 15 3 x 5 = 15
Using the Inverse *This shouldbe taught alongside division, so pupils learn how they work alongside each other.*		 8 4 2 □ × □ = □ □ × □ = □ □ ÷ □ = □ □ ÷ □ = □	2 x 4 = 8 4 x 2 = 8 8 ÷ 2 = 4 8 ÷ 4 = 2 8 = 2 x 4 8 = 4 x 2 2 = 8 ÷ 4 4 = 8 ÷ 2 Show all 8 related fact family sentences.

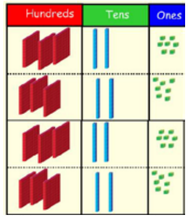
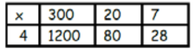
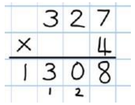
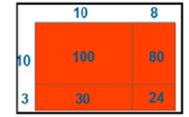
Year 3 Multiplication x

Objective & Strategy	Concrete	Pictorial	Abstract
Grid method	Show the links with arrays to first introduce the grid method.  Move onto base ten to move towards a more compact method.  Move on to place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows  Fill each row with 126  Add up each column, starting with the ones making any exchanges needed  Then you have your answer.	Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below. Bar model are used to explore missing numbers  	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. 7 x 35 = 245 Moving forward, multiply by a 2 digit number showing the different rows within the grid method.  **NOTE: 2 digit by 2 digit multiplication is only applicable in Yrs 5/6**

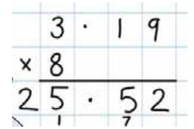
Year 4 Multiplication x

Objective & Strategy	Concrete	Pictorial	Abstract
Grid method recap from year 3 for 2 digits x 1 digit Move to multiplying 3 digit numbers by 1 digit. (year 4 expectation)	Use place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows  Fill each row with 126  Add up each column, starting with the ones making any exchanges needed	Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below.	Start with multiplying by one digit numbers and showing the clear addition alongside the grid. 7 x 35 = 245
Column multiplication	Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. 321 x 2 = 642  It is important at this stage that they always multiply the ones first. The corresponding long multiplication is modelled alongside	 The grid method may be used to show how this relates to a formal written method.  Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.	327 x 4 28 80 1200 1308 This may lead to a compact method.

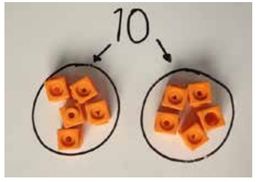
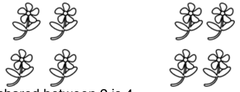
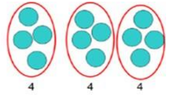
Year 5 - 6 Multiplication x

Objective & Strategy	Concrete	Pictorial	Abstract
Column Multiplication for 3 and 4 digits x 1 digit.	 It is important at this stage that they always multiply the ones first. Children can continue to be supported by place value counters at the stage of multiplication. This initially done where there is no regrouping. 321 x 2 = 642		327 x 4 28 80 1200 1308  This will lead to a compact method.
Column multiplication	Manipulatives may still be used with the corresponding long multiplication modelled alongside.	 Continue to use bar modelling to support problem solving	 18 x 3 on the first row (8 x 3 =24, carrying the 2 for 20, then 1 x 3) 18 x 10 on the 2nd row. Show multiplying by 10 by putting zero in units first

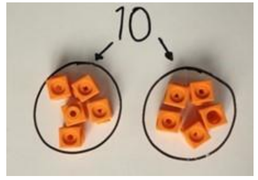
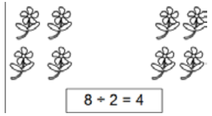
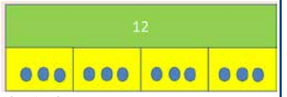
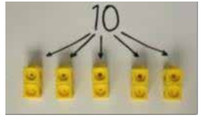
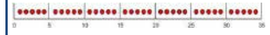
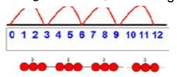
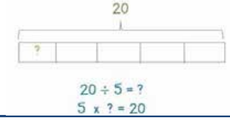
Year 6 Multiplication x

Objective & Strategy	Concrete	Pictorial	Abstract
Multiplying decimals up to 2 decimal places by a single digit.			Remind children that the single digit belongs in the units column. Line up the decimal points in the question and the answer. 

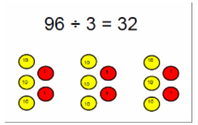
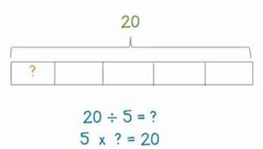
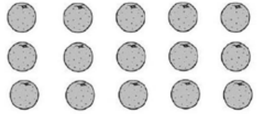
Year 1 Division ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing *Use Gordon ITPs for modelling*	   I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  8 shared between 2 is 4 Sharing:  4 4 4 12 shared between 3 is 4	12 shared between 3 is 4

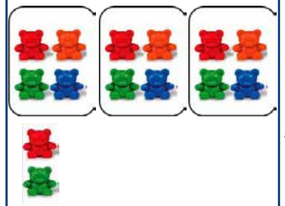
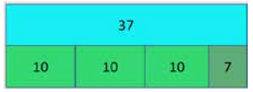
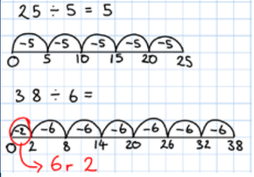
Year 2 Division ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division as sharing Eg. A teacher has 15 pencils and hands them out equally to 5 students. How many pencils would each child get? (Sharing 15 out between 5 circles. Count how many in each circle)	 I have 10 cubes, can you share them equally in 2 groups?	Children use pictures or shapes to share quantities.  8 ÷ 2 = 4 Children use bar modelling to show and support understanding.  12 12 ÷ 4 = 3	12 ÷ 3 = 4
Division as grouping Eg. A baker made 20 cupcakes. He packed them into boxes and each box had 4 cupcakes in it. How many boxes would he have? (Sort the 20 into groups of 4 and then count the number of groups)	Divide quantities into equal groups. Use cubes, counters, objects or place value counters to aid understanding.  	Use number lines for grouping  -3 -3 -3 -3 0 1 2 3 4 5 6 7 8 9 10 11 12 12 ÷ 3 = 4 Think of the bar as a whole. Split it into the number of groups you are dividing by and work out how many would be within each group.  20 ? 20 ÷ 5 = ? 5 x ? = 20	28 ÷ 7 = 4 Divide 28 into 7 groups. How many are in each group?

Year 3 Division ÷

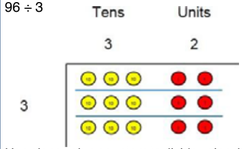
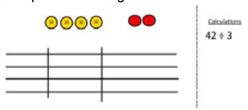
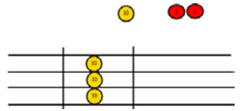
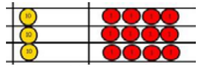
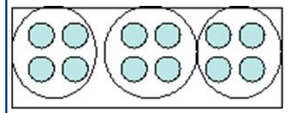
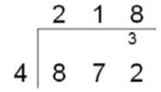
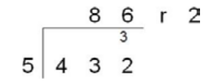
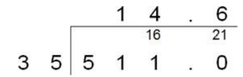
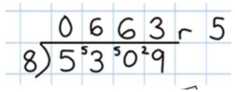
Objective & Strategy	Concrete	Pictorial	Abstract
Division as grouping	Use cubes, counters, objects or place value counters to aid understanding.  24 divided into groups of 6 = 4 	Continue to use bar modelling to aid solving division problems. 	How many groups of 6 in 24? 24 ÷ 6 = 4
Division with arrays	 Link division to multiplication by creating an array and thinking about the number sentences that can be created. Eg 15 ÷ 3 = 5 5 x 3 = 15 15 ÷ 5 = 3 3 x 5 = 15	Draw an array and use lines to split the array into groups to make multiplication and division sentences 	Find the inverse of multiplication and division sentences by creating eight linking number sentences. 7 x 4 = 28 4 x 7 = 28 28 ÷ 7 = 4 28 ÷ 4 = 7 28 = 7 x 4 28 = 4 x 7 4 = 28 ÷ 7 7 = 28 ÷ 4

Year 3 Division ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Division with remainders.	14 ÷ 3 = Divide objects between groups and see how much is left over 	Jump **backwards** in equal jumps on a number line then see how many more you need to jump to find a remainder.  Draw dots and group them to divide an amount and clearly show a remainder.  Use bar models to show division with remainders.  	Complete written divisions and show the remainder using r. 29 ÷ 8 = 3 REMAINDER 5 dividend divisor quotient remainder NOTE: Teachers should move onto short division using counters during the second cycle of division in Year 3. This will be consolidated in year 4.

Calculation Policy

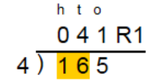
Year 4 - 6 Division ÷

Objective & Strategy	Concrete	Pictorial	Abstract
Divide at least 3 digit numbers by 1 digit. Short Division **Note: begin to use bus stop towards the end of Year 4** **Children need to understand the value of each digit when dividing using the 'bus stop' method. Therefore it is crucial that teachers use concrete/ pictorial resources alongside each calculation.**	96 ÷ 3  Use place value counters to divide using the bus stop method alongside  42 ÷ 3= Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.  We exchange this ten for ten ones and then share the ones equally among the groups.  We look how much in 1 group so the answer is 14.	Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.  Encourage them to move towards counting in multiples to divide more efficiently.	Begin with divisions that divide equally with no remainder.  Move onto divisions with a remainder.  Finally move into decimal places to divide the total accurately.  

Year 6 Division ÷

Short Division

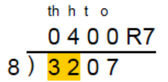
Step 1—a remainder in the ones



4 does not go into 1 (hundred). So combine the 1 hundred with the 6 tens (160).

4 goes into 16 four times.

4 goes into 5 once, leaving a remainder of 1.



8 does not go into 3 of the thousands. So combine the 3 thousands with the 2 hundreds (3,200).

8 goes into 32 four times (3,200 ÷ 8 = 400)
8 goes into 0 zero times (tens).
8 goes into 7 zero times, and leaves a remainder of 7.

Long Division

Step 1 continued...

```
   h t o
   0 6 1
4 ) 2 4 7
    - 4
      3
```

When dividing the ones, 4 goes into 7 one time. Multiply 1 × 4 = 4, write that four under the 7, and subract. This finds us the remainder of 3.

Check: 4 × 61 + 3 = 247

```
    th h t o
     0 4 0 2
4 ) 1 6 0 9
      - 8
        1
```

When dividing the ones, 4 goes into 9 two times. Multiply 2 × 4 = 8, write that eight under the 9, and subract. This finds us the remainder of 1.

Check: 4 × 402 + 1 = 1,609

Long Division

Step 2—a remainder in the tens

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 2) 5 8	t o 2 2) 5 8 - 4 1	t o 2 9 2) 5 8 - 4 ↓ 1 8
Two goes into 5 two times, or 5 tens ÷ 2 = 2 whole tens -- but there is a remainder!	To find it, multiply 2 × 2 = 4, write that 4 under the five, and subtract to find the remainder of 1 ten.	Next, drop down the 8 of the ones next to the leftover 1 ten. You combine the remainder ten with 8 ones, and get 18.

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
t o 2 9 2) 5 8 - 4 1 8	t o 2 9 2) 5 8 - 4 1 8 - 1 8 0	t o 2 9 2) 5 8 - 4 1 8 - 1 8 0
Divide 2 into 18. Place 9 into the quotient.	Multiply 9 × 2 = 18, write that 18 under the 18, and subtract.	The division is over since there are no more digits in the dividend. The quotient is 29.

Long Division

Step 2—a remainder in any of the place values

1. Divide.	2. Multiply & subtract.	3. Drop down the next digit.
h t o 1 2) 2 7 8 Two goes into 2 one time, or 2 hundreds ÷ 2 = 1 hundred.	h t o 1 2) 2 7 8 - 2 0 Multiply 1 × 2 = 2, write that 2 under the two, and subtract to find the remainder of zero.	h t o 1 8 2) 2 7 8 - 2 ↓ 0 7 Next, drop down the 7 of the tens next to the zero.
Divide.	**Multiply & subtract.**	**Drop down the next digit.**
h t o 1 3 2) 2 7 8 - 2 0 7 Divide 2 into 7. Place 3 into the quotient.	h t o 1 3 2) 2 7 8 - 2 0 7 - 6 1 Multiply 3 × 2 = 6, write that 6 under the 7, and subtract to find the remainder of 1 ten.	h t o 1 3 2) 2 7 8 - 2 0 7 - 6 1 8 Next, drop down the 8 of the ones next to the 1 leftover ten.
1. Divide.	**2. Multiply & subtract.**	**3. Drop down the next digit.**
h t o 1 3 9 2) 2 7 8 - 2 0 7 - 6 1 8 Divide 2 into 18. Place 9 into the quotient.	h t o 1 3 9 2) 2 7 8 - 2 0 7 - 6 1 8 - 1 8 0 Multiply 9 × 2 = 18, write that 18 under the 18, and subtract to find the remainder of zero.	h t o 1 3 9 2) 2 7 8 - 2 0 7 - 6 1 8 - 1 8 0 There are no more digits to drop down. The quotient is 139.

AMBLER

PRIMARY SCHOOL AND CHILDREN'S CENTRE