St Mary's Catholic Primary School

Curriculum Handbook

'Learning and Living through Faith'

Mission Statement:

St Mary's School endeavours to give all children the best educational opportunities within a Catholic Christian community that values the individual, recognises the worth of each person and welcomes everyone.

We aim to combine excellence in teaching with enjoyment in learning through the provision of an inclusive broadly-based curriculum that promotes spiritual, moral, cultural, social, mental and physical development and prepares children for the opportunities and responsibilities of secondary education and later life.

Curriculum Drivers:

COMMUNITY	COMMUNICATION	WHOLE CHILD
FAITH *'Learning and Living through Faith'*		

Our school drivers are based on our beliefs and values. Derived from the backgrounds of our pupils and used to ensure that we give our pupils an appropriate and ambitious curriculum.

Community

St Mary's is a multicultural school and we celebrate our richness of diversity. We want our pupils to know about the world they live in and to understand their rights and responsibilities. We strive to open our pupils' eyes to the possibilities available to them.

Communication

We believe that communication (both spoken and written) is an essential life skill and feel passionately about enabling all pupils to develop effective communication skills. Communication impacts on every part of life and is crucial for future success.

Whole Child

Our curriculum is designed to meet the needs of all the children in our schools and to prepare them for success in life, however and whatever that might mean to them as they grow and develop. All children will have the opportunity to develop their talents to the full, in the recognition that they all have talents to offer and that although these talents are different, none is more important than another and all are needed in our ever-changing world.

Learning behaviours:

At St. Mary's, we believe that in order for our pupils to grow into happy, healthy and successful adults they must be encouraged to adopt positive learning behaviours. As a staff group and in consultation with the children, the following learning behaviours are the ones that we felt were most important. These are highlighted and encouraged, across the school.

Resilience	Empathy	Curiosity	Collaboration	Active Listening
Resilience is important mostly for our mental health. It's a life skill we take with us into adulthood. Building resilience in children helps them to overcome obstacles more easily and reduces the chances of them suffering from anxiety or other stress-related disorders.	Helping young children to develop a strong sense of empathy is beneficial because: It helps them to build a sense of security and stronger relationships with other children and educators, positioning them well for learning. It encourages tolerance and acceptance of others. It promotes good mental health.	Developing curiosity helps a child to be willing and able to continually grow, learn and question what is around them. To develop an imagination and sense of creativity that gives them the basic tools they need to be successful adults.	Collaboration helps children to discover each other's' strengths, interests and capabilities. Instead of limiting learning to a one-way stream from a teacher or an adult to them, they can learn from each other. As a result, each child can develop a unique set of skills and knowledge in a fun and efficient way.	Listening and attention skills are vital in a child's development because they allow the child to function properly in society. When developing these skills, it is important that your child becomes an active listener, which means that s/he use what s/he hears from you and others as part of the communication process.

Curriculum Intent: What do we want children to learn?

We believe that learning is a change to long-term memory. Our aims is to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage an ambitious body of knowledge.

Our curriculum drivers of community, whole child and communication shape our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs and values. They are used to ensure we give our pupils ambitious curriculum opportunities that prepares children for the opportunities and responsibilities of secondary education and later life.

Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. Curriculum breadth is shaped by our drivers, cultural capital, subject topics and our ambition for pupils.

Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspects of subject knowledge that are studied. Threshold concepts tie together topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this revisiting of threshold concepts pupils return to the same concepts over and over and gradually build an understanding of them. For each of the threshold concepts the three milestones provide a progression model.

Curriculum Implementation: how are we going to achieve our intent?

The milestones in this handbook are reached over a series of lessons. Each lesson addresses a small step in the learning and it is important that the teacher is clear about the key learning and how it relates to prior knowledge. Pupils are given regular opportunities to retrieve, practise and apply their knowledge and understanding through a range of different contexts.

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners understanding systematically, identifying misconceptions accurately and provide clear, direct feedback. They respond and adapt their teaching as necessary.

Subject leaders have worked tirelessly to develop each curriculum area. Subject leads meet termly with subject leads from other schools within the Trust to support the development of their subject. Subject leaders have release time at St Mary's to monitor and evaluate the teaching and learning in their subject and continue our commitment to continuous development.

Curriculum Impact: what will it look like when we have achieved our intent?

Learners will have developed detailed knowledge and skills across the curriculum and, as a result will achieve well. Our learners will be prepared for the opportunities and responsibilities of secondary education and later life.

At the end of each unit of work pupils will complete an assessment task. These tasks have been designed so that pupils can demonstrate and apply the knowledge and skills acquired over the unit of work. Teachers will make professional judgements against key learning indicators. Teachers will record pupils' assessments on insight tracking system. Assessments of foundation subjects will be collected and analysed by subject leaders in December and July.

The school will measure the impact of our curriculum offer throughout the year and update the curriculum provision accordingly to ensure that all pupils are supported to achieve their full potential.

Contents:

Assessment Cycle

October / 1st Half Term

EYFS Baseline Assessment

Phonic assessment EYFS/1/2

Reading speed

Writing assessment

Spelling assessment - Pixl tracker all years

PIXL -First round of testing

58% = Expected

85% = Greater depth

Gap analysis

Interventions

December 2nd Half Term

EYFS Assessment

Phonic assessment EYFS/1/2

Writing assessment

Spelling assessment – Year group words

Pupil progress – shows clearly progress from KS1/EYFS and current attainment.

Data uploaded on PIXL to reflect update

Pupil info KS1 &KS2 results loaded on Insight

February 3rd Half Term

Phonic Assessment EYFS/1/2

Reading speed

Writing Assessment

Spelling assessment – Pixl tracker all years

PIXL - Second round of testing

58%= Expected

85% = Greater depth

Gap analysis

Interventions

March/April 4th Half Term

EYFS Assessments

Phonic assessment EYFS/1/2

Writing assessment

Spelling assessment – Year group words

Pupil progress - See December

May 5th Half Term

Phonic Assessment EYFS/1/2

Writing assessment

Spelling assessment - Pixl tracker all years

June 6th Half Term

EYFS – Foundation Stage profile completed

Phonics Assessment EYFS /1/2

Phonics screening 1/2

Writing assessment

Reading speed

Spelling assessment – year group words

PIXL - Third round of testing

58% = Expected

85% = Greater depth

Gap analysis

Interventions

July-End of Year

Pupil Progress – see December

RSL exports as a baseline for the new year

Meet with new class teacher to update the progress tracker.

Foundation Subject Assessment:

Review previous knowledge / learning at the start of a session.

Make connections to previous learning each lesson (Rosenshine, Cognitive Load Theory)

Ask questions throughout the lesson to check the children's understanding and to address any misconceptions.

Misconceptions to be address within the lesson and possibly extended into another lesson if needed.

Ask the children to explain their knowledge, thoughts and ideas.

Observe the children discussing ideas and explaining their thoughts with peers.

Ask children to explain their ideas to their peers to assess their understanding.

During the lesson provide regular verbal feedback.

Where appropriate marking will also provide feedback to inform future lessons and inform formative assessment.

At the end of each unit of work the pupils will complete and end of unit assessment. Teachers will refer to the table below when assessing pupils.

Cognitive Domain	Type of Thinking	Types of Activities (task verbs)	Predominant Type of Teaching	Success Criteria
Working Towards (fundamental foundations) Milestone expectations partially or insecurely met. Support needed. The pupil has acquired almost all of the intended knowledge set out in the curriculum.	Low level cognitive demand. Involves following instructions.	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise, calculate, recite, draw, recall.	-Modelling -Scaffolding -Instructional -High level of guidance Teacher role = teaching	Procedural success criteria. Given before task.
Expected (application of foundations) All aspects of milestone secured. All presented opportunities achieved. The pupil has acquired all the intended knowledge set out in the curriculum.	Higher level cognitive demand. Beyond recall. Requires application involving some degree of decision making.	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare, use, experiment, demonstrate, practise, show, arrange, point out, graph, separate	-Remember what you know -Remember how to do the skill, not being taught again -Apply the basic skills to a wider breadth -Lots of applying what you know Teacher role = facilitator (asking questions, probing)	If procedural success criteria, only given afterwards for them to self-assess. Children may write own success criteria. Success criteria given before may focus on a personal development area rather than the actual skill.

Greater Depth (inventive application of foundations) Additional opportunities created, able to apply knowledge and skills in new ways. The pupil has acquired all the intended knowledge and skill set out in the curriculum and can use and apply it in a variety of contexts.	Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, judge, recommend, justify, generalise, propose, discover, arrange, rate, evaluate, revise, conclude, formulate, construct, develop, connect	-Multi step -Experimentation, getting things wrong and modifying approach -They are completely stuck at the start of the task but they have all the foundations in place so they can get unstuck -Includes skills from other areas e.g. personal development curriculum Teacher role = questioner / challenger	There may be no success criteria as they are experimenting / playing around with ideas. Possible discussion at the end of what the success criteria for the way they have just worked looks like.

Science at St Mary's:

Intent

At St Mary's we aim to provide a high-quality science curriculum which provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and it is vital to the world's future prosperity. All pupils should be taught essential scientific knowledge and conceptual understanding which can be demonstrated in written and verbal explanation, solving challenging problems and reporting scientific findings. We develop the ability for pupils to think independently and ask questions about working scientifically and the knowledge and skills it brings. Pupils will gain confidence and competence in the full range of practical skills, planning and carrying out scientific investigations. We endeavour to create a passion for science and its application in past, present and future technologies.

"Science and everyday life cannot and should not be separated."
Rosalind Franklin

Implementation

Classes in KS1 and KS2 at St. Mary's cover 5 or 6 Science units every year. All units of work are planned to build upon children's prior learning. Children of all abilities are able to develop their knowledge and skill through careful planning of exciting and engaging activities by teachers. Children are challenged to apply the skills and knowledge they have gained more frequently as they move up through the school. Teachers carefully plan lessons to address common misconceptions and any gaps in understanding from previous topics or year groups.

Children at St. Mary's can develop their 'working scientifically' skills as teachers plan activities that encourage children to ask and answer their own scientific questions, plan and prepare their own investigations, conduct and review their own fair tests, and draw conclusions from and evaluate these experiments. These practical skills serve to develop and build upon the key knowledge children gain from their rich and varied Science learning. Children can develop these key skills throughout their learning journey at St. Mary's and these skills progress through the school, with children being challenged to

Children at St. Mary's can develop and build on their key scientific knowledge. We believe there are key pieces of scientific knowledge and vocabulary that children must learn and remember. Children gain opportunities to do just this, as teachers regularly use and refer back to knowledge organisers in lessons. Teachers plan activities within a science lesson around the key knowledge or vocabulary in a particular topic. Teachers will also use assessment tasks towards the end of a topic, to ensure that children have learned these key pieces of information. This assessment informs future planning and is passed up to a child's future teacher, to ensure that any gaps are addressed, even in a different year group.

Impact

Our approach to teaching Science will lead to children who are able to: remember key scientific knowledge; use challenging scientific vocabulary in their writing and when speaking about their learning; and can plan, prepare, conduct, draw conclusions from and evaluate a fair, scientific investigation. Children at St. Mary's will demonstrate an interest in Science and the natural world and be able to ask and investigate their own questions about the world around them.

The impact of our curriculum can be demonstrated: through the quality lessons that teachers plan, prepare and teach; through speaking with our pupils about their Science learning; through the quality work and investigations that children have completed. Children's learning in Science is assessed regularly and these assessments serve to inform future planning.

Threshold Concepts for Science:

Working Scientifically
Work scientifically
This concept involves learning the methodologies of the discipline of science.

Biology
Understand plants
This concept involves becoming familiar with different types of plants, their structure and reproduction.
Understand animals and humans
This concept involves becoming familiar with different types of animals, humans and the life processes they share.
Investigate living things
This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.
Understand evolution and inheritance
This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.

Chemistry
Investigate materials
This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.

Physics
Understand movement, forces and magnets
This concept involves understanding what causes motion.
Understand the Earth's movement in space
This concept involves understanding what causes seasonal changes, day and night.
Investigate light and seeing
This concept involves understanding how light and reflection affect sight.
Investigate sound and hearing
This concept involves understanding how sound is produced, how it travels and how it is heard.
Understand electrical circuits
This concept involves understanding circuits and their role in electrical applications.

Science Vocabulary linked to 400-words project

Milestone 1 / Year 1 and 2	Analyse, approximate, capacity, clarify, couple, data, energy, environment, estimate, evaluate, flexible, identify, investigate, method, minimum, outcome, plus, portion, predict, rigid, statistics, survey, symbol, transform, stem, fin, scales, senses, object, material, stretchy, bendy, floppy, flexible, absorbent, waterproof, rough, smooth, transparent, opaque, translucent, reflective, weather, seasons, monsoon, diurnal, nocturnal, , food chain, shelter, habitat, micro habitat, germinate, healthy, offspring, reproduction, growth, exercise, heartbeat, breathing, hygiene, germs, disease, food types, squashing. twisting, evaluate, predict, explore, test, fair test, experiment, alter, improve, results, observe, identify, classify, record, data, accurate, chart, conclusion, table, graph, partition, camouflage, climate
Milestone 2 / Year 3 and 4	Pollination, dispersal, transparent, translucent, opaque, matt, repel, grain, absorb, sedimentary, igneous, metamorphic, nutrition, nutrients, carbohydrates, protein, classification, habitat, migrate, digestion, herbivore, omnivore, producer, predator, prey, appliance, mains, circuit, component, positive, negative, conductor, insulator, insulation, vibration, pitch, evaporation, series, audial, sepal, stigma, ovary, stamen, attracts, ultra-violet, vertebrate, invertebrate, carnivore, omnivore, herbivore
Milestone 3 / Year 5 and 6	Vertebrates, invertebrates, offspring, suited, adapted, environment, inherited, species, pulse, blood vessels, transported, carbon dioxide, nutrients, circulatory system, rotation, orbit, spherical, thermal, solution, filter, reversable, irreversible, mechanism, vibration, texture, source, fertilisation, asexual, sexual, reproduction, metamorphosis, inseminate, prediction, proof, disprove, atom, particle reliable, anomaly, resistance, observation, evidence, average, adaption, tilt, variables, evolve, evolution, evaporation, condensation.

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

Subject specific vocabulary will be visible on classroom displays and used by pupils in discussions and written work.

Science Lenses

Each topic must address all of the year group relevant milestone, for example, identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.

Working scientifically must be planned and taught within **every** topic.

KS1, seasonal change including understanding the Earth's movement in space must be taught throughout year 1 and year 2.

Key website for scientist study: https://www.dkfindout.com/uk/science/famous-scientists/

Science	Autumn		Spring		Summer	
Reception	Understand the effect of changing seasons on the world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live.					
Year 1	Materials Chemistry	Animals and humans Biology Scientist study: Jane Goodall	Forces Physics	Sound and hearing Physics Scientist study: Alexander Grahame Bell Light and seeing Physics	Plants Biology	Investigate living things Biology
Year 2	Materials Chemistry	Investigate living things Biology	Forces Physics	Sound and hearing Physics Scientist study: Alexander Grahame Bell	Plants Biology	Animals and humans (recap micro habitats) Biology

				Light and seeing Physics		Scientist study: Jane Goodall
Year 3	Rocks and Soils Chemistry Scientist study: Mary Anning	Light and seeing Physics Scientist study: Ibn Al-haytham	Living things including evolution with a plant focus. Biology	Plants Biology	Animals and humans Biology Space Scientist study: Galileo Galilei	Forces and magnets Scientist study: Isaac Newton Physics
Year 4	States of Matter Chemistry Scientist study: Daniel Fahrenheit, Andres Celsius and Carl Linnaeus	Sound and hearing Physics	Living things including evolution and inheritance with an animal focus. Biology	Animals and humans including evolution and inheritance. Biology	Electricity Physics Scientist study: Michael Faraday	Electricity Physics Space Physics Scientist study: Nicklaus Copernicus
Year 5	Magnets and Forces Physics Scientist study: Albert Einstein (building on the work of Isaac Newton)		Materials Chemistry Scientist study: Linus Pauling and Richard Feynman		Space Physics Scientist study: Zhang Heng and Stephen Hawkins	Light and seeing Physics
Year 6	Sound and hearing Physics	Electrical circuits Physics Scientist study: Nikola Tessler	Animals and humans Living things Biology		Evolution and inheritance including plants Biology Scientist study: Watson and Crick, Rosalind Franklin, Darwin and Gregor Mendel	

Breadth of Study: Working scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically

Note: Items marked * are not statutory.

Key Stage 1	Key Stage 2
Biology	
Plants • Identify, classify and describe their basic structure. • Observe and describe growth and conditions for growth. Habitats • Look at the suitability of environments and at food chains. Animals and humans • Identify, classify and observe. • Look at growth, basic needs, exercise, food and hygiene. All living things* • Investigate differences.	Plants • Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal. Evolution and inheritance • Look at resemblance in offspring. • Look at changes in animals over time. • Look at adaptation to environments. • Look at differences in offspring. • Look at adaptation and evolution. • Look at changes to the human skeleton over time. Animals and humans • Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. • Look at the digestive system in humans. • Look at teeth. • Look at the human circulatory system. All living things • Identify and name plants and animals • Look at classification keys. • Look at the life cycle of animals and plants. • Look at classification of plants, animals and micro-organisms. • Look at reproduction in plants and animals, and human growth and changes. • Look at the effect of diet, exercise and drugs.
Chemistry	
Materials • Identify, name, describe, classify, compare properties	Rocks and fossils • Compare and group rocks and describe the formation of fossils.

and changes. • Look at the practical uses of everyday materials.	States of matter • Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle. Materials • Examine the properties of materials using various tests. • Look at solubility and recovering dissolved substances. • Separate mixtures. • Examine changes to materials that create new materials that are usually not reversible.
Physics	
Light* • Look at sources and reflections. Sound* • Look at sources. Electricity* • Look at appliances and circuits. Forces • Describe basic movements. Earth and space • Observe seasonal changes.	Light • Look at sources, seeing, reflections and shadows. • Explain how light appears to travel in straight lines and how this affects seeing and shadows. Sound • Look at sources, vibration, volume and pitch. Electricity • Look at appliances, circuits, lamps, switches, insulators and conductors. • Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials. Forces and magnets • Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. • Look at poles, attraction and repulsion. • Look at the effect of gravity and drag forces. • Look at transference of forces in gears, pulleys, levers and springs. Earth and space • Look at the movement of the Earth and the Moon Explain day and night

Science Milestones

Taught in both years

Taught in first year of milestone

Taught in second year of milestone

Threshold Concepts	**Milestone 1 (KS1) Year 1 and 2**	**Milestone 2 (LKS2) Year 3 and 4**	**Milestone 3 (UKS2) Year 5 and 6**
Work scientifically This concept involves learning the methodologies of the discipline of science. **<u>In every topic</u>**	• Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.	• Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving

		• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.	causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.
BIOLOGY **Understand plants** This concept involves becoming familiar with different types of plants, their structure and reproduction.	• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots,	• Identify and describe the functions of different parts of flowering plants: roots, stem, 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.	• *Relate knowledge of plants to studies of evolution and inheritance.* • *Relate knowledge of plants to studies of all living things.*

	stem/trunk, leaves and flowers. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	• Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
Understand animals and humans This concept involves becoming familiar with different types of animals, humans and the life processes they share.	• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the	• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts	• Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans.

	human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions.	
Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	• Explore and compare the differences between things that are living, that are dead and that have never been alive. • 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	• Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys. • Recognise that environments can change and that this can sometimes pose dangers to specific habitats.	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. • Describe how living things are classified into broad groups

	kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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.		according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics.
Understand evolution and inheritance This concept involves understanding that organisms come into existence, adapt, change and evolve and become extinct.		• *Identify how plants and animals, including humans, resemble their parents in many features.* • *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.* • *Identify how animals and plants are suited to and adapt to their environment in different ways.*	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

CHEMISTRY – **Investigate materials** This concept involves becoming familiar with a range of materials, their properties, uses and how they may be altered or changed.	• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal,	**Rocks and Soils** • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter. **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	Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new

	plastic, glass, brick/rock, and paper/cardboard for particular uses. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock and paper/cardboard for particular uses.	the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.
PHYSICS **Understand movement, forces and magnets** This concept involves understanding what causes motion.	• *Notice and describe how things move, using simple comparisons such as faster and slower.* • *Compare how different things move.*	• 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	**Magnets** • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Forces** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance,

		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.	water resistance and friction that act between moving surfaces. *• Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.* *• Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.* • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
Understand light and seeing This concept involves understanding how light and reflection affect sight.	*• Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.*	• 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.	• Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast

		• Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows change.	them, and to predict the size of shadows when the position of the light source changes. • 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.
Investigate sound and hearing This concept involves understanding how sound is produced, how it travels and how it is heard.	• *Observe and name a variety of sources of sound, noticing that we hear with our ears.*	• 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.
Understand electrical circuits This concept involves understanding circuits and their role in electrical applications.		• 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	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the

		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.	loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.
Understand the Earth's movement in space This concept involves understanding what causes seasonal changes, day and night.	• *Observe the apparent movement of the Sun during the day.* • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	• *Describe the movement of the Earth relative to the Sun in the solar system.* • *Describe the movement of the Moon relative to the Earth.*	• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Cultural capital in science:

	Autumn	Spring	Summer
Whole school events		Science week Earth day	
Reception	Forest schools visit	Forest schools visit Pond – observe frog spawn	Forest schools visit Living eggs Farm visit
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Cross curricular in science:

	Autumn	Spring	Summer
Reception			
Year 1			
Year 2			
Year 3			
Year 4			DT - torches
Year 5			
Year 6			

Design and Technology at St Mary's

Intent

At St Mary's, we aim to provide a DT curriculum that fully explores this practical subject. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We encourage developing DT skills by working both as members of a team and as individuals. We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness. Our students are encouraged to see that DT skills are useful life skills, e.g. cooking, construction, circuits.

"Design is not just what it looks like and feels like. Design is how it works." – Steve Jobs

Implementation

The DT curriculum is clear and comprehensive scheme of work in line with the National Curriculum.

Each year groups undertakes a construction, textile and food topic.

Each project will follow the research, design, make and evaluate cycle.

Pupils will be taught a range of skills ensuring that pupils are aware of health and safety issues related to the tasks undertaken.

Clear and appropriate cross curricular links will underpin learning and life skills. Pupils will be enabled to apply skills in hands on situations with a purposeful context.

In DT pupils may be asked to solve problems and develop their learning independently. This allows the pupils to have ownership over their learning in DT.

Pupils will have opportunities to work in pairs and groups, learning to support and help one another towards a challenging yet rewarding goal.

Impact

Pupils will ultimately know more, remember more and understand more about DT, demonstrating this knowledge when using tools or skills in other areas of the curriculum.

Pupils will have clear enjoyment and confidence in DT, that they will then apply to areas of the curriculum.

The large majority of pupils will achieve age related expectations in DT.

As designers' pupils will develop skills and attributes they can use beyond

Threshold Concepts for DT:

- **Master practical skills**
  This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed as appropriate for your school).
- **Design, make, evaluate and improve**
  This concept involves developing the process of design thinking and seeing design as a process.
- **Take inspiration from design throughout history**
  This concept involves appreciating the design process that has influenced the products we use in everyday life.

DT Vocabulary linked to 400-words project

Milestone 1 Year 1 and 2	Design, practical, measure, taste, weigh, ingredients, hygiene, folding, temperature, hinges, lever, construct, strengthen, mechanism, product, innovate, refine, danger
Milestone 2 Year 3 and 4	Utensils, assemble, textiles, strengthen, mechanisms, pulleys, gears, leavers, efficient, pioneer, horticultural, disassemble
Milestone 3 Year 5 and 6	Ratios, scale, refine, tactile, components, rotary, liner, prototypes, innovative

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

Subject specific vocabulary will be visible on classroom displays and used by pupils in discussions and written work.

DT Lenses

Every topic needs to cover all of the "design, make, evaluate and improve" objectives for your milestone and all of the "take inspiration from design throughout history" objectives for your milestone.

DT	Autumn	Spring	Summer
Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.		
Year 1	<u>Mechanics and Materials</u> Making moving toys Sliders and levers from DT association	<u>Construction and Materials</u> Project linked to Felixstowe port Free standing structures from DT association	<u>Food</u> Making a picnic Preparing fruit and veg from DT association All food milestone bullet points to be covered.
Year 2	<u>Textiles</u> Making a rug/tapestry/table cloth for a castle. Each child to decorate a square and join them together. Templates and joining techniques from DT association	<u>Food</u> Make a fruit salad Preparing fruit and vegetables from DT association. All food milestone bullet points to be covered.	<u>Mechanism, Construction and Materials</u> Fire Engines Wheels and axles from DT association
Year 3	<u>Food</u> Make a Palm oil free snack (link to Rainforest) Healthy and varied diet from DT association	<u>Mechanics and Materials</u> Link to study of Ipswich Levers and linkages from DT association Study: Archimedes	<u>Textiles and Materials</u> Roman Slippers 2D shape to 3D product from DT association
Year 4	<u>Construction and Materials</u> Make a Mesopotamian inspired building Shell structures from DT association	<u>Food</u> Make a stew link to Victorians Healthy and varied diet from DT association	<u>Electricals and Materials</u> Make a torch Electrical and electronics from DT association

			Study: Michael Faraday
Year 5	<u>Structures and Materials</u> Anglo Saxon Huts Frame structures from DT association	<u>Food</u> Savoury and sweet scones Celebrating culture and seasonality from DT association Study: Jamie Oliver and link to healthy schools	<u>Mechanics and Materials</u> Ancient Greek link Pulleys and gears from DT association Study: Archimedes
Year 6	<u>Textiles and Materials</u> Make a Poppy, shopper bag. Combining different fabric shapes from DT association. Study: William Morris and Cath Kidston	<u>Food</u> Explorers, food suitable for a voyage Storage, seasonality, micro-organisms – Louis Pasteur Celebrating culture and seasonality from DT association.	<u>Electrical systems and Materials</u> Volcano eruption warning alarm. More complex switches and circuits from DT association. Study: David Dempsey and Shane Cronin

Breadth of Study:

Note: Items marked * are not statutory.

Key Stage 1	Key Stage 2
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment. When designing and making, pupils should be taught to: **Design** • design purposeful, functional, appealing products for themselves and other users based on design criteria. • generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. **Make** • select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.	Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. When designing and making, pupils should be taught to: **Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. **Evaluate** • explore and evaluate a range of existing products. • evaluate their ideas and products against design criteria. **Technical knowledge** • build structures, exploring how they can be made stronger, stiffer and more stable. • explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. **Cooking and nutrition** • use the basic principles of a healthy and varied diet to prepare dishes. • understand where food comes from.	**Evaluate** • investigate and analyse a range of existing products. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages. • understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors. • apply their understanding of computing to programme, monitor and control their products. **Cooking and nutrition** • 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

DT Milestones

Taught in both years

Taught in first year of milestone

Taught in second year of milestone

Threshold Concepts		Milestone 1 (KS1) Year 1 and 2	Milestone 2 (LKS2) Year 3 and 4	Milestone 3 (UKS2) Year 5 and 6
Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed	Food	• Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
	Materials	• Cut materials safely using tools provided.	• Cut materials accurately and safely	• Cut materials with precision and refine the finish with

		• Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.	appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
	Textiles	• Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	• Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.	• Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

	Electricals and electronics		• Create series and parallel circuits	• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
	Construction	• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	• Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.	• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).
	Mechanics	• Create products using levers, wheels and winding mechanisms.	• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	• Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.
Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.		• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials).	• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements.

			• Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	• Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life.		• Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.	• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.	• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

Cultural capital in DT:

	Autumn	Spring	Summer
Whole school events			
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Cross curricular in DT:

	Autumn	Spring	Summer
Year 1	History - Toys	History - Felixstowe	
Year 2	History - Castles		History – Great fire of London
Year 3	Geography - Rainforests	History – Study of Ipswich	History - Romans
Year 4	History – Mesopotamia	History – Victorians	Science - electricity
Year 5	History – Anglo Saxons		History – Ancient Greeks
Year 6	History WW2	History - explorers	Geography – Volcanos / Italy

History at St Mary's

Intent

It is our intent for history in the school curriculum to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and to understand how events connect over time and have a legacy, often lasting until today.

Our history curriculum will teach the children chapters in the story which involves us all, up until today. We don't want our pupils to see history as separate topics that they learn about but as connected events. Our history curriculum will help pupils understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between them, as well as understand their own identity.

Pupils will gain an understanding of chronology and timescales.
We will inspire pupil's curiosity and equip them to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

'The more you know about the past, the better prepared you are for the future' Theodore Roosevelt

Implementation

Agreed topics are taught as standalone History lessons but very often class teachers will make cross curricular links e.g. with the Literacy text chosen, Art, DT, Science etc.

Through the Threshold Concepts, children's skills in History e.g. interpreting the past, will progress and develop each year they are at St Mary's so, by the time they leave us they are skilled historians who for example, understand the importance of sources and their reliability.

At St Mary's we ensure the children experience a solid breadth of study in History where we are regularly revisiting, assessing and developing the skills of a historian.

To focus our learning, every half term the children are set a big question eg What can castles tell us about the past? What was the impact of WW1 on life in Britain? The children will then be assessed at the end of the topic in a variety of ways e.g. poster, debate, presentation.

Our school driver, Community, can be seen in our History curriculum through our work on local history and local visits. For example, our Year 6 children visit Ipswich Museum to develop their understanding of Ipswich during the First and Second World War.

Our second school driver, Whole Child, is central to the key skills we focus on and develop in History such as being ambitious, resilient, knowledgeable, reflective, collaborative and socially aware.

Our final school driver, Communication, is developed in History in a variety of ways. We use things like presentations to the whole class, holding debates, creating fact files and meeting experts in their field presenting children with a range of purposes and audiences for developing those key communication skills.

Impact

We will demonstrate the impact of our excellent History teaching in a variety of ways. The use of our whole school drivers, Community, Whole Child and Communication in all that we do, really allow us to demonstrate the impact our curriculum has on all of the children.

The children's love of History, including local history, can be seen across the school with children showing great enthusiasm for their lessons and what they are learning.

The children relish the opportunity to engage in debate with classmates or to produce a presentation to show their learning at the end of a topic.

The development of their History skills e.g. asking questions, thinking critically, weighing evidence has an impact across the curriculum, not just in History lessons.

When the children leave in Year 6, they leave us ready to continue developing their skills in KS3 and beyond.

Threshold Concepts for History:

- **Investigate and interpret the past**
  This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history**
  This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.
- **Understand chronology**
  This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.
- **Communicate historically**
  This concept involves using historical vocabulary and techniques to convey information about the past.

History Vocabulary from 400-word project

Milestone 1 Year 1 and 2	Decade, generation, source, year, ancient, timeline, similarities, living memory, inventions, detective, modern, date order, past, present, century, long ago, memories, artefact, sources, explorers, significant, chronological order, historian, period, era, impact, museum, evidence, change, local, relevant, rescue, survival, exploration, expedition.
Milestone 2 Year 3 and 4	Evidence, accounts, causes, civilisation, consequences, diverse, Palaeolithic, Mesolithic. Neolithic, aqueduct, amphitheatre, industrial, revolution, society, cuneiform, stylus, nomadic, hunter-gatherer, agriculture, empire, legacy, resistance, archaeologist, cultural, descendant
Milestone 3 Year 5 and 6	Deduce, propaganda, hypotheses, analyse, justify, enquiry, continuity, truce, armistice, settlement, invaders, society, conflict, warrior, cease-fire, mythology, conquest, election, derivation, ethnicity, ethical, evacuees, rationing, advancement, validity, conscientious objector, provisions, endurance, infer

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

Subject specific vocabulary will be visible on classroom displays and used by pupils in discussions and written work.

History Lenses

Every topic needs to cover all of the objectives for your milestone, for example, the Victorians in year 4 needs to cover all of "investigate and interpret the past", "build an overview of world history", "understand chronology" and "communicate historically".

History	Autumn	Spring	Summer
Reception	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		
Year 1	Toys – How have toys changed over time? How have they stayed the same?	Transport – How many ways can we get from A to B? Who invented them? Significant local historical event – the building and opening of Felixstowe port	History of the Olympics – How have the Olympics changed over time? Key global event
Year 2	Castles – What can castles tell us about the past? Significant event, people, places in own locality – Colchester castle including it's construction.	Explores - What makes someone a 'significant' person? Significant individuals: James Cook – 1728-1799 Isabella Bird – 1831-1904	Great Fire of London – How do we know it happened? Key national event Significant individuals: Samuel Pepys, Thomas Farriner, King Charles 2nd, Sir Christopher Wren
Year 3	Stone age to Iron age – how do we know about the Iron Age?	Local history study – Would it be quicker to get across Ipswich now or 100 years ago?	Roman Empire – What have the Romans done for us?
Year 4	Mesopotamia – what did Ancient Sumer give to the world?	Victorians – who changed the lives of Victorian children. A study on a theme of British history.	Ancient Egypt - Who was Howard Carter?

Year 5	Britain's settlement by Anglo Saxons and Scots. The Viking and Anglo-Saxon struggle for the kingdom of England.		Ancient Greeks – Who do accounts of History vary? Does the ancient heritage continue to influence the country today?
Year 6	WW1 WW2 What was the impact of WW1 on life in Britain? What did we learn from the end of WW2?	Explorers – what is the importance of Antarctica in the world?	The Mayans – why did Ancient Maya change the way they lived?

Breadth of Study:

Note: Items marked * are not statutory.

Key Stage 1	Key Stage 2
History	
Look at: • The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • Significant historical events, people and places in their own locality.	• Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its Impact on Britain. • Britain's settlement by Anglo Saxons and Scots. • The Viking and Anglo Saxon struggle for the Kingdom of England. • A local history study. • A study of a theme in British history. • Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. • Ancient Greece. • A non- European society that contrasts with British history chosen from: • Early Islamic Civilization

	• Mayan Civilization • Benin. History of interest to pupils* * Items marked * are not statutory.

History Milestones

Taught in both years

Taught in first year of milestone

Taught in second year of milestone

Threshold Concepts	Milestone 1 (KS1) Year 1 and 2	Milestone 2 (LKS2) Year 3 and 4	Milestone 3 (UKS2) Year 5 and 6
Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the

			full answer to questions about the past. • Refine lines of enquiry as appropriate.
Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer.	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast

	• Recount changes that have occurred in their own lives. • Use dates where appropriate.		them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

Cultural capital in History:

	Autumn	Spring	Summer
Whole school events	Remembrance Black History Month		Queens Platinum Jubilee D-day
Reception			
Year 1	Christchurch Mansion - Toys	Transport Museum	
Year 2	Visit to Framlingham Castle		Visit from Fire Brigade
Year 3		Ipswich Museum	Colchester Castle - Romans
Year 4			Egypt experience at Ipswich museum
Year 5	West Stowe		
Year 6	Experience Day – WW1/2		Mayan – expert visitor

Cross curricular links in History:

	Autumn	Spring	Summer
Year 1	DT – moving toys	DT – free standing structures	
Year 2	DT - Textiles		DT – Fire engines / wheels
Year 3		DT – Ipswich Mechanics Geography - Ipswich	DT – Roman slippers
Year 4	DT - construction	DT – Victorians Geography - London	Geography – Colchester
Year 5	DT - construction		DT – mechanics and Pulleys Geography - Greece
Year 6	DT – Textile Poppy Bag Geography - Europe	DT – Food and explorers	

Geography at St Mary's:

Intent

It is our intent for Geography in our school curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills in a variety of ways, settings and contexts.

'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures ... and in the end, it's about using all that knowledge to help bridge divides and bring people together.' Barack Obama

Implementation

Agreed topics are taught as standalone Geography lessons but very often class teachers will make cross curricular links e.g. with the Literacy text chosen, Art, DT, Science etc.

We make the most of local experts and resources by visiting sights including Chelmsford Water, Ipswich transport museum and West Stow where the children can deepen and enhance their knowledge.

Our Geography teaching is planned through Threshold Concepts. We develop children's skills in Geography e.g. the physical and human features of place and these will progress and develop each year that they are at St Mary's so, by the time they leave us they are skilled Geographers who for example, understand the relationship between the physical features of a place and the human activity within them.

At St Mary's we ensure the children experience a solid breadth of study in Geography where we are regularly revisiting, assessing and developing the skills of a Geographer. The children will then be assessed at the end of the topic in a variety of ways eg poster, debate, presentation.

Our school driver, Community, can be seen in our Geography curriculum through our work on local geography and local visits. For example, our Year 1 children visit Ipswich town to develop their understanding of Ipswich as home and use maps to explore their local area.

Our second school driver, Whole Child, is central to the key skills we focus on and develop in Geography such as being ambitious, resilient, knowledgeable, reflective, collaborative and environmentally aware.

Our final school driver, Communication, is developed in Geography in a variety of ways. We use things like presentations to the whole class, holding debates, creating fact files and meeting experts in their field presenting children with a range of purposes and audiences for developing those key communication skills.

Impact

We demonstrate the impact of our excellent Geography teaching in a variety of ways. The use of our whole school drivers, Community, Whole Child and Communication in all that we do, really allow us to demonstrate the impact our curriculum has on all of the children.

Children enjoy the variety of our Geography lessons, including local geography, and, like in History, learn a variety of transferable skills such as thinking and problem-solving skills. These skills have an impact in other subjects in our curriculum such as English, Maths and Science.

When the children leave in Year 6, they leave us ready to continue developing their skills in KS3 and beyond.

Threshold Concepts for Geography

- **Investigate places**
  This concept involves understanding the geographical location of places and their physical and human features.
- **Investigate patterns**
  This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.
- **Communicate geographically**
  This concept involves understanding geographical representations, vocabulary and techniques.

Geography vocabulary linked to 400-word project

Milestone 1 Year 1 and 2	Globe, locate, location, country, urban, continents, oceans, capital, rural, coastal, landmark, destination, , man-made, characteristics, features, climate, atlas, physical features, human features, travel, world, environment, worldwide, nation, equator, forest, vegetation, mountain, compass, direction, valley, north pole, south pole, distance, desert, areal view, landscape, east, west, north, south, seasonal, community, compare, contrast, European
Milestone 2 Year 3 and 4	Fieldwork, region, hemisphere, tropics, settlements, irrigation, development, co-ordinate, axis, vegetation, erosion, weathering, peat, relief map, political map, industry, sketch, diagram, North East, South East, North West, South West, climate zone, polar, tropical, greenhouse, polytunnel, contour, humid, coastal, native, indigenous, grid reference, natural resources, natural disaster, settling patterns
Milestone 3 Year 5 and 6	Topographical, latitude, longitude, diversity, interconnected, independent, biomes, vegetation belts, ordnance, density, immigrant, immigrate, emigrate, landlocked, fertile, coastline, deforestation, migration, archipelago, boarders, meander, dystopian, orienteering, global, warming, glaciers, time zone, blizzard, Flood plain, deposition, transportation, tributary, confluence, delta, terrain, contour lines, sub-continent, water cycle, ground water, naturalised. Sustainability, biomes

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

Subject specific vocabulary will be visible on classroom displays and used by pupils in discussions and written work.

Geography Lenses

Over the course of the year, all of the objectives for your milestone must be covered through your geography teaching. You will need to map these over your three topics at the start of the year to ensure that they are all covered.

Letters on the topic map relate to the breadth of study to ensure full coverage. T,U and V will be taught in all KS2 lenses.

Geography	Autumn	Spring	Summer
Reception	Draw simple information from a map. Recognise some similarities and differences between life in this and other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one which they live.		
Year 1	Local area – Where is home? What can a map tell us about where we live? B,E and F I - fieldwork	Ocean and continents – How are we different from other parts of the world? A,D, E, F,G and H	Oceans – Why are oceans important to us? A, E, F and G
Year 2	Oceans and continents – Why don't polar bears live in Ipswich? A, D, E, F, G and H I-fieldwork	UK and a contrasting non-European country – Would you rather live in Ipswich or Africa? Why? A,C, D, E, F, G and H	UK and a contrasting non-European country – Why does it rain in India? B,C, D, E, F, G and H
Year 3	Rainforests and South America K,M,N,Ri, Sii,Q,	Ipswich – study of human and physical geography Rii – Orwell and Deben	Colchester Link to Romans W– fieldwork

		W– fieldwork	
Year 4	How has the landscape of the UK changed over time? Rii – Severn Riii – Ben Nevis and Snowdon Rvi	London – study of human and physical geography. Link to Victorians Rii - Thames	Egypt Link to Ancient Egypt K, M, Ri
Year 5	Suffolk – link to Anglo Saxons Rii – Stour Rvi W - fieldwork	North America – the land of contrasts K,M,N,Q, Riii – Rockys Riv – Mount St Helens Rv – Los Angeles and San Francisco	Greece Link to ancient Greece J,K,P Riii - Olympus
Year 6	Europe Link to the world wars Link to our multicultural school population J, M, N, P Rii, Riii, Riv, Rv, Rvi Si, Sii, Siii, Siv	Antarctica Link to explorers of the world M,N Ri	Italy J,K,P Riv – Etna and Vesuvius

Breadth of Study:

Note: Items marked * are not statutory.

Key Stage 1	Key Stage 2
A• Investigate the world's continents and oceans. B• Investigate the countries and capitals of the United Kingdom. C• Compare and contrast a small area of the United Kingdom with that of a non-European country. D• Explore weather and climate in the United Kingdom and around the world. E• Use basic geographical vocabulary to refer to and describe key physical and human features of locations. F• Use world maps, atlases and globes. G• Use simple compass directions. H• Use aerial photographs. I• Use fieldwork and observational skills.	J• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. K• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. L• Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. M• Locate the geographic zones of the world. N• Understand the significance of the geographic zones of the world. O• Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). P• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. Q• Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Describe and understand key aspects of: R • physical geography, including: Ri climate zones, biomes and vegetation belts, Rii rivers, Riii mountains, Riv volcanoes and Rv earthquakes and Rvi water cycle S• human geography, including: Si settlements, Sii land use, Siii economic activity including trade links and the distribution of Siv natural resources including energy, food, minerals and water supplies. T• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. U• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

	V• Use a wide range of geographical sources in order to investigate places and patterns. W• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Geography Milestones

Taught in both years

Taught in first year of milestone

Taught in second year of milestone

Threshold Concepts	Milestone 1 (KS1) Year 1 and 2	Milestone 2 (LKS2) Year 3 and 4	Milestone 3 (UKS2) Year 5 and 6
Investigate places This concept involves understanding the geographical location of places and their physical and human features.	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.

	key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	• Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

	• 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. • Identify land use around the school.	the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	• Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.	• Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near	• Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	• Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

	and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).		• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Cultural capital in Geography:

	Autumn	Spring	Summer
Whole school events		Multicultural day Fairtrade fortnight	Assemblies – World environment day Walk to school week World Refugee Day
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5		Chelmsford water plant	
Year 6		Artic explorer experience - visitor	

Cross curricular links in Geography:

	Autumn	Spring	Summer
Reception			
Year 1			
Year 2			
Year 3	DT - palm oil free snack	History – study of Ipswich	History - Romans
Year 4		History - Victorians	History – Ancient Egypt
Year 5			History - Ancient Greece
Year 6	History – WW1/WW2	History - Explorers	DT – Volcano warning alarm.

Computing at St Mary's:

Intent

In the ever changing and developing technological world in which we live, it is imperative that children receive a high-quality computing education. Children need to be digitally literate; able to express their ideas and manage themselves in a digital world.

In a world where technology changes rapidly – where programs/software become obsolete in a matter of years – equipping children with computing skills (programming, debugging, systematic problem solving) that transcend the technology is vital.

Implementation

Our Computing curriculum is implemented through our long-term plan, which indicates the areas (Connect – developing an understanding of how to safely connect with others, Code – developing an understanding of instructions, logic and sequences, Communicate – using applications to communicate one's ideas; and Collect – developing an understanding of data, databases and their uses) of the curriculum that are taught in each year group across the year.

The Connect, Code and Communicate units are explicitly taught, one per term in Years 1-6. The Collect unit is taught in a cross-curricular manner, with classes engaging in data and databases in their Mathematics and Science learning.

Online Safety is an element of the Computing curriculum that is taught every half term and is one that is also taught in a cross curricular manner across the school. Every time any computing equipment is used, in any subject, the teacher poses questions regarding how to stay safe online. As a school we also participate in Safer Internet Day.

Key learning in the units Connect and Communicate may also be covered in a cross-curricular manner. In many different subjects across the school, computing equipment is used to amplify and extend learning. For example, children may: conduct some research using search engines in History, create pieces using software in Music, write letters using word processors in Literacy, create instructional videos in Science. We feel it is important that children do not associate computing equipment within the school only with the subject of Computing.

Impact

Children at St Mary's are confident users of hardware and software and are able to safely navigate the online world. Children enjoy Computing lessons and using the computing equipment within their broad and balanced curriculum. The quality of children's understanding is evident through the quality work on Google Classroom and their Computing folders. When speaking to children at St Mary's they will be able to tell you how to stay safe online.

We have subject specialist staff who are passionate in teaching computing and instil independence and growth mind-set into our children. Teachers are able to build upon previous years learning and address knowledge gaps in their future planning. We have good links with the Computing department at the feeder secondary school, so we ensure that every child leaves St Mary's with the crucial skills required to benefit them in secondary school and beyond.

Threshold concepts

Connect This concept involves developing an understanding of how to safely connect with others.	**Code** This concept involves developing an understanding of instructions, logic and sequences.
Communicate This concept involves using apps to communicate one's ideas.	**Collect** This concept involves developing an understanding of databases and their uses.

NB: 'Connect' – Online Safety is taught throughout the year, in PSHE lessons and whenever Computing equipment is used.

NB: 'Collect' – databases (inputting data, graphing etc.) taught in Maths/Science/Other lessons throughout the year.

Pedagogy

Computing is a broad discipline, and teachers require a range of strategies to deliver effective lessons. We use the National Centre for Computing Education's 12 key principles that are underpinned by research:

1. **Lead with concepts.** Support pupils in the acquisition of knowledge, through the use of key concepts, terms, and vocabulary, providing opportunities to build a shared and consistent understanding. Glossaries, concept maps and displays, along with regular recall and revision, support this approach.
2. **Structure lessons.** Use supportive frameworks when planning lessons, such as PRIMM (Predict, Run, Investigate, Modify, Make) and Use-Modify-Create. These frameworks are based on research and ensure that differentiation can be built in at various stages of the lesson.
3. **Make concrete.** Bring abstract concepts to life with real-world, contextual examples and a focus on interdependencies with other curriculum subjects. This can be achieved through the use of unplugged activities, proposing analogies, storytelling around concepts, and finding examples of the concepts in pupils' lives.
4. **Unplug, unpack, repack.** Teach new concepts by first unpacking complex terms and ideas, exploring these ideas in unplugged and familiar contexts, then repacking this new understanding into the original concept. This approach, called 'semantic waves', can help pupils develop a secure understanding of complex concepts.
5. **Work together.** Encourage collaboration, specifically using pair programming and peer instruction, and also structured group tasks. Working together stimulates classroom dialogue, articulation of concepts, and development of shared understanding.
6. **Read and explore code first.** When teaching programming, focus first on code 'reading' activities, before code writing. With both block-based and text-based programming, encourage pupils to review and interpret blocks of code. Research has shown that being able to read, trace, and explain code augments pupils' ability to write code.
7. **Create projects.** Use project-based learning activities to provide pupils with the opportunity to apply and consolidate their knowledge and understanding. Design is an important, often overlooked aspect of computing. Pupils can consider how to develop an artefact for a particular user or function, and evaluate it against a set of criteria.
8. **Model everything.** Model processes or practices — everything from debugging code to binary number conversions — using techniques such as worked examples and live coding. Modelling is particularly beneficial to novices, providing scaffolding that can be gradually taken away.

9. **Get hands-on**. Use physical computing and making activities that offer tactile and sensory experiences to enhance learning. Combining electronics and programming with arts and crafts (especially through exploratory projects) provides pupils with a creative, engaging context to explore and apply computing concepts.
10. **Challenge misconceptions.** Use formative questioning to uncover misconceptions and adapt teaching to address them as they occur. Awareness of common misconceptions alongside discussion, concept mapping, peer instruction, or simple quizzes can help identify areas of confusion.
11. **Add variety**. Provide activities with different levels of direction, scaffolding, and support that promote active learning, ranging from highly structured to more exploratory tasks. Adapting your instruction to suit different objectives will help keep all pupils engaged and encourage greater independence.
12. **Foster program comprehension.** Use a variety of activities to consolidate knowledge and understanding of the function and structure of programs, including debugging, tracing, and Parson's Problems. Regular comprehension activities will help secure understanding and build connections with new knowledge.

Computing curriculum map

NB: NCCE resources available here - https://teachcomputing.org/resources

	Autumn	Spring	Summer
Y1	**NCCE - Computing systems & networks – Technology around us** Learners will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.	**NCCE - Creating media – Digital painting** Learners will explore the world of digital art and its exciting range of creative tools. They will be empowered to create their own paintings, while getting inspiration from a range of other artists. They will consider their preferences when painting with, and without, the use of digital devices.	**NCCE – Programming A – Moving a robot** Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. **[completed in different ½ term to Y2's Code unit]**
Y2	**NCCE - Creating media – Making music** Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration.	**NCCE - Computing systems & networks – IT around us** With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.	**NCCE – Programming A – Robot algorithms** This unit develops pupils' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Pupils will use given commands in different orders to investigate how the order affects the outcome. **[completed in different ½ term to Y1's Code unit]**
Y3	**NCCE – Programming A – Sequence in music** This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners.	**NCCE - Computing systems & networks – Connecting computer** Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Learners will compare digital and non-digital devices, before being introduced to computer networks that include network infrastructure devices like routers and switches.	**NCCE - Creating media – Desktop publishing** During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size,

			colour and type to edit and improve premade documents.
Y4	**NCCE - Creating media – Audio editing** In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones).	**NCCE – Programming A – Repetition in shapes** This unit looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns.	**NCCE - Computing systems & networks – The Internet** During this unit learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.
Y5	**NCCE - Computing systems & networks – Sharing information** In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems.	**NCCE - Creating media – Vector drawing** In this unit learners will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers.	**NCCE – Programming B – Selection in quizzes** In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If… Then… Else structure can be used to select different outcomes depending on whether a condition is true or false.
Y6	**NCCE – Programming A – Variables in games** This unit explores the concept of variables in programming through games in Scratch.	**NCCE - Computing systems & networks – Communication** In this unit, the class will learn about the World Wide Web as a communication tool.	**NCCE - Creating media – Web page creation** This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.

NB: In all NCCE 'Creating media' units, there is an alternative set of lessons for each year group. Teachers may choose the alternative set, if they wish.

Progression (Computing curriculum)

	Communicate This concept involves using apps to communicate one's ideas. **NB – See 'Learning graphs' for more detail.**	**Connect** This concept involves developing an understanding of how to safely connect with others. **NB – See 'Learning graphs' for more detail.**	**Code** This concept involves developing an understanding of instructions, logic and sequences.	**Collect** This concept involves developing an understanding of databases and their uses.
Year 1	Learners will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.	Learners should already be familiar with: . How to switch their device on . Usernames . Passwords	This unit progresses students' knowledge and understanding of giving and following instructions. It moves from giving instructions to each other to giving instructions to a robot by programming it.	Learners will begin to input data into tables within spreadsheets.
Year 2	Learners will build on their knowledge of using technology safely and responsibly, and begin to consider the implications of the choices that they make.	This unit progresses students' knowledge through listening to music and considering how music can affect how we think and feel. Learners will then purposefully create rhythm patterns and music.	Pupils should have had some experience of creating short programs and predicting the outcome of a simple program. This unit progresses students' knowledge and understanding of algorithms and how they are implemented as programs on digital devices.	
Year 3	Learners gain knowledge and understanding of technology by focussing on digital and non-digital devices, and introducing the concept of computers connected together as a network.	This unit progresses learners' knowledge and understanding of using digital devices to combine text and images building on work from Digital Painting (Y1).	This unit assumes that learners will have some prior experience of programming; the KS1 NCCE units cover floor robots.	Learners will input data into tables within spreadsheets and begin to make different graphs to represent this data.
Year 4	Progresses learners' knowledge and understanding of networks in Year 3. In Year 5, they will continue to develop their knowledge and	This unit progresses students' knowledge and understanding of creating media, by focusing on the	This unit progresses students' knowledge and understanding of programming. It progresses from the sequence of commands in a	

	understanding of computing systems and online collaborative working.	recording and editing of sound to produce a podcast.	program to using count-controlled loops. Pupils will create algorithms and then implement those algorithms as code.	
Year 5	Progresses learners' knowledge and understanding of computing systems and online collaborative working.	This unit progresses students' knowledge and understanding of digital painting and has some links to desktop publishing in which learners used digital images. They are now creating the images that they could use in desktop publishing documents.	This unit assumes that learners will have prior experience of programming using block-based construction (eg Scratch), understand the concepts of 'sequence' and 'repetition'.	Learners will input more complex data into tables within spreadsheets, making different graphs to suit different types of data and presenting this information in interesting ways.
Year 6	Progresses learners' knowledge and understanding of computing systems and online collaborative working.	Progresses students' knowledge and understanding of the following: digital painting, desktop publishing and vector drawing.	This unit assumes that pupils will have some prior experience of programming in Scratch. Specifically, they should be familiar with the programming constructs of sequence, repetition, and selection.	

Assessment

Formative assessment

Every lesson includes formative assessment opportunities for teachers to use. These opportunities are listed in lesson plans and are included to ensure that misconceptions are recognised and addressed if they occur. They vary from teacher observation or questioning, to marked activities. These assessments are vital to ensure that teachers are adapting their teaching to suit the needs of the pupils that they are working with. The learning objective and success criteria are introduced at the beginning of every lesson. At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down. This gives pupils a reminder of the content that has been covered, as well as a chance to reflect. It is also a chance for teachers to see how confident the class is feeling so that they can make changes to subsequent lessons accordingly.

Summative assessment (KS1)

When we assess, we want to ensure that we are assessing a pupil's understanding of computing concepts and skills, as opposed to their reading and writing skills. Therefore, we encourage observational assessment while pupils are still developing their literacy skills. We believe that this is the most reliable way to capture an accurate picture of learning. To capture summative assessment data of KS1 pupils, teachers will use the success criteria in each lesson and capturing some of the following while the lesson is taking place: The work that pupils complete (marking), notes on conversations or discussions that teachers have or hear during an activity, photographs of the work that pupils produce during an activity, pupils' self-assessments at the end of the lesson.

Summative assessment (KS2)

Every unit includes an optional summative assessment framework in the form of either a multiple-choice quiz (MCQ) or a rubric. All units are designed to cover both skills and concepts from across the computing national curriculum. Units that focus more on conceptual development include an MCQ. Units that focus more on skills development end with a project and include a rubric. Each of the MCQ questions has been carefully chosen to represent learning that should have been achieved within the unit. Each MCQ includes an answer sheet that highlights the misconceptions that pupils may have if they have chosen a wrong answer. This ensures that teachers know which areas to return to in later units. Rubrics are a tool to help teachers assess project-based work. Each rubric covers the application of skills that have been directly taught across the unit, and highlights to teachers whether the pupil is approaching (emerging), achieving (expected), or exceeding the expectations for their age group.

KS2 assessment map

	Autumn	Spring	Summer
Year 3	**Programming A – Sequence in music** Rubric	**Computing systems & networks – Connecting computer** Multiple-choice quiz	**Creating media – Desktop publishing** Rubric
Year 4	**Creating media – Audio editing** Rubric	**Programming A – Repetition in shapes** Multiple-choice quiz	**Computing systems & networks – The Internet** Rubric
Year 5	**Computing systems & networks – Sharing information** Multiple-choice quiz	**Creating media – Vector drawing** Rubric	**Programming B – Selection in quizzes** Multiple-choice quiz
Year 6	**Programming A – Variables in games** Rubric	**Computing systems & networks – Communication** Multiple-choice quiz	**Creating media – Web page creation** Rubric

Online safety map

NB: Project evolve resources available here: https://projectevolve.co.uk/toolkit/resources/years/

	Autumn **Self-image and identity, Online relationships and (KS2) Privacy and security** 			**Spring** **Online reputation, and Online bullying** 		**Summer** **Managing online information, Health, well-being and lifestyle and (KS2) Copyright and ownership** 		
	Self-image and identity	**Online relationships**	**Privacy and security**	**Online reputation**	**Online bullying**	**Managing online information**	**Health, well-being and lifestyle**	**Copyright and ownership**
Year R	I can recognise, online or offline, that anyone can say 'no' to somebody who makes them feel uncomfortable or upset.	I can recognise some ways in which the internet can be used to communicate.	No unit in EYFS/KS1	I can identify ways that I can put information on the internet.	I can describe ways that some people can be unkind online.	I can talk about how to use the internet as a way of finding information online.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology.	No unit in EYFS/KS1
Year 1	If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of	I can explain why it is important to be considerate and kind to people online		I can describe what information I should not put online without asking a trusted adult first.	I can describe how to behave online in ways that do not upset others and can give examples.	I can give simple examples of how to find information using digital technologies, e.g. search	I can explain rules to keep myself safe when using technology both in and beyond the home.	

	when and how to speak to an adult I can trust and how they can help.	and to respect their choices.				engines, voice activated searching.		
Year 2	I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.		I can explain how information put online about someone can last for a long time.	I can explain what bullying is, how people may bully others and how bullying can make someone feel.	I can explain why some information I find online may not be real or true.	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.	
Year 3	I can explain how people can represent themselves in different ways online	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.	I can describe simple strategies for creating and keeping passwords private.	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	I can describe appropriate ways to behave towards other people online and why this is important.	I can demonstrate how to use key phrases in search engines to gather accurate information online.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

Year 4	I can explain how my online identity can be different to my offline identity.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can describe strategies for keeping personal information private, depending on context.	I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.	I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.
Year 5	I can demonstrate how to make responsible choices about having an online identity, depending on context.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	I can explain how many free apps or services may read and share private information (e.g. geolocation) with others.	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.	I can explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing.	I can give examples of content that is permitted to be reused and know how this content can be found online.
Year 6	I can identify and critically evaluate online content relating to	I can explain that taking or sharing inappropriate	I can describe simple ways to increase	I can explain the ways in which anyone can develop a	I can describe how to capture bullying	I can define the terms 'influence', 'manipulation'	I can assess and action different strategies to limit the impact of	I can demonstrate how to make references to

	gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	privacy on apps and services that provide privacy settings.	positive online reputation.	content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news).	technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	and acknowledge sources I have used from the internet.

NB: In all units, for all year groups, there are alternative lessons available. Teachers may choose to teach an alternative lesson if they feel it is better suited to their class.

Computing vocabulary linked to 400-word project

Milestone 1 Year 1 and 2	Code, compute, error, input, media, reverse, virtual, motion, control, variable, save, select, algorithm
Milestone 2 Year 3 and 4	Coordinates, trigger, specify, condition, proximity, variables, value, functions, define, contribute, moderated, copyright, application, device, debugging, programming, consent, output, manipulation, filters, publishing
Milestone 3 Year 5 and 6	Command, communicate, cipher, decompose, tinker, consent, computational thinking, abstraction, input, output, search engines, vectors, phishing, HTML

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

Subject specific vocabulary will be visible on classroom displays and used by pupils in discussions and written work.

Breadth of Study:

Note: Items marked * are not statutory.

Key Stage 1	Key Stage 2
• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. • Write and test simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Organise, store, manipulate and retrieve data in a range of digital formats. • Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.	• Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs. • Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs. • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Cultural capital in computing:

	Autumn	Spring	Summer
Whole school events	Parents online safety evening	Safer internet day	
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Cross curricular in Computing:

	Autumn	Spring	Summer
Whole school events	Parents online safety evening		
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

PE at St Mary's:

Intent

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of a dynamic and creative intellectual activity - JFK

PE develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. PE promotes St May's drivers – Community, Whole Child and Community as well as physical skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy life styles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong love of moving.

Implementation

Physical Education is taught by the class teacher, the PE lead and sports coach as this is a sustainable approach brought about through the Sports Premium funding

Years 1 – 6 receive two hours of PE a week. The subject leader provides details of the programme of activities to be covered during each term. The school follows the New Curriculum 2014 and Chris Quigley milestones. It also considers the schemes of work provided by QCA and in particular seeks to ensure that pupils are able to carry out the activities described in the relevant core tasks. We offer half an hour of swimming per week for 1 term in each year for years 3 4 and 5 swimming at Crown Pools Street. Year 3 will attend in the Summer Term due to PE funding since 2017/2018. There is a balance between indoor and outdoor lessons as indicated below

- Games
- Gymnastics
- Dance
- Athletics
- Swimming
- OAA – Year 5 and 6 Residential and non-residential trips

A programme for professional training and development is planned annually, in consultation with the school sports partnership (Northgate/Copleston) and staff needs through Alison Furlong – SGO

There is also a high uptake at Sports Clubs offered before and after school as well as Challenge 5 through the Play Leader scheme at lunchtimes. With obesity becoming an increasing issue in young children and a focus on well-being, the ethos of the joys of moving are promoted at St Mary's.

Impact

The impact reflects what we have achieved from our intent and we can see it by the vast array of activities and opportunities below which sees the three drivers 'Community, Whole Child and Communication' in full use.

Pupils have the opportunity to be involved in competition outside of PE lessons with local schools through IPSSA and SGO. St Mary's children have a sense of fun and focus when taking part in physical activity whether it is gym, dance or school sports. Although importance is put on being prepared and skilled to take part in local events, the main focus is on the fun and self-worth that goes with this. We have increased opportunities to participate in competitive sports in Years 1 to 4 with football, handball, dodgeball and tag rugby being offered in clubs, lessons and with other schools. There is high pupil participation in school clubs and at local clubs and therefore improved levels of fitness and skills. The school has achieved a Gold Award for high levels of participation in local events. During break time and lunchtimes children are very active and enjoy organising their own team games or individual challenges and fun. We hope that we inspire a lifelong love of moving.

Threshold Concepts for PE:

Develop practical skills in order to participate, compete and lead a healthy lifestyle.
This concept involves learning a range of physical movements and sporting techniques.

PE vocabulary linked to 400-word project

Milestone 1 Year 1 and 2	travel, stillness, direction, space, levels, speed, striking, catching, team, pass, control, shoot, shape, jump, travel, stretch, roll, wide, narrow, forwards, backwards, sideways
Milestone 2 Year 3 and 4	space, repetition, action and reaction, pattern, possession, goals, score, rules, tactics, batting, fielding, attacking, defending, spring, copy, balance, hang, strength, reflect, technique
Milestone 3 Year 5 and 6	style, technique, rhythm, variation, unison, canon, marking, team play, bowler, crease, wicket keeper, back stop, marking, well-being, self-awareness, pride, symmetrical, asymmetrical, performance, evaluation, muscles, joints

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

PE Lenses

The objectives which must be covered during each topic are listed on the topic map for each year group.

PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Ball Skills and motor skills Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dances, gymnastics, sport and swimming.	Dance and co-ordination Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Know and talk about the different factors that support their overall health and wellbeing. Develop overall body strength, balance, co-ordination and agility.	Ball Skills and motor skills Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dances, gymnastics, sport and swimming.	Gymnastics Confidently and safety use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility. Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace.	Games Know and talk about the different factors that support their overall health and wellbeing. Develop overall body strength, balance, co-ordination and agility. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dances, gymnastics, sport and swimming. Further develop and refine a range of ball	Games Know and talk about the different factors that support their overall health and wellbeing. Develop overall body strength, balance, co-ordination and agility. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dances, gymnastics,

	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop overall body strength, balance, co-ordination and agility. Know and talk about the different factors that support their overall health and wellbeing.		Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop overall body strength, balance, co-ordination and agility. Know and talk about the different factors that support their overall health and wellbeing.		skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop overall body strength, balance, co-ordination and agility.	sport and swimming. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop overall body strength, balance, co-ordination and agility.
Year 1	**Games** • Use rolling, hitting, running, jumping, catching and kicking skills in combination.	**Gym** • Copy and remember actions.	**Dance** • Copy and remember moves and positions.	**Games** • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching	**Dance** • Copy and remember moves and positions.	**Games** • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running,

	• Develop tactics. • Lead others when appropriate.	• Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.	• Move with careful control and coordination. **Games** • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.	and kicking skills in combination. • Develop tactics. • Lead others when appropriate. **Gym** • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on	• Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. **Games** • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination.	jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.

		Games • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.			• Develop tactics. • Lead others when appropriate.	
Year 2	**Games** • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.	**Gym** • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow).	**Dance** • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. **Games**	**Games** • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. **Gym**	**Games** • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. **Dance**	**Athletics** • Sprint over a short distance up to 60 metres. • Run over a short distance and over hurdles . • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a

		• Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance **Games** • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination.	• Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.	• Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility.	• Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.	target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.

		• Develop tactics. • Lead others when appropriate.		• Jump in a variety of ways and land with increasing control and balance		
Year 3	**Games** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	**Games** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. **Dance**	**Games** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	Games • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times.	Games • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	**Athletics** • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.

		• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	**Gym** • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully	• Lead others and act as a respectful team member. OAA • Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working.	**Swimming** • Swim between 25 and 50 metres unaided. • Coordinate leg and arm movements. • Swim at the surface and below the water.	**Swimming** • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.

			over base and organise			
Year 4	**Games** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. **OAA**	**Games** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. **Dance**	**Gym** • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre	**Games** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	**Games** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. **Athletics**	**Games** • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.

	• Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working.	• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	of gravity successfully over base and organise **Swimming** • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.	**Swimming** • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.	• Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance.	**Athletics** • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance.
Year 5	**Games** • Choose and combine techniques in game situations (running, throwing,	**Games** • Choose and combine techniques in game situations (running, throwing,	**Dance** • Compose creative and imaginative dance sequences.	**Gym** • Create complex and well-executed sequences that include a full	**Games** • Choose and combine techniques in game situations (running, throwing,	**Games** • Choose and combine techniques in game situations (running, throwing,

	catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. **Swimming** • Swim between 25 and 50 metres unaided.	catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as	• Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics **Games** • Choose and combine techniques in game situations (running, throwing, catching, passing,	range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. **Games** • Choose and combine techniques	catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. **Athletics**	catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. **Athletics**

	• Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.	a good role model within a team. **Swimming** • Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. • Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.	jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as	in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect	• Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping • Compete with others and keep track of personal best performances, setting targets for improvement.	• Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping • Compete with others and keep track of personal best performances, setting targets for improvement.

		• Swim fluently with controlled strokes. • Turn efficiently at the end of a length.	a good role model within a team.	in all competitive situations. • Lead others when called upon and act as a good role model within a team.		
Year 6	**Games** • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession.	**Games** • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession.	**Gym** • Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing	**Dance** • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences.	**Athletics** • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape.	**Athletics** • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape.

	• Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. **Gym** Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and	• Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. **Gym** •Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation	• flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. •Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the	• Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics **Games** • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession.	• Show control in take off and landings when jumping **Games** • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games.	• Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement. **Games** Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.

	body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).	during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetics awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements.	gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetics awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright). **Games** • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to	• Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.	• Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.	

		• Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetics awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).	gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.			

Breadth of Study:

Note: Items marked * are not statutory.

Key Stage 1	Key Stage 2
• Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. • Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.	• Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. • Take part in gymnastics activities. • Take part in athletics activities. • Perform dances. • Take part in outdoor and adventurous activity challenges both individually and within a team. • Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

PE Milestones

Threshold Concepts		Milestone 1 (KS1) Year 1 and 2	Milestone 2 (LKS2) Year 3 and 4	Milestone 3 (UKS2) Year 5 and 6
Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.	Games	• Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.	• Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game.

				• Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
	Dance	• Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.	• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	• Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics

				activities (such as cartwheels or handstands).
	Gymnastics	• Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.	• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise	• Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills.

			body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).	•Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).

	Swimming	• Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements.	• Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.	• Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.
	Athletics	• Athletic activities are combined with games in Years 1 and 2.	• Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance.	• Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping.

			• Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.	• Compete with others and keep track of personal best performances, setting targets for improvement.
	Outdoor and adventurous activities	• Not applicable.	• Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working.	• Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging

			• Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.	circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.

Cultural capital in PE:

<table>
<tr><td></td><td>Autumn</td><td>Spring</td><td>Summer</td></tr>
<tr><td>Whole school events</td><td></td><td></td><td>Sport beyond the school building. Olympic and athletic awareness and celebration.

Commonwealth Games Celebration

EYFS and Year 1 sports day – led by Year 6 pupils.
Year 2 to Year 6 sports day at a local high school.</td></tr>
<tr><td>Reception</td><td></td><td></td><td></td></tr>
<tr><td>Year 1</td><td rowspan="6">Sports clubs for pupils to access before and after school from Y1 to Y6.

Highlighting local clubs and centres to pupils.

Playtime – sports leaders from KS2 supporting games across school.</td><td></td><td></td></tr>
<tr><td>Year 2</td><td></td><td></td></tr>
<tr><td>Year 3</td><td rowspan="3">Team games with other school through competitions and festivals.</td><td></td></tr>
<tr><td>Year 4</td><td></td></tr>
<tr><td>Year 5</td><td rowspan="2">Residential trip - OAA</td></tr>
<tr><td>Year 6</td></tr>
</table>

Cross curricular links in PE:

	Autumn	Spring	Summer
Reception	PSHE – working with others, taking turns, sharing, listening to others ideas. Communication – listening to and following instructions, learning new vocabulary. Number – counting SSM – measuring distance, time		
Year 1	PSHE – team work	Geography – dance around the world.	PSHE – winning and losing
Year 2	PSHE – team work	Science – plants, growing, life cycle inspired dance.	PSHE – winning and losing
Year 3	Science – movement in dance.	PSHE – competition, being a good sport person.	
Year 4	Science – movement and forces in dance.	PSHE – competition, being a good sport person.	
Year 5		Maths – scoring and refereeing	Computing – using video for self-assessment.
Year 6	Geography – creating dances inspired by countries of the world.	Maths – scoring and refereeing	PSHE – helping others. Leadership skills, planning and running the EYFS/Year 1 sports day.

Music at St Mary's:

'Without music, life would be a mistake' Nietzsche

Intent

Music is an essential part of life; integral in the development of the whole person. We believe that the opportunity to engage in musical experiences is crucial for the development of the whole child. Learning music develops all aspects of a child's learning. These abilities are directly transferable to other areas of the curriculum, allowing children to flourish, and will be invaluable in their future life. At our school, children have access to music through regular class lessons, worship, workshops as well as extra opportunities such as peripatetic music lessons, orchestra, choir and wider performance opportunities with other schools and in the local community. At St Mary's, music demonstrates the school drivers of Community, Whole Child and Communication.

Through playing, singing, creating and performing, children will develop confidence, communication, thinking and creative skills and improve their emotional well-being. In addition, as these activities utilise both sides of the brain, it will foster connections which will improve memory and coordination. Children will find that music is enjoyable and relaxing and can help reduce stress. All children will be able to experience a sense of achievement and pride. It is our vision that every child adopts an understanding and love of music which they can carry with them for the rest of their lives. An appreciation of music enables children to be happy, well-adjusted and cooperative adult.
Music feeds the soul.

Implementation

The principal categories of the National Curriculum are taught to each Year Group. A specialist Music teacher provides 45-minute lessons to Key Stage 2 classes and 30 minutes to Key Stage 1. Reception children are taught by the class teacher. Music is a foundation subject within in the National Curriculum. In Key Stage 2 children have the opportunity to learn an instrument through peripatetic music lessons with an experienced music tutor. They have the chance to learn the piano, violin, cornet, clarinet and flute.
Year group lessons are based around Music Express, Cool4school and Imoves schemes and the threshold concepts.

Pupils perform, listen to, review and appraise music across a range of historical periods, genres, styles and traditions which reflects the diverse community in which we live.

- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology through O Gen and Music lab

- Understand and explore how music is created through the building blocks of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Develop their performance expertise through musical opportunities such as: end of year concerts, assembly performances, music share, mass, local community ensembles, Snape, collaboration with local schools, Nativity performances and KS2 summer performance.

Impact
The impact reflects what we have achieved from our intent and we can see it by the vast array of activities and opportunities below which sees the three drivers of 'Community, Whole Child and Communication' in full use:

- Christmas performances and ensembles to peers and local community.
- Key Stage 2 perform a musical in the Summer Term.
- Pupils regularly perform at Prayer and Praise, concerts, assemblies, fares and in church.
- Key Stage 2 visits to concert halls, ballet, musicals both regionally and in London.
- KS2 choir and orchestra
- Visiting peripatetic staff provide woodwind, brass and string lessons.
- Visiting musicians present workshops and the opportunity to hear live music

Threshold Concepts for Music:

- **Perform**
  This concept involves understanding that music is created to be performed.
- **Compose**
  This concept involves appreciating that music is created through a process which has a number of techniques.
- **Transcribe**
  This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.
- **Describe music**
  This concept involves appreciating the features and effectiveness of musical elements.

Music vocabulary linked to 400-word project

Milestone 1 Year 1 and 2	hymn, jazz, keyboard, melody, music, note, pulse, rest, solo, song, step, time, trio, duo, beat, chord, duration, dynamics, pitch, pulse, rhythm, percussion, rest, structure, accompany, compose,
Milestone 2 Year 3 and 4	accompaniment, andante, aria, audition, concerto, development, digital, drone, gospel, harmony, improvise, interval, melodic ostinato, notation, opera, production, recital, rhythm, theme, scale, Rhythmic ostinato, melody, harmony, jazz, opera, theme, programme music, phrase, pentatonic, interval, chorus, verse, score
Milestone 3 Year 5 and 6	acapella, accelerando, allegro, ballad, binary, binary, clef, composer, composition, conductor, crescendo, interpretation, octave, quartet, quinate, requiem, symphony, syncopation, virtuoso, baroque, copyright, blues, ensemble, gamelan, graphic, soundscape, unison, chromatic, duet, trio, quartet, solo

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

Lenses for Music

Each topic must address all of the relevant year group milestones, for example, sing from memory with accurate pitch.

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Singing and Moving • Create a sequence of long and short sounds. • Clap rhythms	Christmas Performance • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument.	Exploring sound • Create a mixture of different sounds (long and short, loud and quiet, high and low).	Singing and Moving • Create short, musical patterns. • Create short, rhythmic phrases.	Composing • Use symbols to represent a composition and use them to help with a performance.	Performing • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument.
Year 1	Exploring sound and beat • Identify the beat of a tune.	Christmas Share • Take part in singing, accurately following the melody.	Describing and transcribing • Make and control long and short sounds,	Exploring sound and beat • Create short, musical patterns.	Performing • Take part in singing, accurately following the melody.	Composing – pitch and beat • Choose sounds to create an effect.

	• Recognise changes in timbre, dynamics and pitch.	• Follow instructions on how and when to sing or play an instrument.	using voice and instruments. • Imitate changes in pitch.	• Create short, rhythmic phrases.	• Follow instructions on how and when to sing or play an instrument.	• Sequence sounds to create an overall effect.
Year 2	Exploring sound and beat • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low).	Christmas Performance • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	Describing and transcribing • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Use symbols to represent a composition and use them to help with a performance.	Exploring sound and beat • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	Performing • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	Composing – pitch and beat • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect.

						• Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.
Year 3	Composing • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments.	Christmas Performance • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice.	Listening and composing • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect.	Performing • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice.	Describing and transcribing • Devise non-standard symbols to indicate when to play and rest. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas	Ks2 Performance • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice.

		• Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.		• Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	• Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
Year 4	Exploring sounds and beat – composing • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.	Christmas Performance • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice.	Describing and transcribing • Devise non-standard symbols to indicate when to play and rest. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas	Composing • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes.	Performing • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice.	Ks2 Performance • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice.

			of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings		• Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	• Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
Year 5	Performing • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune.	Christmas Performance • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part	Listening and composing • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration.	Describing and transcribing • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols.	Performing compositions Using technology • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on	Ks2 Performance • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately.

		confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).		• Use and understand simple time signatures.	the pentatonic scale).	• Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
Year 6	Performing and Dance • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune.	Christmas Performance • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune.	Listening and composing • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics	Describing and transcribing • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in	Performing compositions - Using technology • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect.	Ks2 Performance • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune.

		• Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful	• tempo • timbre • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns	transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures	• Use drones and melodic ostinati (based on the pentatonic scale	• Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).

Breadth of Study

Note: Items marked * are not statutory.

Key Stage 1	Key Stage 2
Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music.	• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music.

Music Milestones

Threshold Concepts	Milestone 1 (KS1) Year 1 and 2	Milestone 2 (LKS2) Year 3 and 4	Milestone 3 (UKS2) Year 5 and 6
Perform This concept involves understanding that music is created to be performed.	• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	• Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
Compose This concept involves appreciating that music is created through a process which has a number of techniques.	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long	• Compose and perform melodic songs. • Use sound to create abstract effects.	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords.

	and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	• Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.	• Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between
Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	• Use symbols to represent a composition and use them to help with a performance.	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.

Describe music This concept involves appreciating the features and effectiveness of musical elements.	• Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns

			• combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

Cultural capital in Music:

	Autumn	Spring	Summer
Whole school events		Bassistry Arts / Travelling by Tuba	Summer Concert
Reception	Nativity		Music share
Year 1	Nativity		Music share
Year 2	Nativity Singing at a residential home		Music share
Year 3	Christmas Play		Music share
Year 4	Christmas Play		Music share
Year 5	Christmas Play		Music share
Year 6	Trip to ballet or musical	Snape Concert	Music share

Cross curricular in Music:

	Autumn	Spring	Summer
Reception	Communication, Language and Literacy - learning new words and sounds. Encourage children to have fun with rhyme. Number – counting songs and rhymes PSHE – take turns and share. Listening and following instructions		
Year 1	English – story telling	Maths – beat and pattern counting	Geography/ science – describing the weather
Year 2	PSHE – describing mood and emotions	PE – moving to music, using their body.	Maths – beat, pattern, counting
Year 3	Geography – environment compositions	DT – building site performance	History – Ancient Greece
Year 4	English – poetry to music	Science – classifying instruments	Geography – around the world
Year 5	History – our community	PE – keeping healthy	Computing – music composition
Year 6	PE – step performances	PSHE – Journeys	Computing – moving on using O Gen

Languages at St Mary's:

To learn a language is to offer the hand of friendship to another nation – Marina Dixon

Intent

We recognise that learning a modern foreign language is an entitlement for all pupils during their time in Key Stage 2 and we are committed to the principle that learning another language helps foster a curiosity and deeper understanding of other cultures and the world in general. We believe that learning to understand, speak, read and write another language will provide the basis for learning other languages, which in turn will provide important opportunities for future study and work in other countries. We hope to provide a lifelong respect of other cultures and languages and respect the diverse culture we live in. We recognise that language learning in its broadest sense has three core strands learning to communicate, learning about language and learning about and comparing different cultures (inter-cultural understanding). One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Learning a language ties in with our school drivers of Communication Whole Child and Community.

Implementation

Children will listen to spoken language and show understanding through speaking and writing. They will explore the patterns and sounds of languages through song and rhymes, linking this to spelling, sound and meaning of words. As well as engaging in conversations, ask questions and express opinions. Children will speak in phrases and sentences as well as read and show understanding of words phrases and language structure. During KS2 we will develop intonation and pronunciation when speaking and reading aloud. This will enable us to

- present ideas to peers
- appreciate stories, poems, songs and rhymes
- develop their ability to use new words that are introduced into written material including dictionary work
- write sentences from memory and create new sentences
- describe people, places, things and actions orally and in writing
- to understand basic grammar including gender, verb conjugation and patterns in language

Impact

The impact reflects what we have achieved from our intent and we can see it by the vast array of activities and opportunities below which sees the three drivers 'Community, Whole Child and Communication' in full use.

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas using aspects of Literacy such as speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction and in numeracy such as counting, calculations, money, the time and the date

It enables us to promote the concept of a global citizen through maps and as well as developing pupils' cultural awareness of Europe and other French speaking countries

Learning a language broadens pupils spiritual, moral, social and cultural understanding of the world around us and helps us to be tolerant of other peoples believes and practices.

Threshold Concepts for Languages:

- **Read fluently**
  This concept involves recognising key vocabulary and phrases.
- **Write imaginatively**
  This concept involves using key vocabulary and phrases to write ideas.
- **Speak confidently**
  This concept involves using key vocabulary and phrases to verbally communicate ideas.
- **Understand the culture of the countries in which the language is spoken**
  This concept involves the background knowledge and cultural capital needed to infer meaning from interactions.

Lenses for French

Each topic must address all of the relevant year group milestones, for example, take part in discussions and tasks.

French	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Read fluently** • Read out loud everyday words and phrases. • Use phonic knowledge to read words. **Speak confidently** • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated).	**Read fluently** • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases. **Speak confidently** • Understand a range of spoken phrases. • Understand standard language (sometimes asking	**Read fluently** • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. **Speak confidently** • Understand a range of spoken phrases.	**Read fluently** • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. **Speak confidently** • Understand a range of spoken phrases.	**Read fluently** • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. **Write** Write or copy everyday words correctly **Speak confidently**	**Understand the culture of the countries in which the language is spoken** • Identify countries and communities where the language is spoken. • Show awareness of the social conventions when speaking to someone.

		for words or phrases to be repeated).	• Understand standard language (sometimes asking for words or phrases to be repeated).	• Understand standard language (sometimes asking for words or phrases to be repeated). • Pronounce words showing a knowledge of sound patterns	• Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Pronounce words showing a knowledge of sound patterns	
Year 4	**Read fluently** • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases.	**Read fluently** • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases.	**Read fluently** • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases.	**Read fluently** • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases.	**Read fluently** • Read out loud everyday words and phrases. • Use phonic knowledge to read words. • Read and understand short written phrases.	**Understand the culture of the countries in which the language is spoken** • Identify countries and communities where

	• Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. **Write imaginatively** • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. **Speak confidently**	• Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. **Write imaginatively** • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. **Speak confidently**	• Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. **Write imaginatively** • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. **Speak confidently** • Understand a range of spoken phrases.	• Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. **Write imaginatively** • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. **Speak confidently** • Understand a range of spoken phrases.	• Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. **Write imaginatively** • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. **Speak confidently** • Understand a range of spoken phrases.	the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone.

	• Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.	• Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.	• Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.	• Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.	• Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.	
Year 5	**Read fluently** • Read and understand the main	**Read fluently** • Read and understand the main	**Read fluently** • Read and understand the main	**Read fluently** • Read and understand the main	**Read fluently** • Read and understand the main	**Understand the culture of the countries in which the**

	points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. **Write imaginatively** • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. **Speak confidently**	points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. **Write imaginatively** • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. **Speak confidently**	points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. **Write imaginatively** • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. **Speak confidently**	points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. **Write imaginatively** • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. **Speak confidently**	points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. **Write imaginatively** • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. **Speak confidently**	**language is spoken** • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.

	• Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary	• Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary	• Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary	• Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary	• Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary	
Year 6	**Read fluently** • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or	**Read fluently** • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or	**Read fluently** • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or	**Read fluently** • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or	**Read fluently** • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or	**Understand the culture of the countries in which the language is spoken** • Describe with some interesting details some aspects of

	glossary to look up new words. **Write imaginatively** • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. **Speak confidently** • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests.	glossary to look up new words. **Write imaginatively** • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. **Speak confidently** • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests.	glossary to look up new words. **Write imaginatively** • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. **Speak confidently** • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests.	glossary to look up new words. **Write imaginatively** • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. **Speak confidently** • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests.	glossary to look up new words. **Write imaginatively** • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. **Speak confidently** • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests.	countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.

	• Take part in discussions and tasks. • Demonstrate a growing vocabulary.	• Take part in discussions and tasks. • Demonstrate a growing vocabulary.	• Take part in discussions and tasks. • Demonstrate a growing vocabulary.	• Take part in discussions and tasks. • Demonstrate a growing vocabulary.	• Take part in discussions and tasks. • Demonstrate a growing vocabulary.	

Note: Items marked * are not statutory.

Key Stage 1	Key Stage 2
	French
Languages is optional at Key Stage 1.	• In the chosen modern language: • Speak • Read • Write • Look at the culture of the countries where the language is spoken.

French Milestones

Threshold Concepts	Milestone 1 (LKS2) Year 3 and 4	Milestone 2 (UKS2) Year 5 and 6
Read fluently This concept involves recognising key vocabulary and phrases.	Milestone 1 (optional) • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words.	• Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words.
Write imaginatively This concept involves using key vocabulary and phrases to write ideas.	• Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly.	• Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable.
Speak confidently This concept involves	• Understand a range of spoken phrases.	• Understand the main points from spoken passages.

using key vocabulary and phrases to verbally communicate ideas.	• Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns.	• Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary.
Understand the culture of the countries in which the language is spoken This concept involves the background knowledge and cultural capital needed to infer meaning from interaction	• Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone.	• Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.

Cultural capital in French:

	Autumn	Spring	Summer
Whole school events			Arts week
Year 3		Language/ cultural share	
Year 4		Language/ cultural share	Learning about the culture of French speaking countries.
Year 5		Language/ cultural share	
Year 6		Language/ cultural share	Learning about the culture of French speaking countries.

Cross curricular links in French:

	Autumn	Spring	Summer
Year 3	PSHE – global citizen	PE – My body	PSHE – giving opinions
Year 4	PSHE – global citizen	PE – sporting activities	English – describing people - adjectives
Year 5	PSHE – global citizen	Geography - travel	Computing - presentation
Year 6	PSHE- wider world	Geography – town planning	Computing – producing menus

PSHE at St Mary's:

Intent

Our intention is that when children leave St Mary's, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever–changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have high self-esteem and good mental health and well-being.

Our PSHE curriculum promotes our school drivers, community, whole child and communication.

Community -

British Values, Democracy, Rule of Law, Respect and Tolerance and Liberty are all essential to a functioning community and are covered as part of our PSHE programme.

Whole Child -

PSHE is a programme designed around the development of the whole child. Our main themes are Growing and Changing, Relationships and Living in the Wider World.

Communication -

Our PSHE and RSE programme have discrete lessons on how to communicate effectively with others, how to solve disputes, how to understand other people's feelings and how to communicate their own feelings.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community.

Implementation

EYFS - In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Personal, social and emotional development helps children to develop a positive sense of themselves and to have confidence in their own abilities. Helps children to form positive relationships, develop their social skills and learn how to manage their own feelings.

We cover this continually through our play-based learning. We also have weekly focused PSED sessions, and the focus changes each half term. For example, talking about feelings, healthy bodies, friendships.

Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover Health and Wellbeing, Relationships and Living in the Wider World Learning Opportunities are set out in our programme of study supported by the PSHE Association's Programme of Study, which comprehensively covers the statutory Health Education and Relationships Education guidance.

Pupils are taught PSHE as a spiral, progressive plan of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

PSHE is taught through three termly themes with each year group studying the same unit at the same time (at their own level):

Autumn - Theme 1: Health and Wellbeing

Spring - Theme 2: Relationships

Summer - Theme 3: Living in the Wider World

(From Y4 - Y6, the Growing and Changing (puberty) topics are deferred until the summer term as directed by the diocese.)

The curriculum also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Wider Curriculum

- We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, established learning behaviours and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values.
- PSHE, including SMSC and BV (British Values), is an integral part of the whole school curriculum, and is therefore often taught within another subject area.
- Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning opportunities.
- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of faith, hope and love.
- Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- PSHE, BV and SMSC displays in school reinforce the PSHE curriculum enabling children to make links.

Impact

The impact of our PSHE Curriculum will visibly demonstrate our three drivers of community, whole child and communication, developed and reflected in our pupils behaviours and attitudes.

By the time our children leave our school they will:

- Be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- Be on their way to becoming healthy, open-minded, respectful, socially and morally responsible, active members of society
- Appreciate difference and diversity

- Recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- Be able to understand and manage their emotions
- Be able to look after their mental health and wellbeing
- Be able to develop positive, healthy relationships both now and in the future.
- Understand the physical aspects involved in RSE at an age appropriate level
- Have respect for themselves and others.
- Have a positive self-esteem.

Our school drivers in PSHE

Community - British Values, Democracy, Rule of Law, Respect and Tolerance and Liberty are all essential to a functioning community and are covered as part of our PSHE programme.

Communication - Our PSHE and RSE programme has discrete lessons on how to communicate effectively with others, how to solve disputes, how to understand other people's feelings and how to communicate their own feelings.

Whole Child - PSHE is a programme designed around the development of the whole child. Our main themes are Growing and Changing, Relationships and Living in the Wider World.

Cultural Capital in PSHE

Cultural Capital is a term to describe the tools that students will need to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole.

The following things add cultural capital:

- Collective worship and themed assemblies
- External visitors, e.g. police and environmental health officers
- Intergenerational activities, e.g. visits to the local residency for the elderly

- Discrete lessons on British Values, democracy, money, healthy eating and the environment
- Activities to develop a growth mindset and self-esteem

Cross Curricular Links in PSHE

Fundamentally, everyone's experience of the world is cross curricular, as everything that surrounds us can be seen and understood from multiple perspectives.

- Science - Life Processes, Humans and Other Animals
- Design Technology - Food Preparation
- ICT - gathering information from the internet
- History - understanding other civilisations and past societies
- Geography - Local area studies and knowledge of the wider world
- P.E. - Health and Fitness and working as part of a team
- Art and Design - exploring, developing and recording ideas
- R.E. - thinking about themselves and others, understanding and tolerance through other faith studies

PSHE vocabulary linked to 400-word project

Milestone 1 Year 1 and 2	hygiene, germs, goals, achievements, physical, emotional, acceptable, unacceptable, similarities, differences, unique, rights, responsibilities, environment, saving, spending, managing, choices, independent, situations, privacy, communicating, empathy, fair/unfair, cooperating, resolving, views, opinions, respect, emergency.
Milestone 2 Year 3 and 4	opportunities, influences, habits, virus, bacteria, conflicting, transitions, confidentiality, dares, maintaining, collaboratively, stereotypes, customs, diversity, duties, enterprise, budgeting, balanced, lifestyle, media, associated, pressure, peer, consequences, boundaries, discrimination, ethnic, sustainable, interest, loan
Milestone 3 Year 5 and 6	informed, persuade, infection, intensity, aspirations, reproduction, hazard, effects, identity, equality, anti-social, resources, allocated, finance, consumer, debt, tax, reality/fantasy, puberty, approval, strategies, committed, prejudice, voluntary, community, laws, allocate, entrepreneur, career

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

Subject specific vocabulary will be visible on classroom displays and used by pupils in discussions and written work.

PSHE CURRICULM FRAMEWORK

Term	Autumn			Spring			Summer		
Core Theme	**Health and Wellbeing**			**Relationships**			**Living in the Wider World**		
Topics	**Healthy Lifestyles**	**Growing and Changing**	**Keeping Safe**	**Feelings and emotions**	**Healthy Relationships**	**Valuing difference**	**Rights and Responsibilities**	**Environment**	**Money**
Big Questions	*What can we do to stay healthy?*	*How do we grow and change?*	*What can we do to stay safe?*	*How do we feel?*	*What makes happy, healthy relationships?*	*How are we the same/ different?*	*What are your rights and responsibilities?*	*How can we look after our world?*	*What can you do with money?*
Reception	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.								
Year 1	What helps keep bodies healthy: hygiene routines	Recognising what they are good at; setting goals. correct names for body parts (including external genitalia)	Keeping safe around household products; how to ask for help if worried about something, who can keep us safe	Behaviour; bodies and feelings can be hurt; teasing, bullying	Special people, caring; touch, acceptable and unacceptable	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment (*CROSS YEAR-GROUP PROJECT WITH YEAR 2)*	Where money comes from; how to use money - saving and spending money
Year 2	Healthy choices; different feelings; managing feelings; healthy eating, physical activity, sleep, dental health	Recognising what they are good at; setting goals. Growing; changing and being more independent; Change and loss and how it feels	Keeping safe in different situations – online, road, water etc.; how to ask for help if they are worried about something; privacy in different contexts	Communicating feelings, empathy; fair/unfair, right/wrong; teasing, bullying	Secrets, surprises, safety; cooperating, resolving arguments, what makes a good friend	People, similarities and differences in others; sharing, discussions, views, opinions	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment *(CROSS YEAR-GROUP PROJECT WITH YEAR 1)*	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3	What makes a balanced diet; opportunities for	Recognising what they are good at; setting goals.	School rules on health and safety; basic emergency	Recognising feelings in others; responding to how	Positive; healthy relationships and friendships; family,	Recognising and responding to bullying; listening,	Human rights, children's rights; people, places,	Responsibilities; rights and duties,	Enterprise; what it means; developing skills in enterprise

	making own choices with food; what influences their food choices; habits; bacteria, viruses, hygiene, why keep active	Describing feelings; conflicting feelings and how to manage feelings; change, transitions	aid; advice, support, asking for help; safety online, personal info, passwords	others are feeling; confidentiality, surprises, secrets, personal safety	maintaining friendship; actions affect ourselves and others; working collaboratively; touch, acceptable and unacceptable	viewpoints, opinions, respect; stereotypes	values, customs; diversity, identity, UK; rules, laws, making and changing rules; communities, volunteers	home and school environment	*(CROSS YEAR-GROUP PROJECT WITH YEAR 6); spending, saving, budgeting*
Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; media images, reality/fantasy, true/false; looking after our teeth, why sleep is important	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change; conflicting emotions	How to keep safe in local area – roads, cycle etc. and safety online, personal info, passwords; people who help them stay healthy and safe; pressure, managing influences, media, peer	Keeping something confidential or secret; when to break a confidence; recognise and manage dares; feelings, empathy	Actions, behaviours, consequences; collaborative working, shared goals; privacy, sharing, personal boundaries; disputes, conflict, feedback, support	Listen and respond effectively to people; share points of view; bullying, discrimination, aggressive behaviour	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world; media, social media, information forwarding	Sustainability of the environment across the world; fair trade/local produce *(CROSS YEAR-GROUP PROJECT with Y5)*	Role of money; managing money (saving and budgeting); what is meant by interest and loan; resources, sustainability, choices
Year 5	What positively and negatively affects health and wellbeing; making informed choices; different influences on food - media; skills to make choices; bacteria, viruses, hygiene; caffeine; habits;	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief; puberty; reproduction	Strategies for managing personal safety in the local environment; risk, danger, hazard, responsibility, safety; online safety; including sharing images; mobile phone safety; emergency aid, help, safety, rules, possible effects of everyday medicines	Responding to feelings in others; confidentiality, secrets, surprises, personal safety; dares, challenges	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback; touch, acceptable and unacceptable; friendships, families etc.	People, identity, equality, stereotypes, discrimination; bullying, discrimination, aggressive behaviour	Human rights, children's rights; Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences; communities, volunteers, pressure groups	Different rights; responsibilities and duties for home. school, environment; fair trade/local produce *(CROSS YEAR-GROUP PROJECT with Y4),* what careers could they have	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs, alcohol etc.; balanced diet,	Recognising what they are good at; setting goals; aspirations. Changes at puberty *(recap Y4);* human reproduction; roles and responsibilities	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging	Cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the	How resources are allocated; effect of this on individuals; communities and environment; fair trade	Enterprise; setting up an enterprise *(CROSS YEAR-GROUP PROJECT)*

	choices, food, influences	of parents; conflicting emotions, managing feelings	their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice		relationship is unhealthy; committed; loving relationships; marriage; personal boundaries and the right to privacy	stereotypes; discrimination and bullying	media and what they forward to others; resolving difference, points of view		

RE at St Mary's:

Intent

Through the teaching of Religious Education, we intend to make a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. We aim to promote knowledge and understanding of Catholic faith and life. Religious Education aims to enable pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Religious Education is an essential component of a broad and balanced education.

Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It aims to engender in the children a curiosity in the ultimate questions about human life, its origin and purpose and to develop the skills required to engage in the examination of and reflection upon religious belief and practice.

Implementation

In line with Bishops' Conference recommendations, 10% of curriculum time is allocated to Religious Education. R.E. is taught as explicit lessons but is also embedded in other areas of the curriculum and day-to-day life of the school.

To fulfil this, 'The Way, the Truth and the Life' and 'Come and See' programmes of work are used in conjunction with the Diocesan 'I Can Statements' throughout the school.

- EYFS - R.E. is taught in topics and in blocks supported by the Diocesan 'I Can Statements'.
- KS1 - R.E. is taught in topics as per the 'Diocesan of East Anglia R.E. Curriculum Plan for Primary Schools' supported by the 'Diocesan I Can Statements'. Learning is done in termly topics. R.E. is taught for 2 hours and 15 minutes each week.
- KS2 - R.E. is taught in topics as per the 'Diocesan of East Anglia R.E. Curriculum Plan for Primary Schools' supported by the 'Diocesan I Can Statements'. Learning is done in termly topics. R.E. is taught for 2 hours and 30 minutes each week.

Talk for learning is a crucial component in R.E. lessons. Higher level questions are used by teachers to develop children's thinking and understanding.

Teachers undertake a programme of induction upon commencing work at St. Mary's to develop their understanding of the Catholic ethos and teaching.

Assessment, Monitoring, Recording and Reporting

- Assessment of standards is carried out according to Diocesan guidelines using the criteria in the Levels of Attainment booklet agreed by the Bishops' Conference.
- Assessment tasks, classroom conferences and creative output for each module support teachers in making accurate assessments. These tasks also ensure consistency of levelling across the school.
- All children are assessed in all six modules over the year.
- Each teacher keeps a portfolio of three pupils' work (from across the ability range) to allow a more in-depth tracking of progress to be made. These portfolios are held by class teachers and are available for inspection.
- Monitoring of teaching and learning, a book scrutiny and a planning scrutiny are carried out every year.
- Progress and achievement in Religious Education is reported to parents/carers in a written report at the end of each academic year.
- Teachers work hard to ensure there is a good balance between creativity and written outcomes in the teaching and learning of RE across the school.

<u>Impact</u>

Religious Education at St Mary's develops pupils'…

- knowledge and understanding of the Catholic faith and life;
- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at St Mary's encourages pupils to…

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at St Mary's enhances pupils'…

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education at St Mary's offers…

- opportunities to develop personal reflection and spirituality.

R.E. and St. Mary's Drivers

Here at St. Mary's, our whole curriculum is underpinned by our ***FAITH*** and three other drivers - ***COMMUNITY***, ***COMMUNICATION*** and ***WHOLE CHILD***.

These drivers are reflected in our R.E. curriculum.

Community

St Mary's is a multicultural school and we celebrate our richness of diversity. That diversity is echoed in the realisation that the Catholic Church is a local, regional and global community. Throughout the school, pupils study the formation of the community of the Church and what it means to be part of that community.

Communication

We believe that communication is an essential life skill and feel passionately about enabling all pupils to develop effective communication skills. As part of the R.E. curriculum, there are many opportunities for pupils to communicate their learning through written and oral presentations and creative output such as role play.

Whole Child

Our curriculum is designed to meet the needs of all the children in our school and to prepare them for success in life, however and whatever that might mean to them as they grow and develop. The R.E. curriculum is designed to allow all pupils to flourish. Lessons are both academic and creative to allow all to be successful.

The spirituality of a child is important in their sense of self and this is encouraged and developed through the R.E. curriculum too.

R.E. and Cultural Capital

In R.E. there is great potential for children to acquire cultural capital in the following ways:

- the study of other world faiths;
- using works of art as a springboard for learning;
- visits to other places of worship;
- attending church services;
- drama (role play) used as a teaching technique;
- dramatic performances of religious events, e.g. the Nativity story;
- spirituality and reflection sessions;
- charitable giving;
- partnerships with charitable foundations such as CAFOD and FIND;
- Collective Worship with a variety of themes.

R.E. - Yearly Overview

See Diocese of East Anglia RE Curriculum Plan:

https://rcdea.org.uk/wp-content/uploads/2016/07/PRIMARY-RE-CURRICULUM-PLAN-June-16.pdf

Year Group	Theme	Resource Material	Term
EYFS	God's World - Creation	The Way, the Truth and the Life	Autumn
EYFS	Welcome - Baptism	Come and See	Autumn
EYFS	God's Family - Advent	The Way, the Truth and the Life	Autumn
EYFS	Getting to know Jesus	The Way, the Truth and the Life	Spring
EYFS	Sorrow and Joy	The Way, the Truth and the Life	Spring
EYFS	Growing - Giving - Lent	Come and See	Spring
EYFS	New Life	The Way, the Truth and the Life	Summer
EYFS	Serving: Good News (Pentecost)	Come and See	Summer
EYFS	Special Places - The Church	The Way, the Truth and the Life	Summer

Year Group	Theme	Resource Material	Term
Y1	God's Great Plan – Creation (not Noah's Ark)	The Way, the Truth and the Life	Autumn
Y1	Families	Come and See	Autumn
Y1	Mary Mother of God – Advent	The Way, the Truth and the Life	Autumn
Y1	Families and Celebrations – (Presentation Story)	The Way, the Truth and the Life	Spring
Y1	Prayer	The Way, the Truth and the Life	Spring
Y1	Giving: Change - Lent	Come and See	Spring

Y1	The Resurrection	The Way, the Truth and the Life	Summer
Y1	Serving: Holidays and holydays (Pentecost)	Come and See	Summer

Year Group	Theme	Resource Material	Term
Y2	Beginnings - Creation	Come and See	Autumn
Y2	Signs and Symbols	Come and See	Autumn
Y2	Mysteries - Advent (not including Trinity)	The Way, the Truth and the Life	Autumn
Y2	The Chosen People – Old Testament - Abraham & Moses	The Way, the Truth and the Life	Spring
Y2	The Good News - New Testament (select one or two stories depending on length of term)	The Way, the Truth and the Life	Spring
Y2	Giving: Opportunities - Lent	Come and See	Spring
Y2	Eastertide	The Way, the Truth and the Life	Summer
Y2	The Mass (ensure Mass is celebrated during this topic – children to take leading role)	The Way, the Truth and the Life	Summer

Year Group	Theme	Resource Material	Term
Y3	Homes - Families	Come and See	Autumn
Y3	Christian Family – Baptism and Christian Family	The Way, the Truth and the Life	Autumn
Y3	Mary Our Mother - Advent	The Way, the Truth and the Life	Autumn
Y3	Being A Christian	The Way, the Truth and the Life	Spring
Y3	Call to Change – Reconciliation Lent	The Way, the Truth and the Life	Spring
Y3	Celebrating Easter & Pentecost	The Way, the Truth and the Life	Summer
Y3	The Eucharist or The Mass	The Way, the Truth and the Life	Summer

		Come and See	
Year Group	Theme	Resource Material	Term
Y4	The Bible	The Way, the Truth and the Life	Autumn
Y4	Trust in God - Advent	The Way, the Truth and the Life	Autumn
Y4	Jesus, the Teacher	The Way, the Truth and the Life	Spring
Y4	Jesus, the Saviour	The Way, the Truth and the Life	Spring
Y4	Mission of the Church	The Way, the Truth and the Life	Summer
Y4	Belonging to the Church	The Way, the Truth and the Life	Summer

Year Group	Theme	Resource Material	Term
Y5	Creation	The Way, the Truth and the Life	Autumn
Y5	Inspirational People Vocations – (Sacrament of Ordination)	The Way, the Truth and the Life	Autumn
Y5	Hope (Advent)	Come and See	Autumn
Y5	God's Covenant (The Commandments)	The Way, the Truth and the Life	Spring
Y5	Reconciliation	The Way, the Truth and the Life	Spring
Y5	Life in the Risen Lord (Guarding the tomb and the Resurrection)	The Way, the Truth and the Life	Summer
Y5	Pentecost - Serving	Come and See	Summer
Y5	Other Faiths	The Way, the Truth and the Life	Summer

Year Group	Theme	Resource Material	Term
Y6	The Kingdom of God	The Way, the Truth and the Life	Autumn

Y6	Justice - Advent	The Way, the Truth and the Life	Autumn
Y6	Jesus, Bread of Life	The Way, the Truth and the Life	Spring
Y6	Jesus, Son of God	The Way, the Truth and the Life	Spring
Y6	The Work of the Apostles	The Way, the Truth and the Life	Summer
Y6	Anointing of the Sick (as part of Pilgrimage)	Come and See	Summer
Y6	Vocations and Commitment - The Sacrament of Ordination	Come and See	Summer

RE vocabulary linked to 400-word project

Milestone 1 Year 1 and 2	Baptism, symbols, liturgy, advent, lent, prayer, catholic, Alter, nativity, creation, truth, promise, celebration, religion, worship, communion, blessing, reflect, awe and wonder, priest, pope, bishop.
Milestone 2 Year 3 and 4	Absolution, annunciation, anointed, Confession, eternal, eucharist, genuflect, gospel, paschal candle, persecute, reconciliation, repent, resurrection, sacrament, sacred, abide, apostle, disciples, ark, ascension, authority, commandments, conceived, contrition, covenant, creed, descendants, diocese, epiphany, trinity, martyr, messiah, mission, prophet, sacrifice, salvation, vestments.
Milestone 3 Year 5 and 6	Ascension, adultery, apostles, canonize, conscience, consecration, contrite, divinity, dominion, Hallowed, inward Grace, monstrance, Nazarene, omission, Pagan, reverence, segregation, subdue, tabernacle, venial, zealous, refugee, creed, sacramental sign.

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

Subject specific vocabulary will be visible on classroom displays and used by pupils in discussions and written work.

Art and Design at St Mary's

Intent

At St Mary's we aim to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others. Our art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The children will be able to think critically and develop a deep understanding of art and design. They will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

"Art enables us to find ourselves and lose ourselves at the same time."
Thomas Merton

Implementation

The teaching and implementation of the Art and Design Curriculum is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art as part of their termly topic work. Areas covered include sculpture mosaics, printing based on topic work, such as William Morris, nature, WW2 propaganda posters, painting, pointillism, Pop Art and the works of the Impressionist artists and Van Gogh. The work of famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with whole school "Arts Week" when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

Early Years Foundation Stage Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials and then use these to express their own ideas and create different effects
- Develop skills to use simple tools and techniques competently and appropriately

Key stage 1 Pupils are taught:

1. To use a range of materials creatively to design and make products

2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

4. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2 Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

1. To create sketch books to record their observations and use them to review and revisit ideas

2. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

3. About great artists, architects and designers in history.

Art statement of impact

Within art and design, we strive to instil an appreciation and enjoyment of the arts enriching the children's learning experience. Our art and design curriculum is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work.

- Children will achieve age related expectations in Art at the end of their cohort year.
- Children will retain knowledge about their focus artists for each unit of work.
- Children will understand what being in 'artist' means.
- Children create a high-quality body of work which is reflected in the displays in school.

Threshold Concepts for Art:

- **Develop ideas**
  This concept involves understanding how ideas develop through an artistic process.
- **Master techniques**
  This concept involves developing a skill set so that ideas may be communicated.
- **Take inspiration from the greats**
  This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Art and Design Vocabulary linked to 400-words project

Milestone 1 Year 1 and 2	Texture, shade, artist, charcoal, watercolour, blend, technique, landscape, portrait, tone, textiles, impressionist, contrast, create, illustrate, image, overlap, collage, sketch, mosaic, print, sculpt, outline, pattern
Milestone 2 Year 3 and 4	Background, foregrounds, middle ground, coiling, overlapping, tessellation, mosaic, montage, mouldable, annotate, elaborate, hatching, cross hatching, tone, replicate, precise, technique, influence.
Milestone 3 Year 5 and 6	Depict, movement, perspective, realistic, impressionistic, palette, enhance, proportions, abstract, provoke, interpretations, precision, tint, surrealist, hues

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it

Subject specific vocabulary will be visible on classroom displays and used by pupils in discussions and written work.

CUSP Art and Design Curriculum: Teacher Handbook

CUSP Art and Design follows hot on the heels of other highly respected CUSP subjects, including science, geography and history, as well as reading and writing.

We have deliberately built CUSP Art and Design around the principle of excellence and practice. This is to ensure that pupils are equipped to successfully think, work and communicate like an artist. Unapologetically ambitious, our art curriculum focuses on excellence in this subject through a myriad of media and incredible artists.

Our intention is unmissable: exceptional teacher instruction inspires pupils to acquire knowledge, as an artist, and enables them to skilfully attempt and apply their understanding.

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity.

In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Working Artistically						
Shape	**Line**	**Colour**	**Value**	**Form**	**Texture**	**Space**
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

The Art Curriculum package includes a sequence of skeleton lesson plans, contextual reference materials, vocabulary modules focusing on language of emotion, explanatory videos and annotated exemplifications. The teacher videos complement the content in each block and provide clear instruction about art techniques and methods. The exemplifications can be used to support assessment of pupil outcomes and to support teachers in developing their own subject knowledge. Teachers are also provided with a list of materials and resources that they will need to teach each block. The components of the suite should be viewed together for maximum impact.

Learning modules | Video guidance | Exemplification materials

Central to the learning modules are activities designed to develop pupils' oracy and vocabulary skills to enable them to use artistic language meaningfully when talking about their work and the work of others.

An overview of the core content provides information about the skills covered across the term in each year group. This enables teachers to see the progression of skills covered within each aspect of art.

CUSP Art and Design - Block structure and contents

Slide One: Overview of Block Contents
Slide one explains the context in which the block is set and provides an outline of the structure of the block.

A summary of the key skills and techniques covered in the three lessons is included here.

Expected Outcomes:
A list of the expected outcomes for the block provides details of the artistic knowledge and skills pupils will be expected to have acquired by the end of the block.

This brief summary gives further information about the specific skills to be taught and the materials pupils will explore in the block.

Where each block sits within the long-term curriculum sequence is included here.

Slide Two: Point of Reference
Slide two provides teachers with contextual information and a list of the resources and materials needed to teach the block.

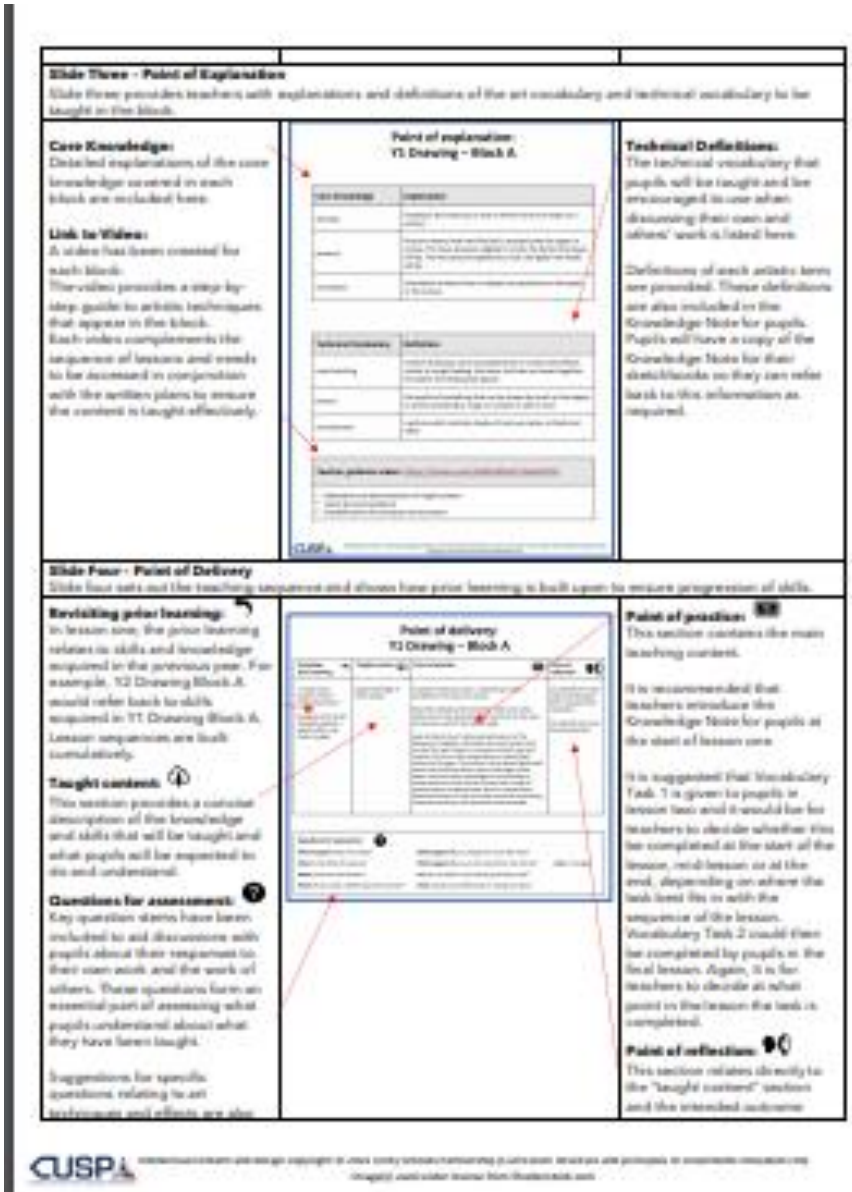
Prior Learning:
Details of the skills and knowledge pupils will already have acquired is provided and the block builds on this prior learning.

CUSP Connections / Links to Literature:
Connections to other subject areas are listed as are the links that are made, in the lesson sequences, to works of literature. Specific books and illustrators are recommended and are used as a stimulus for artwork and provide examples of artistic techniques and styles.

Working Artistically:
Each block covers specific elements of art and these are identified in the shaded area.

Art History:
Background information is provided about the specific artists studied in the block. This information gives teachers an insight into where the artist sits in art history and their influences.

Materials:
Materials and resources that teachers will need to deliver the lessons, are listed.



Slide Three - Point of Explanation

Slide three provides teachers with explanations and definitions of the art vocabulary and technical vocabulary to be taught in the block.

Core Knowledge:
Detailed explanations of the core knowledge covered in each block are included here.

Link to Video:
A video has been created for each block.
The video provides a step-by-step guide to artistic techniques that appear in the block.
Each video complements the sequence of lessons and needs to be accessed in conjunction with the written plans to ensure the content is taught effectively.

Point of explanation:
Y1 Drawing – Block A

Technical Definitions:
The technical vocabulary that pupils will be taught and be encouraged to use when discussing their own and others' work is listed here.

Definitions of each artistic term are provided. These definitions are also included in the Knowledge Note for pupils. Pupils will have a copy of the Knowledge Note for their sketchbooks so they can refer back to this information as required.

Slide Four - Point of Delivery

Slide four sets out the teaching sequence and shows how prior learning is built upon to ensure progression of skills.

Revisiting prior learning:
In lesson one, the prior learning relates to skills and knowledge acquired in the previous year. For example, Y2 Drawing Block A would refer back to skills acquired in Y1 Drawing Block A. Lesson sequences are built cumulatively.

Taught content:
This section provides a concise description of the knowledge and skills that will be taught and what pupils will be expected to do and understand.

Questions for assessment:
Key question stems have been included to aid discussions with pupils about their responses to their own work and the work of others. These questions form an essential part of assessing what pupils understand about what they have been taught.

Suggestions for specific questions relating to art techniques and effects are also

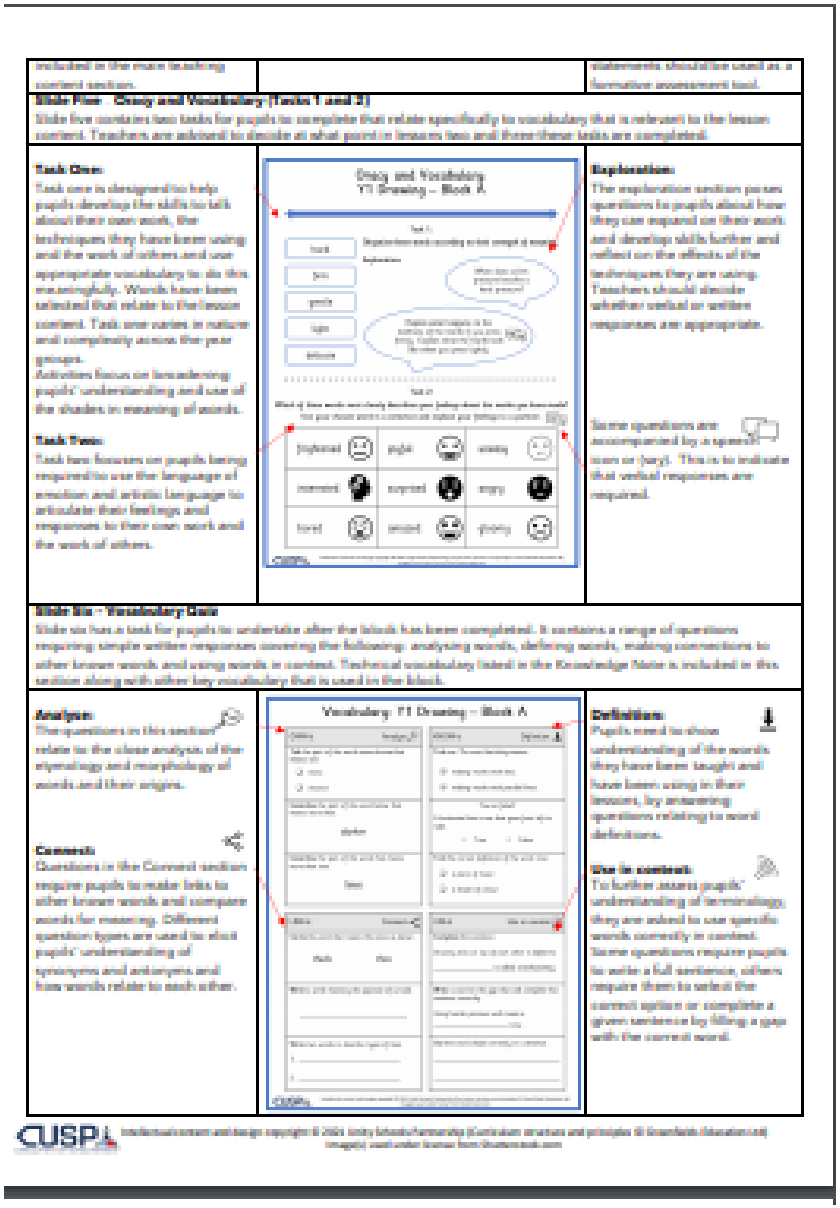
Point of delivery:
Y2 Drawing – Block A

Point of position:
This section contains the main teaching content.

It is recommended that teachers introduce the Knowledge Notes for pupils at the start of lesson one.

It is suggested that Vocabulary Task 1 is given to pupils in lesson two and it would be for teachers to decide whether this be completed at the start of the lesson, mid-lesson or at the end, depending on where the task best fits in with the sequence of the lesson. Vocabulary Task 2 could then be completed by pupils in the final lessons. Again, it is for teachers to decide at what point in the lesson the task is completed.

Point of reflection:
This section relates directly to the "taught content" section and the intended outcome



included in the main teaching content section.

statements should be used as a formative assessment tool.

Slide Five - Essay and Vocabulary (Tasks 1 and 2)

Slide five contains two tasks for pupils to complete that relate specifically to vocabulary that is relevant to the lesson content. Teachers are advised to decide at what point in lessons two and three these tasks are completed.

Task One:
Task one is designed to help pupils develop the skills to talk about their own work, the techniques they have been using and the work of others and use appropriate vocabulary to do this meaningfully. Words have been selected that relate to the lesson content. Task one varies in nature and complexity across the year groups.
Activities focus on broadening pupils' understanding and use of the shades in meaning of words.

Essay and Vocabulary
Y1 Drawing – Block A

Task Two:
Task two focuses on pupils being required to use the language of emotion and artistic language to articulate their feelings and responses to their own work and the work of others.

Explanation:
The explanation section poses questions to pupils about how they can expand on their work and develop skills further and reflect on the effects of the techniques they are using. Teachers should decide whether verbal or written responses are appropriate.

Some questions are accompanied by a speech icon or (say). This is to indicate that verbal responses are required.

Slide Six - Vocabulary Quiz

Slide six has a task for pupils to undertake after the block has been completed. It contains a range of questions requiring simple written responses covering the following: analysing words, defining words, making connections to other known words and using words in context. Technical vocabulary listed in the Knowledge Note is included in this section along with other key vocabulary that is used in the block.

Analyse:
The questions in this section relate to the close analysis of the etymology and morphology of words and their origins.

Connect:
Questions in the Connect section require pupils to make links to other known words and compare words for meaning. Different question types are used to elicit pupils' understanding of synonyms and antonyms and how words relate to each other.

Vocabulary: Y1 Drawing – Block A

Definition:
Pupils need to show understanding of the words they have been taught and have been using in their lessons, by answering questions relating to word definitions.

Use in context:
To further assess pupils' understanding of terminology, they are asked to use specific words correctly in context. Some questions require pupils to write a full sentence, others require them to select the correct option or complete a given sentence by filling a gap with the correct word.

Slide Seven – Knowledge Note

Slide seven is an aide memoire for pupils. This should be introduced at the start of lesson one so that pupils know what core knowledge and skills they will acquire and the technical vocabulary they will learn as the lessons progress.

This slide contains two identical copies of the Knowledge Note with the intention that these be trimmed and stuck into sketchbooks for pupils to refer to as necessary.

Core content:

Pupils are provided with a brief summary of the content of each block.

Technical vocabulary:

Key technical vocabulary that is covered in each block, providing a useful glossary of terms for pupils to refer to. Icons have been used to aid understanding of terms.

Connections:

Images, showing examples of illustrators' and artists' work, are used so that pupils can refer to these as a reminder of the artists they have studied and the styles associated with those artists.

Slide Eight – Exemplification

Photographs are provided for each block, showing annotated examples of sketchbook work and finished pieces. These provide teachers with a standard by which they can assess pupils' work.

Assessment of Pupils:

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic technique and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit on slide one, e.g. At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. What happens if you change the size of the mark?
- The Crazy and Vocabulary tasks on slide five provide ample opportunities for teachers to evaluate pupils' ability to:
  - use artistic language effectively;
  - explain artistic techniques and processes;
  - evaluate their own and others' work.
- The vocabulary quiz on slide six provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

Reasonable adjustments for pupils with SEND:

As part of the planning and preparation for the delivery of each block, teachers will need to consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson.

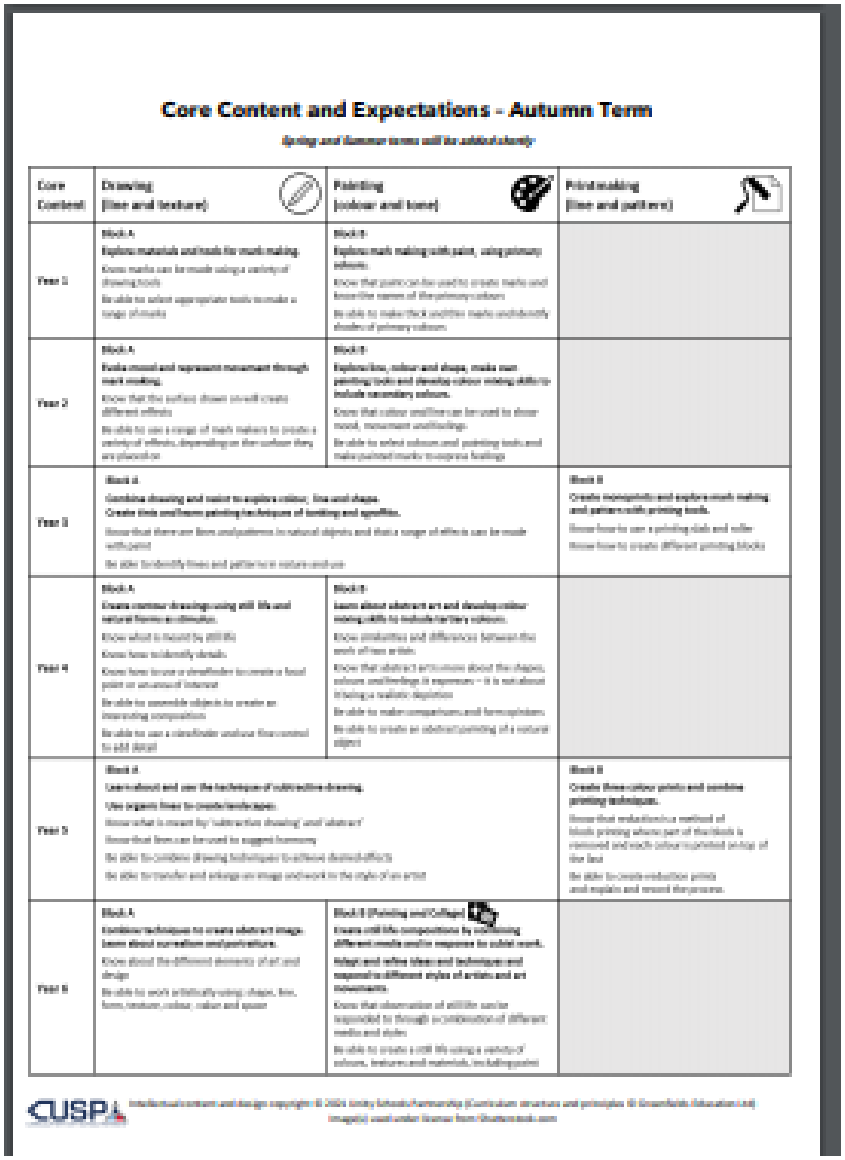
Pupils with language and communication difficulties (including those with ASD) may need additional visual prompts to help them understand what is expected of them. Some pupils may require individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable chunks.

Some pupils may have sensory sensitivities. For those pupils, adjustments may need to be made in order for them to access materials. For example, pupils can be provided with crayons or pastels in paper sleeves. Pupils who have significant motor skill difficulties may require pencil grips or sloped surfaces to work on.

Art and Design Lenses

CUSP Art and Design – Core Content

Core Content	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 1	Block A Explore materials and tools for mark making.	Block B Explore mark making with paint, using primary colours.	Block C Explore resist and relief block printing, negative stencils and clay slabs.	Block D Explore weaving with natural and man made materials. Explore wrap, tie, knot and peg techniques for fabric dying.	Block E Use natural and man made materials. Create plaster casts from clay impressions.	Block F Explore the visual and tactile qualities of natural and man made objects.
Year 2	Block A Evoke mood and represent movement through mark making.	Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Block C Create repeated patterns with positive and negative space. Use natural objects as stimulus.	Block D (Textiles & Collage) Explore dip dye technique. Use relief and block printing techniques on fabric. Create large scale work focusing on line, colour and shape.	Block E Explore aboriginal art. Combine different colours of clay.	
Year 3	Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito.		Block B Create monoprints and explore mark making and pattern with printing tools.	Block C (Textiles & Collage) Explore pattern and colour combinations. Use collograph and plasticine blocks and tie dye. Explore positive and negative space. Explore line and shape and create paper collage.	Block D Create coil pots using clay.	
Year 4	Block A Create contour drawings using still life and natural forms as stimulus.	Block B Learn about abstract art and develop colour mixing skills to include tertiary colours.	Block C Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and wrapping techniques.		Block D Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.	
Year 5	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.		Block B Create three colour prints and combine printing techniques	Block C (Textiles & Collage) Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for artwork.	Block D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	
Year 6	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture.	Block B (Painting & Collage) Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.		Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.	



Core Content and Expectations - Autumn Term

Spring and Summer terms will be added shortly

Core Content	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)
Year 1	Block A Explore materials and tools for mark making. Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks	Block B Explore mark making with paint, using primary colours. Know that paint can be used to create marks and know the names of the primary colours Be able to make thick and thin marks and discuss shades of primary colours	
Year 2	Block A Evoke mood and represent movement through mark making. Know that the surface chosen will create different effects Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on	Block B Explore line, colour and shape, make wet painting tools and develop colour mixing skills to include secondary colours. Know that colour and line can be used to show mood, movement and feelings. Be able to select colours and painting tools and make painted marks to express feelings	
Year 3	Block A Combine drawing and paint to explore colour, line and shape. Create tints and hues using techniques of looking and sgraffito. Know that there are lines and patterns in natural objects and that a range of effects can be made with paint Be able to identify lines and patterns in nature and use		Block B Create monoprints and explore mark making and pattern with printing tools. Know how to use a printing slab and roller Know how to create different printing blocks
Year 4	Block A Create contour drawings using still life and natural forms as stimulus. Know what is meant by still life Know how to identify details Know how to use a viewfinder to create a focal point on an area of interest Be able to assemble objects to create an interesting composition Be able to use a viewfinder and use line control to add detail	Block B Learn about abstract art and develop colour mixing skills to include tertiary colours. Know similarities and differences between the work of two artists. Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction Be able to make comparisons and form opinions Be able to create an abstract painting of a natural object	
Year 5	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes. Know what is meant by 'subtractive drawing' and 'abstract' Know that lines can be used to suggest harmony Be able to combine drawing techniques to achieve desired effects Be able to transfer and enlarge an image and work in the style of an artist		Block B Create three colour prints and combine printing techniques. Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last Be able to create reduction prints and explain and record the process.
Year 6	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture. Know about the different elements of art and design Be able to work artistically using shape, line, form, texture, colour, value and space	Block B (Painting and Collage) Create still life compositions by combining different media and/or response to artist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements. Know that observation of still life can be responded to through a combination of different media and styles Be able to create a still life using a variety of colours, textures and materials, including paint	

Breadth of Study:

Note: Items marked * are not statutory.

Key Stage 1	Key Stage 2
• Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers.	• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history.

Art and Design Milestones

Taught in both years

Taught in first year of milestone

Taught in second year of milestone

Threshold Concepts		Milestone 1 (KS1) Year 1 and 2	Milestone 2 (LKS2) Year 3 and 4	Milestone 3 (UKS2) Year 5 and 6
Develop ideas This concept involves understanding how ideas develop through an artistic process.		• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master techniques This concept involves developing a skill set so that ideas may be communicated.	Painting	• Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures,	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours

		colours to make tints and black to colours to make tones. • Create colour wheels.	patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	• Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.	• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture	• Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials.	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement.	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern.

		• Use techniques such as rolling, cutting, moulding and carving.	• Use clay and other mouldable materials. • Add materials to provide interesting detail.	• Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing	• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	• Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	Print	• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges).	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	• Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.

		• Press, roll, rub and stamp to make prints.		
	Textiles	• Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques.	• Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.	• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital media	• Use a wide range of tools to create different textures, lines, tones, colours and shapes.	• Create images, video and sound recordings and explain why they were created.	• Enhance digital media by editing (including sound, video, animation, still images and installations).
Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.		• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.	• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.	• Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Cultural capital in Art and DT:

	Autumn	Spring	Summer
Whole school events		Young Art East Anglia competition	Arts week
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

	Autumn	Spring	Summer
Reception			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			