



**Fossebrook**  
Primary School

A place of discovery and friendship

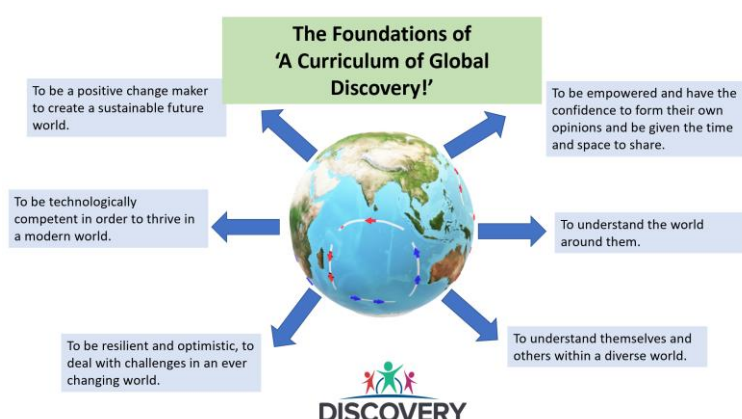
# A Curriculum of Global Discovery

## Intent Statement

At Fossebrook Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years framework. Staff engagement in research and high-quality resource materials has ensured that the curriculum is fit for purpose and builds a curriculum offer that provides a first-class education for all pupils across our school community.

Our curriculum is revised annually through robust moderation of subject outcomes and planning to identify strengths and areas for development. Staff at Fossebrook consider stakeholder voice and current affairs to further enhance the curriculum. This ensures the curriculum remains relevant to pupils; is consistently aligned to the National Curriculum and considers any developments in research in cognitive science and pedagogical thinking. The designated teacher programme ensures that across the school and the Trust there are teachers who have expertise in their field to support Trust curriculum development and quality assurance within schools. Consequently, all subjects are championed and developed to provide rich and varied opportunities across the curriculum learning journey. This enables every subject to have the rigour that it requires to provide a broad and balanced offer for all pupils with high-quality outcomes in every subject.

### Curriculum Aims:





The Fossebrook curriculum has been designed with **pupils at its heart**; giving pupils the tools to become active citizens through their exploration of understanding how their topic **has developed through the past, into the present day and how it could look in the future**. The curriculum content is combined with **high quality teaching** to ensure that **pupils develop high aspirations** for the future and have the skills and knowledge they will need to be equipped to **succeed in an ever-changing global world**. The Fossebrook curriculum **aims to empower pupils to make changes that will improve their life chances** and facilitate the opportunity for them to forge their own future path and career aspirations. The Fossebrook community believes that all pupils should have a voice and be given the space to contribute and question to develop their confidence to learn from setbacks and develop the resilience and optimism that they need to succeed.

Application from research in [21<sup>st</sup> Century Learning](#) and the United Nations [17 Global Goals](#) in curriculum design has helped to ensure that the Fossebrook curriculum provides opportunities for pupils to be interconnected at a school, Trust, National and International level so that **they develop the collaboration and critical thinking skills they will need to be successful in life**. Our pupils need to have the opportunity to develop their understanding of self and others and the **curriculum enables pupils develop a strong sense of moral purpose** so that they learn to respect and understand other viewpoints, cultures, and beliefs. Our curriculum values are embedded in our culture, and we celebrate the diversity of everybody. The British values of democracy, rule of law, individual liberty, mutual respect, and tolerance are embedded within our curriculum. Developing a deep understanding of faiths and beliefs are taught within the curriculum and through individual celebration days.

## Curriculum Drivers:

To ensure that the curriculum enables pupils to build and develop their skills and knowledge, the curriculum has key drivers that help to ensure that every unit of work can unlock a pupil's potential. **The Past, Present and Future model enables pupils to evaluate and learn from other generations so that they can consider what their own and the future for the next generation could be like**. Every unit of work will use these drivers to enhance the learning opportunities for pupils.

Past, Present, Future		
Building the foundations for learning:		
Reading, Writing & Oracy	Mathematics	Science and The Arts
Developing 21 <sup>st</sup> Century Skills:		
Creativity	Critical Thinking & Problem Solving	Technology & Digital Literacy
Being aware of oneself:		
Healthy Minds and Bodies	Meta-cognition	Aspiration
Being aware of others:		
Diversity	Human Rights	Equity
Being aware of the world around them:		










Sustainability	Community & Collaboration	Global awareness
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## Ensuring our pupils are ready for the 21<sup>st</sup> Century world

For our pupils to successfully live, learn, and work in the 21st century, they must develop a range of skills and competencies in addition to core subject knowledge. To thrive in the modern workplace, pupils will need to be continuously learning and gaining new skills throughout their careers. The Fossebrook Curriculum therefore applies the dimensions of 21st Century Lesson Design (21CLD) to help our **pupils become flexible, adaptable, and lifelong learners.**

Domain	Summary
	In the Knowledge Construction dimension, learners are required to construct and apply knowledge. When learners apply their knowledge in new contexts, they practice critical thinking and learn how to adapt their current knowledge to new situations. Additionally, interdisciplinary learning activities help learners connect content to deepen their understanding.
	The Collaboration dimension develops learners' ability to work with others. They gain valuable negotiation skills by sharing responsibility and making substantive decisions together. When their work is interdependent, learners also learn the importance of teamwork.
	The Real-World Problem Solving and innovation dimension prepares learners for life in our ever-changing society. By working with problems without a previously learned solution, learners practice creative thinking and problem solving. When they're exposed to authentic, real-world problems, learners practice the same critical and creative thinking skills they will need when they enter the workforce. And, when learners implement their solutions in the real world, they gain confidence in their abilities to solve complex problems for specific audiences.
	In today's globally-connected and conflicted society, the Skilled Communication dimension is more important than ever. When we teach our pupils to support their communication and substantiate their claims with evidence, they develop the power to persuade others and create change. They practice the vital skill of flexible thinking by designing communications for specific audiences. By developing their communication skills, learners also gain insight into how others communicate with them and become more discerning when consuming information themselves.
	The Self-regulation Dimension prepares learners for the fast-paced and autonomous work environment of the 21st century. Learners practice executive functioning skills by planning, monitoring, and revising their work.



When learners use ICT for learning, they learn how to use the technology all around them for authentic, deep learning. They also develop marketable skills by working with a variety of tools to create ICT products for a real audience.

The future of work is far less predictable than it has been in the past. With emerging markets and constant change in the workforce, pupils won't have the same structure and stability that previous generations enjoyed. The skills they gain from practicing 21CLD dimensions will prepare them to navigate the unpredictable career paths to come.

## Contextualisation

At Fossebrook, we recognise that all schools have unique contexts. Therefore, whilst we have an aligned vision and implementation structure for our curriculum within the Trust, schools may choose to make some adaptations to the curriculum to meet the demographics of the pupils they serve or so that pupils learn about their local context.

### Local contexts:

- **Geographical variances** within the local area: e.g. Holmfield Park, Bradgate Park, Botanical Gardens, Space Centre, Smithland Woods, Leicester City museums and wildlife centres
- **Local history studies** should be planned for the locality of the school: Newarke museum, Newarke House, Belgrave House, Jewry Wall, King Richard III Centre etc
- **Local artists:** Jade Connolly, Tom Cubitt, Kerry Louise Bennett, Oli Mumby etc
- **Local businesses** which may choose to work with the school: COOP, local LFE library, doctors surgery, dental practise, fire service, police force, BBB Vets, Post Office.
- **Local feeder schools** such as the local secondary school and pre-school: Bosworth Academy, Winstanley, South Charnwood, Fulhurst, Brockington College

### Demographics:

- Pupils with SEND may choose to have specific programmes of support as advised by external agencies or as part of the provision identified on an EHCP, at Fossebrook we use the Birmingham Toolkit to assess and monitor the children's progress.
- Consideration for pupils with EAL and disadvantaged pupils will be planned for within the Fossebrook Curriculum. However, schools with high proportions of identified pupils with EAL



and disadvantage may need to consider how the curriculum implementation strategy can be adapted so that pupils can access and achieve the same outcomes as their peers. We are currently using the Bell Foundation Toolkit to assess, track and monitor pupils English fluency.

- The cultural diversity of our school is considered within the Fossebrook Curriculum. Pupils have the opportunity to research and learn about the lives of significant individuals from the past and present day from a range of contexts so that they can learn from people beyond their circle of influence. Classes may wish to personalise this further to support a particular class value or perspective.

### Pedagogy

- Promote best practise in pedagogy across the schools
- Based on credible research i.e. A Curious Curriculum, The Inclusive Classroom, Five Formative Assessment Strategies & Radical Candour
- Teaching and Learning strategy – this is used to support observations and feedback, teachers use it alongside the Walkthru Strategies and blended learning techniques.
- Core principles of pedagogy – 5 a day principles from EEF

## Implementation Statement

### How is our curriculum planned?

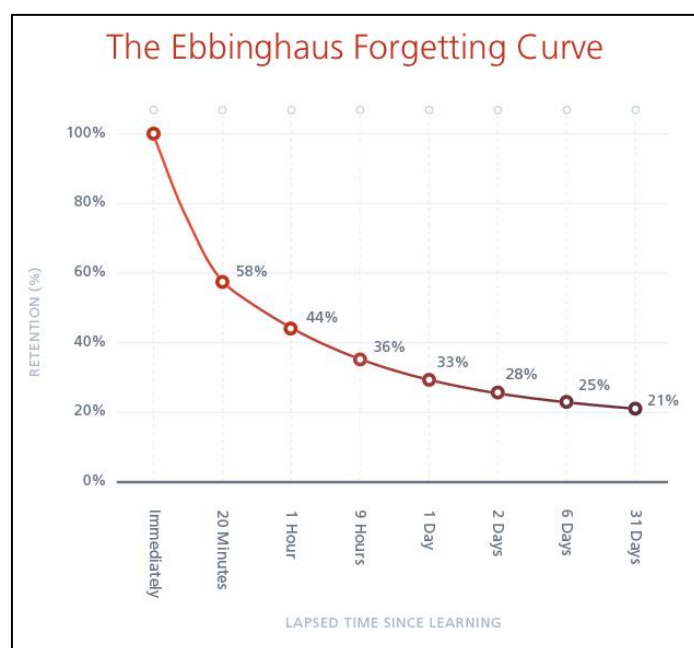
In order to ensure full coverage of the curriculum, teachers plan using Fossebrook progression documents which use the National Curriculum objectives for their year group as a starting point for learning. It is expected that every Fossebrook teacher will use their knowledge from assessment for learning to inform adaptations required for their individual class. Therefore, whilst the outcomes for units of work will be aligned, the learning journey for each class and year group within the school may look different.

The Discovery Curriculum Network Group, headteachers and teachers have worked collaboratively to look at how learning is sequential over time and builds on prior knowledge. **This has enabled the progression documents to have a spiralised approach to learning to ensure that pupils retain key facts and information that will support future understanding.**

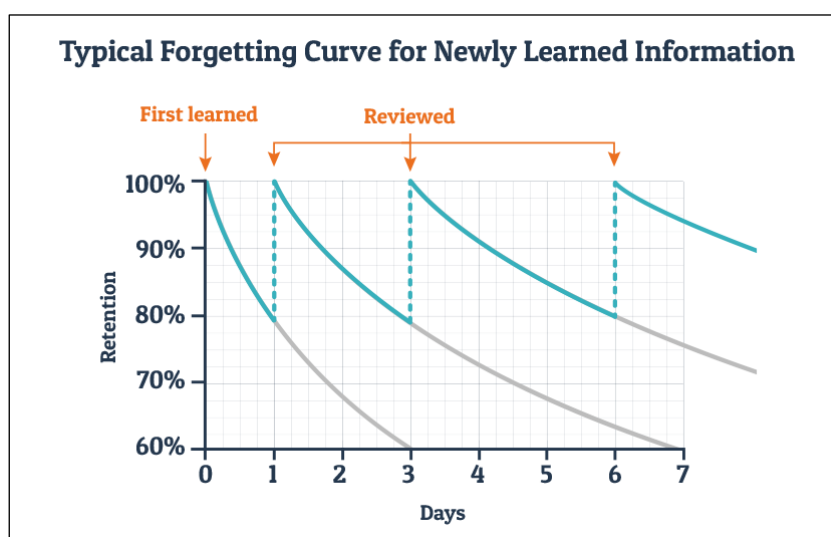




The Fossebrook curriculum has been written using cognitive science research to ensure that planning is designed in a way that maximises retention of knowledge. The Ebbinghaus Forgetting Curve research indicates that pupils will only retain 25% of the information that they learn after one week of learning it if there is not the opportunity for pupils to revisit the information.



However, if pupils do revisit the information, they are likely to retain information much more easily. **This will help our pupils to develop foundational knowledge that can then be built on sequentially so that pupils can make connections and organise their thinking more clearly.**





To support this theory, **non-core subjects are blocked to support interleaving content and opportunity for pupils to retrieve information regularly.**

Subjects taught within blocks may include:

- Art and Design
- Design and Technology
- History
- Geography
- Music
- RE
- Computing

At Fossebrook, we made the decision to teach Science every week so that we can develop children's exploratory and investigative skills. We aim to build practical scientific lessons into our curriculum to inspire the children to be the next generation of scientists.

By applying an 80% fixed content rule to the curriculum, leaders across the school and the Trust can begin to use the outcomes to moderate with each other and look at best examples of work to form portfolios of evidence.

This will support teachers across the Trust to look at best practise and consider how they can learn from one and other to celebrate successes and consider improvements for the next teaching cycle. Schools will have 8 weeks to plan their own themes in relation to the needs of their pupils and local area. Themed days and weeks are also incorporated into curriculum. These are designed to fit with national initiatives to highlight our curriculum subjects and provide opportunity for pupils to come together across the Trust to learn from one and other.

## Expectations for teaching

In Key Stage One, Fossebrook recognise that pupils need to explore and deepen their understanding of non-core subjects but also have the opportunity to apply their early reading, writing and mathematics skills effectively to ensure that pupils have the skills they need to access the curriculum at a deeper level in Key Stage Two.

The expectation is that pupils in Key Stage One have a minimum of two topic lessons per week. In Key Stage Two, this expectation is raised to a minimum of three lessons per week.



## Cognitive Science

[Cognitive science approaches in the classroom - A review of the evidence.pdf](#)  
[\(d2tic4wvo1iusb.cloudfront.net\)](#)

Cognitive science is being used increasingly to inform interventions, practice, and policy in education. Of particular interest to education has been research into motivation and reward, working memory and long-term memory, and cognitive load. Findings from two areas of cognitive science have been especially influential: cognitive psychology, which is underpinned by interpretive, behavioural, and observational methods, and cognitive neuroscience, which is underpinned by brain imaging technologies. Many theories of effective learning have been derived from these research areas, including:

- spaced learning—distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in ‘massed’ practice.
- interleaving—switching between different types of problem or different ideas within the same lesson or study session;
- retrieval practice—using a variety of strategies to recall information from memory, for example flash cards, practice tests or quizzing, or mind-mapping;
- strategies to manage cognitive load—focusing students on key information without overloading them, for example, by breaking down or ‘chunking’ subject content or using worked examples, exemplars, or ‘scaffolds’; and
- dual coding—using both verbal and non-verbal information (such as words and pictures) to teach concepts; dual coding forms one part of a wider theory known as the cognitive theory of multimedia learning (CTML)

### Revisiting content - spaced retrieval

Spaced practice spreads lessons and retrieval opportunities out over time. “When practice is distributed or spaced, a given amount of practice is divided across multiple sessions and not massed into one session.”

This means when deliberate practice in the lesson is distributed, the interval between the retrieval practice (quiz) should be spaced out between the most recent lesson. The research is clear on this – teaching in this way supports long-term retention.

For example, if a number of facts are studied on Monday and Thursday and tested on a Friday, the retention interval (RI) equals one day. Note, the researchers state that “at very brief retention intervals, however, spaced practice may be no better or even worse than massed practice” (i.e. cramming).

Most importantly, your retrieval practice exercises are low stakes – they are not graded.





## **Journey for learning**

Our journey for learning is based on the Fossebrook Footprints. As the children keep travelling through our curriculum the aim is for their footprints to be engrained into the memories like a well-trodden footpath on a coastal walk. The journey's for learning for any subject area are displayed on the classroom walls, in the children's books and on the class teams platforms. This way they can be accessed anywhere, anytime. Every moment matters when the children are learning so they need to know at any given time where they are on that journey whether it be maths, English or a history lesson. The journeys also allow for adaption which offers support and challenge. We call this walking alongside (support) or stepping up (challenge).

## **Assessment opportunities**

Assessment opportunities come in many forms at Fossebrook. They can be simple in the moment observations or feedback opportunities. We make sure that pupil voice is strong at Fossebrook, and we listen to the children's ideas, feedback, and thoughts. We try to make assessment as efficient as possible therefore we use digital platforms such as Century Tech, Accelerated Reader, TTRS, Numbots, Kahoot, Microsoft Forms, Flip, Teams and Tapestry. These apps and platforms provide the teachers with instant results from quick quizzes. This means the teachers spend time analysing the data and considering the gaps in learning rather than marking test papers.

## **How do we challenge our pupils?**

The Fossebrook Curriculum provides learning challenges throughout the academic year that will require pupils to experience their learning, solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum. Progression maps include greater depth knowledge statements so that learning for pupils working at Greater Depth provides opportunity to develop deeper interconnected conceptual understanding.

Project-based learning will also provide the opportunity for pupils to apply their knowledge and skills in a variety of ways to enable connections to be made within concepts. The opportunity to present findings, work collaboratively with others and apply their critical thinking skills will also support pupils in mastering and deepening their learning.

## **Enrichment**

Fossebrook is committed to providing a wide educational offer for all pupils. Long term planning will showcase a range of ways that the school can enhance the learning through resource content, digital hardware (such as VR headsets and 3D printers) and the use of blended technology to provide access to asynchronous specialist teaching content to support lessons.

Fossebrook also offers a variety of activities for pupils such as school trips, visiting and receiving specialists and themed days and weeks. The use of Teams has also enabled pupils to come together between schools



in the Trust. For example, in the Discovery Trust Pupil Parliament, ASHA ambassadors programme and the Ministry of the Future.

The Trust allows the schools to come together to celebrate learning through the following events:

- **Pupil conference**
- **IT Olympiads**
- **Celebrating success**
- **Awards Night**
- **Exhibitions**
- **Microsoft Showcase Events – Open Days**
- **Esports**
- **Saturday morning clubs – esports, music, craft, dance and sport**

## Fossebrook Primary School Curriculum

Curriculum of Global Discovery

### OUR CURRICULUM

#### What are we aiming to achieve?

##### Our Mission

At Fossebrook Primary School we ensure that all children achieve their very best and foster high aspirations for themselves and their families. Our ethos is firmly rooted in our belief in providing the best opportunities for all of our pupils and Fossebrook is:

- A place of discovery and wonder, full of happy, inquisitive children, who love learning and who are determined to do their best and try new things.
- A place where we pursue high academic standards but also provide a well-balanced education, where children are given an opportunity to discover talents across the whole curriculum including in technology, The Arts, PE & Sport.
- A place where aspiration is key: every child will be encouraged and given their chance to shine regardless of ability or circumstances. Mistakes are welcomed as opportunities for new learning and understanding.
- A place where learning is for all: our parents and community are welcome as our key learning partners in enabling children and families to flourish. Our inclusive ethos is to recognise each child's individual talents. We want children at Fossebrook to have memorable learning experiences that fully prepares them for future success.



## Drivers

*Life-long learning:* To build cultural capital so our children to develop the skills, concepts and knowledge needed for life. To be aspirational. To be able to make meaningful connections and understand themselves and the world they live in. To be curious, to want to know more and to be open to new ideas. To develop core behaviours of resilience, respect, articulacy, independence, wellbeing and creativity. To be able to rise to the challenges of life and be fully prepared for the future.

*Technologically able:* For our children to be technically competent and resourceful and able to use technology to learn, communicate and adapt to the demands of the modern world. To understand how to use technology safely and responsibly to meet the future with confidence.

*Well balanced education:* For our children to experience a rich and broad curriculum that brings learning to life through real-life experiences, visits and visitors. All children are entitled to access the whole curriculum entitlement and will be supported to do this. Whole school celebrations of different faiths and cultures and theme days bring learning to life and allow us to share our diversity in a climate of celebration and respect.

*Social and Community:* For our children to form positive relationships enhanced through a strong SRE curriculum. To be able to manage their own behaviour and feelings and to self-regulate. To know and understand about their family and different families and their place in the local and wider community. To be charitable, democratic and law abiding citizens.

*Health and Wellbeing:* For our children to know how to keep themselves safe and to learn how to manage risk. To be able to make choices which promote a healthy body and healthy mind Our children will have respect and tolerance for themselves and others.

*Enterprise:* For our children to know how to work towards a project of value or importance. All children will take part in a fund-raising venture for school or a chosen charity. For our children to be environmentally aware and take action to build a sustainable future.

## Intrinsic Values

Fossebrook Primary School recognises that each and every child in our school is unique and has their own interests, strengths and areas for development.

We believe that every child should:

- have a truly inclusive curriculum that values and celebrates the contributions of all cultures and faiths to our rich heritage and encourages all children to believe that they too can make a difference in the future
- have access to high quality teachers, resources and first-hand experiences that provide stimulating and exciting lessons
- receive a curriculum that is grounded in current educational research into what works best for our pupils based on our school context





- be involved in the learning journey and have the opportunity to co-construct learning with their teachers
- have purposeful outcomes for learning
- have regular opportunity to develop their oracy skills and be confident speakers
- receive regular feedback to help children know and understand what they do well and what will help them to improve further
- visit places to set our learning in 'real life contexts' and spark interest or help to consolidate their understanding of a concept
- have opportunities to learn beyond the classroom
- develop their understanding of local, national and global issues and how they can help to improve those issues both now and as adults
- know that learning never stops and have a desire to continue their learning independently of school and in their future
- have regular opportunity throughout the curriculum to develop their learning characteristics so that pupils are resilient, creative, articulate, respectful, independent and can look after their own well-being as well as

**What is the body of knowledge and skills which will form the extent of the curriculum?**

### English and Maths Knowledge and skills

**Content:** National Curriculum Content

**English:** Reading, writing GPS, handwriting, speaking, listening, vocabulary

**Maths:** Number, calculation, measurement, fractions, decimals, geometry, algebra, problem solving

### Subject Specific, Knowledge and Wider, Curriculum Skills

**Content:** National Curriculum Content

Science, D&T, RE, Music, Geography, History, Art & Design, PSHE, MFL, PE

### Personal Skills

**Content:** Route to Resilience

Resilience, creativity, articulacy, independence, wellbeing, respect, perseverance

### Fossebrook Values

**Be Creative:** Find new ways of learning, Express yourself, Develop new ideas



**Remember:** See patterns, Memory techniques, Transference of learning

**Show Respect:** Demonstrate manners, Treat everyone with fairness, Celebrate diversity

**Collaborate:** Create relationships, Adapt and flex, Effective teamwork

**Be Curious:** Question, Investigate, Diver deeper

**Have Courage:** Bounce back, Accept change, Be persistent

We also believe in the values of: Teamwork, leadership, community, honesty, self-reliance, British values, communication, critical thinking, curiosity, collaboration

### Wider Curriculum Topic Organisation

At Fossebrook, termly topics are organised into exciting themes within each year group which helps to submerge children into their learning. The topic is carefully designed to ensure a clear learning journey which focuses deeply on the relevant curriculum areas. This learning journey will include:

- Previous learning, knowledge, and experiences which new learning will be linked to and built upon
- The curriculum areas and the specific National Curriculum coverage
- Knowledge that will be acquired
- Skills that will be learnt or developed
- Vocabulary which will be learnt
- Engagement opportunities and planned trips or visitors
- The key learning characteristics which will be developed
- Plans for retention of learning (quizzes, games, retrieval practice)
- Ways to display and showcase learning at the end of the topic
- A purposeful outcome for the topic (this may be cross-curricular)



## Application of our Curriculum

### Curriculum Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	All About Me	Autumn Adventure	Our World	Traditional Tales	Journeys	Growing and changing
<b>Year 1</b>	This is me		Secret Garden		Weather	
<b>Year 2</b>	London's Burning		Location, location, location		Rainforests	
<b>Year 3</b>	In My Element		The Ground Beneath my Feet		It's all Green to me!	
<b>Year 4</b>	World of Water		What did the Roman's do for Leicester?		Inside Out!	
<b>Year 5</b>	Planet Earth		Home from home (Vikings)		Egyptians	
<b>Year 6</b>	A Child's War		Discovery and Exploration		My Heart in Mexico	

## Application of our Curriculum

### *How is the curriculum carefully planned and implemented?*

Fossebrook's curriculum is embedded securely and consistently across the school. Series of lessons are carefully sequenced, based on the progression of knowledge and skills, contributing to our curriculum intent being well delivered.

The next few pages share the detailed planning and intent for each topic, focusing on two main subject areas. This ensures each subject is learnt in depth.

Each subject has been carefully sequenced to ensure progression throughout the school and improves standards as children build on prior learning each year. Teachers revisit and build upon previously taught content to ensure recall and support pupil progress.





## Topic Planning Overviews

### Year 1

Year 1 Planning Overview			
	Autumn	Spring	Summer
Topic title	This is me!	Secret Garden	Weather
<b>Drivers (past present future)</b>	<b>Past:</b> What was I like as a baby? Where did I live? <b>Present:</b> How have I changed? How has where I live changed? <b>Future:</b> What does my future look like?	<b>Past:</b> How have gardens changed over time? <b>Present:</b> What does my garden look like? What is happening to our wildlife in our garden? <b>Future:</b> How can we make sure that the wildlife in our gardens has a place to live?	<b>Past:</b> Why was the weather so important to people in the past? <b>Present:</b> How have the seasons changed in this country? <b>Future:</b> How can we use the weather to help us?
<b>Global themes covered</b>	<b>Aspiration</b> – What do I want to be when I am older? <b>Being Healthy</b> – How can I take care of my mind and body?	<b>Environment</b> – What is your local environment like? <b>Human Rights</b> – Should everyone have the right to a green space?	<b>Technology</b> – wind, sun, water power (overview – recovered later) <b>Equity and Diversity</b> – how can we help people who are affected by the weather?
<b>Charity Link</b>	<i>Asha India</i>		
<b>Visit / experience linked to the topic</b>	Local Walk	Garden Centre Botanical Gardens (Leicester)	E.g Green screen for weather report
<b>Hook</b>	<i>Personalised by school</i>		
<b>Overall outcome for topic (showcase)</b>	Example- Oracy: present to a friend in their partner school about what they are like, where they live and what they want to be when they are older	Example- Create a small world mini garden for a fairy/ pixie/ gnome with a parent	Example- Use their subject outcomes to play the game 'Guess the Season' with their partner class
<b>Key Text suggestions</b>	<ul style="list-style-type: none"> <li>Three Little Pigs</li> <li>Rapunzel</li> <li>Goldilocks and the Three bears</li> <li>Jolly Postman at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>The Tiger who Came for Tea</li> <li>There's a Tiger in my Garden</li> <li>The Tiny Seed</li> <li>The Big book of Blooms</li> <li>Oliver's Vegetables</li> <li>The Big Book of Bugs</li> <li>Where does my food come from?</li> </ul>	<ul style="list-style-type: none"> <li>Once upon a Raindrop</li> <li>Little Cloud</li> <li>The Gingerbread Man</li> </ul>



		<ul style="list-style-type: none"> <li>• Superworm</li> </ul>	
<b>English/Phonics examples</b>	<ul style="list-style-type: none"> <li>• RWI phonics</li> <li>• Get writing format lessons (not get writing books)</li> <li>• Topic application write once per week</li> <li>• Colourful Semantics</li> </ul>		<ul style="list-style-type: none"> <li>• The Write Stuff units</li> <li>• Phonics</li> <li>• Colourful Semantics</li> </ul>

## Year 2

	Year 2 Planning Overview		
	Autumn	Spring	Summer
Topic title	London’s Burning!	Location, Location, Location New Delhi – ASHA/ Leicester	Rainforests
Drivers (past present future)	<b>Past:</b> What happened during the Great Fire of London? <b>Present:</b> How are buildings more protected from fire? (sprinklers, smoke alarms, materials for building) <b>Future:</b> How can we prevent fires from happening?	<b>Past:</b> How did we discover the continents and oceans of the world? (link to y6) <b>Present:</b> How do we know about the world today? (link to tv, internet etc) <b>Future:</b> What do we think the world would be like if everyone had shelter and could go to school?	<b>Past:</b> What were the rainforests like in the past? <b>Present:</b> Why are the rainforests shrinking? <b>Future:</b> How can we save the rainforests for future generations?
Global themes covered	<b>Technology</b> – how can technology help to keep us safe from fire? <b>Being Healthy</b> – Are some breads healthier than others?	<b>Human Rights</b> – everyone has the right to shelter and education – ASHA link <b>Aspiration</b> – how does school help us to get ready for a job?	<b>Environments</b> – The amazon are the lungs for the earth, what does that mean? <b>Equality and Diversity</b> – why do they cut the forest down? Do we need palm oil? Link to farming
Charity Link	Personalised by school		
Visit/ experience linked to the topic	E.g. Warburtons Burning of the replica	E.g Temple – Melton Road ASHA talk from David Briggs/ Talk with Shiv	E.g Animal Experience (reptiles) School birdhouse
Hook	Personalised by school		
Overall outcome for topic (showcase)	Personalised by school	Personalised by school E.g Parent event with enterprise project (sale)	Personalised by school



	E.g Who's house is this gameshow with parents - guess the house from the clues.		E.g Parent event: presentation to parents on the products that use palm oil and why they should use other things leading to making soap
Key Texts suggestions	<ul style="list-style-type: none"> <li>• Vlad and the Great Fire of London</li> <li>• Samuel Pepys Diary</li> <li>• All through London Poem</li> <li>• The Great Fire of London (non-fiction)</li> </ul>	<ul style="list-style-type: none"> <li>• Grandad's island (topic book)</li> <li>• George's marvellous medicine</li> <li>• The Twits</li> <li>• Dear Greenpeace (letter writing: revisit y1 letters)</li> <li>• Meerkat Mail (letter/postcard writing)</li> <li>• Little Red Riding Hood was Rotten</li> <li>• The Big Bad Pig</li> <li>• The Same but different</li> <li>• The Tiger Skin Rug</li> </ul>	<ul style="list-style-type: none"> <li>• The diary of a killer cat.</li> <li>• The Hodgeheg</li> <li>• Fantastic Mr Fox</li> <li>• Dear Greenpeace</li> <li>• Handa's Surprise</li> <li>• The Green, Green Forest</li> </ul>
English/Phonics Examples	<p><b>Colourful Semantics (till half term):</b> descriptive writing (characters and settings) linking to Literacy Shed</p> <p><b>TfW poetry</b> – learn a poem to perform</p> <p><b>Recount</b> (Samuel Pepys Diary)</p> <p><b>Instructions</b> – how to make bread</p> <p><b>Drama</b> – Christmas Show</p>	<p><b>Posters (non-chorological report)</b> about Leicester to send to children in India – linking to Same but Different book</p> <p><b>Narrative</b> – retelling a story (looking at planning – story maps and mountains)</p> <p><b>Recount</b> – trip to Melton Road</p>	<p><b>Twisted Tales</b> – focusing on settings</p> <p><b>Letter</b> to naturalist</p> <p><b>Acrostic poem</b> – RAINFOREST</p> <p>Information text – Headings and diagrams to support parent event</p>









## Year 3

Year 3 Planning Overview			
	Autumn	Spring	Summer
Topic title	In My Element	The Ground Beneath my Feet	It's all Greek to me!
<b>Drivers (past present future)</b>	<b>Past:</b> Why were elements/ materials important in the past? How have they helped us to live better lives? <b>Present:</b> What materials do we need to survive and why are we beginning to consider alternatives? (coal, gold etc) – link to Smart Meter <b>Future:</b> What would happen if we run out of resources? How can we prevent this?	<b>Past:</b> Pompei - what did we learn from the disaster? <b>Present:</b> Current natural disasters: Reykjavik volcano and the impact of the Ash Cloud <b>Future:</b> How are buildings constructed to protect themselves from natural disasters and how might this affect the way buildings look in the future.	<b>Past:</b> The right to vote: how did the vote change from being only available for men? <b>Present:</b> What is the UK voting system like? How do we have a voice? <b>Future:</b> How can we give everyone a voice? What new ways might be developed to help people to vote?
<b>Global themes covered</b>	<b>Aspiration: how to better ourselves</b> <b>Equity and Diversity: linking to Iron Man text</b>	<b>Environment:</b> Positive and negative effects of modern- day life on the environment <b>Technology: house design</b>	<b>Human Rights : Democracy</b> <b>Being Healthy: Olympics (Health and Fitness)</b>
<b>Charity Link</b>	<i>Personalised by school</i>		
<b>Visit/ experience linked to the topic</b>	E.g Bradgate Park: ranger talk on Stone Age	E.g Creswell Crags visit (social distancing dependent)	E.g Greeks workshop
<b>Hook</b>	<i>Personalised by school</i>	<i>Personalised by school</i>	<i>Personalised by school</i>
<b>Overall outcome for topic (showcase)</b>	<i>Personalised by school</i> Make promotional materials for parents about saving natural resources – recycle, reuse, reduce	<i>Personalised by school</i> Letter to architect/ scientists to help them to build successful skyscrapers to survive disasters	<i>Personalised by school</i> Archaeological dig – piece together pictures or pieces of pottery to make a Greek Vase. Research what period and place this could be from. What do they think it was used for? Do we use the same thing today? Leads into designing their own vase. Mantle of the Expert – The Young Soldier



<b>Key Texts suggestions</b>	<b>The Iron Man</b> The Stone Age Boy How to wash a woolly mammoth	The Pebble in my Pocket Recount of natural disasters earthquakes and volcanoes Explanation text: How a volcano works	Aesop's fables/playscripts / myths and legends Short stories of myths and legends. Create their own mythical character and write a description. Comic strip About themselves/ transition to year 4 teacher. Non-fiction poster Olympics
<b>English/Phonics suggestions</b>	<b>Character description and settings</b> <b>Instructions:</b> How to wash a woolly mammoth <b>Narrative:</b> show not tell <b>Non-chronological report</b> about Present and Future driver	<b>Drama – Class Performance</b> <b>Explanation text:</b> How a volcano works <b>Letter:</b> to architect	<b>Narratives:</b> Myths and Legends <b>Report</b> – impact of Greeks on us today <b>Persuasion</b> – Linking to drivers (democracy)
<b>Writing purposes</b>	<div>  Writing to entertain            Writing to inform            Writing to persuade         </div>		
<b>Mathematics</b>			







## Year 4

### Year 4 Planning Overview

	Autumn	Spring	Summer
Topic title	World of Water	What did the Romans do for Leicester?	Insides Out!
Drivers (past present future)	<p><b>Past:</b> How was water used in the past? (Canals, water mills, steam power, hygiene)</p> <p><b>Present:</b> What are we doing to help our water stay clean?</p> <p><b>Future:</b> Where should buildings be built to ensure that they are protected from future weather issues? (Flooding/ food plains, coastal erosion).</p>	<p><b>Past:</b> Why did the Romans build roads?</p> <p><b>Present:</b> How are roads adapted to cope with the growing amount of traffic? (Traffic Survey)</p> <p><b>Future:</b> How will transport evolve in the future?</p>	<p><b>Past:</b> How were illnesses treated in the past?</p> <p><b>Present:</b> How far has medicine advanced (Covid 19 Vaccine)</p> <p><b>Future:</b> How can we stop future pandemics? (Covid, SARS, MERs, Ebola)</p>
Global themes covered	<p><b>Environment</b> – saving water</p> <p><b>Human Rights</b> – our right to have clean water</p>	<p><b>Technology</b> – inventions that have influenced the world today (baths, heating systems, aqueducts, roads)</p> <p><b>Aspiration</b> – how can we be innovators?</p>	<p><b>Being Healthy</b> – what we need to do to stay healthy and how do we adapt? (Covid link)</p> <p><b>Equity and Diversity</b> – how does society support equality and diversity</p>
Charity Link	<i>Personalised by school</i>		
Visit/ experience linked to the topic	<i>Personalised by school</i> e.g Improving a local area: Litter picking	<i>Personalised by school</i> e.g Theatre trip in Leicester & Jewry Walk Roman Baths, Peacock and Blackfriars Mosiac	<i>Personalised by school</i> e.g Day/ stay at Beaumanor – look how our bodies can do incredible things!
Hook	<i>Personalised by school</i> e.g Severn Trent – The World of Water (bus) – People come in to explain what happens to water after it goes down the sink	<i>Personalised by school</i> e.g Archaeological dig? Roman Day	<i>Personalised by school</i> e.g Technology Day: VR headsets? Inside the body vests? Egg experiment (eggs in different liquids) – teeth. Outside – lengths of the digestive system, measure and use chalk to show.
Overall outcome for topic (showcase)	<i>Personalised by school</i> Post box trip- Writing letters to supermarkets- reduce plastic waste campaign.	<i>Personalised by school</i> Look at future transport methods – design new system/transport type and do a dragon's den pitch to a panel	<i>Personalised by school</i> Design a 2-course meal and cook it for parents/ family to raise money for Water Aid.





<b>Key Text suggestions</b>	Oliver and the Sea wigs <i>The last Castaways</i>	Romans on the Rampage	Demon Dentist
<b>English/Phonics suggestions</b>	<b>Newspaper reports</b> – linking to news about water disasters <b>Persuasive Letters</b> – supermarkets to reduce plastic <b>Narrative</b> – how to hook the reader <b>Non-Chronological</b> – double page spread linking to Geography outcome	<b>Drama</b> – class assembly <b>Narrative</b> – cliff hangers <b>Recount</b> – linking to the trip <b>Poetry</b> – Haiku	<b>Narrative</b> – dialogue <b>Explanations</b> – digestive system <b>Instructions</b> – recipe for their meal
<b>Purposes for writing</b>	<div>  Writing to entertain            Writing to inform            Writing to persuade         </div>		
<b>Mathematics</b>			

## Year 5

Year 5 Planning Overview			
	Autumn	Spring	Summer
Topic title	Planet Earth	Home from home (Vikings)	Egyptians
<b>Drivers (past present future)</b>	<b>Past:</b> How did people use the sun, moon and stars in their everyday life? <b>Present:</b> How does the sun affect our everyday life? (time zones, 24 hour lifestyles, farming, daylight hours in different places) <b>Future:</b> How dangerous could the sun become? (sun itself, skin cancers etc, deserts, erosion, bodies of water drying up)	<b>Past:</b> Why did people invade other places? <b>Present:</b> Why do people migrate today? (jobs, war, famine, persecution) <b>Future:</b> Where will everyone go? (if our population continues to grow)	<b>Past:</b> How did the ancient Egyptians improve our world? <b>Present:</b> What has survived from the Ancient Egyptians that we still use today? <b>Future:</b> How will we be remembered? What will we still use in the future?



<b>Global themes covered</b>	<b>Environment</b> – importance of the sun <b>Being Healthy</b> – how can we protect ourselves from the sun?	<b>Human Rights</b> – Should everyone be able to move around freely? <b>Equity and Diversity</b> – How can everyone be given an equal chance?	<b>Technology</b> – What advances did the Egyptians give us <b>Aspiration</b> – What legacy do you want to leave behind?
<b>Charity Link</b>	<b>Personalised by school</b>		
<b>Visit/ experience linked to the topic</b>	<b>Personalised by school</b> Eg Trip to National Space Centre	<b>Personalised by school</b> Eg hire actors in – re-enactment, artefacts. Viking school visits.com	<b>Personalised by school</b> Eg British Museum Visit & theatre trip (Joseph and his technicoloured dreamcoat) London
<b>Overall outcome for topic (showcase)</b>	<b>Personalised by school</b> Presentation on how people can protect our planet (linking to what might happen if our planet is uninhabitable in the future – 50 minutes to save the world <a href="https://www.youtube.com/watch?reload=9&amp;v=wthTmQHmuZ0">https://www.youtube.com/watch?reload=9&amp;v=wthTmQHmuZ0</a>	<b>Personalised by school</b> Write a letter to MEP to share their thoughts about their future freedom to be able to travel and settle where they desire. (COVID, Brexit, Immigration links)	<b>Personalised by school</b> Create a 3D pyramid time capsule to house artifacts from now that children think would help people in the future know about our lives today
<b>Hook</b>	<b>Personalised by school</b>	<b>Personalised by school</b>	<b>Personalised by school</b>
<b>Key Text suggestions</b>	Cosmic- Frank Cottrell Ask an Astronaut: My guide to life in space	How to train a dragon Viking Boy by Tony Bradman	Secrets of a Sun King by Emma Carroll My mummy ate my homework by Thiago de Moraes
<b>English/Phonics suggestions</b>	<b>Persuasive presentation – Non-Chronological report</b> – Planet Earth <b>Biography</b> – one of the main characters in Cosmic <b>Narrative</b> – fantasy stories	<b>Letters</b> – linked to overall topic outcome <b>Discussion report – history outcome</b> <b>Narrative</b> – starting with the action	<b>Explanation</b> – History outcome <b>Drama</b> – class assembly <b>Poetry</b> – narrative poetry <b>Recount</b> – Howard Carter's diary
<b>Writing Purposes</b>	Writing to entertain            Writing to inform            Writing to persuade            Writing to discuss		
<b>Mathematics</b>			








## Year 6

Year 6 Planning Overview			
	Autumn	Spring	Summer
Topic title	A Child's War	Discovery and Exploration	My heart in Mexico
Drivers (past present future)	<b>Past:</b> What was the impact of WWII on the lives of children? <b>Present:</b> How is war impacting the lives of children today? <b>Future:</b> How can we protect future children from war?	<b>Past:</b> What discoveries were made when explorers first travelled the worlds <b>Present:</b> Who are our modern-day explorers and where do they explore? (link to space y5) <b>Future:</b> Where will humans go next and how will we evolve?	<b>Past:</b> What did we learn from the Mayans? (Pok-a-tok, chocolate, calendar, gods etc) <b>Present:</b> How has life changed for people from this area? (Mexico) <b>Future:</b> The Mayans ended due to draught. How can we stop this from happening to others?
Global themes covered	<b>Equity and Diversity</b> – why are people not treated equally? (persecution) <b>Human Rights</b> – everyone has the right to be free	<b>Environment</b> – What can we do to help our environment? (icecaps) <b>Aspiration</b> – What are your aspirations? No limits	<b>Being Healthy</b> – Healthy heart <b>Technology</b> – clocks, building, chocolate
Charity Link	<i>Personalised by school</i>		
Visit/ experience linked to the topic	Eg Holocaust Centre – Joint? Residential – Bude	Eg West End Theatre – The Lion King & Natural History Museum	Eg Warning Zones
Overall outcome for topic (showcase)	<i>Personalised by school</i> Eg Presentation to parents to share my project	<i>Personalised by school</i> Eg Create an animation to show evolution of man over time including how they think our bodies will evolve in the future	<i>Personalised by school</i> Eg Pop-up gallery showcasing topic
Hook	<i>Personalised by school</i>	<i>Personalised by school</i>	<i>Personalised by school</i>
Key Text suggestions	Goodnight Mister Tom Once Rose Blanche Anne Frank Otto Autobiography of a Bear Letters from the Lighthouse	The Explorer Boy in the Tower Ice Trap Shackleton's Journey Inside the Beagle The Origin of Species	Wonder Some Places more than others Rain player The Maya Infographics The Chocolate Tree The Great Kapok Tree





	Carrie's War The Lion and the Unicorn Our Castle by the Sea	Charles Darwin Around the World Adventure Island Moth	The Corn Grows Ripe The History detectives: Mayan Civilisation
<b>English/Phonics Suggestions</b>	<b>Newspaper</b> – related to war Explanation Historical story (Otto Autobiography of a Bear or the Arrival) Narrative alternative ending (Rose Blanche)	Poetry mountains (Dreadful Menace Literacy Shed) Newspaper Ernest Shackleton (Shackleton's journey) Discussion on endangered animals (Can We Save the Tiger?) Narrative on nature (The promise) Charles Darwin Biography	Diary (Day of The Dead Festival) Persuasive letter (Little Freak Literacy Shed) Essay (Rain Player) <b>Poetry transition (Some place more than others)</b>  <b>Drama</b> – production
<b>Writing Purposes</b>	   		
<b>Mathematics</b>			



## Examples of Subject Progression Maps

### Science

#### Science progression of knowledge and skills

This document shows the Science learning journey for pupils from EYFS to Year 6. The knowledge, skills and greater depth statements are colour coded to show which term the children will learn the knowledge and skills using: **blue for Autumn term**, **green for Spring Term** and **orange for Summer Term**. Additional details about the learning journey can be found in the year group 'Big Ideas' documents.

#### Biology

	National Curriculum – Early Learning Goals	Granular Knowledge	Greater Depth	Vocabulary
EYFS	<ul style="list-style-type: none"><li>Children know about similarities and differences in relation to places, objects, materials and living things</li><li>They talk about the features of their own immediate environment and how environments might vary from one another</li><li>They make observations of animals and plants and explain why some things occur, and talk about changes</li></ul>	<ul style="list-style-type: none"><li>I can recognise and discuss similarities and differences in environment, animals and living things.</li><li>I can name some environments, animals and plants.</li><li>I can name some parts of my body</li><li>I can show care and concern for all living things.</li><li>I can make observations of animals and plants and explain why some things occur and talk about changes.</li><li>I can eat a range of food and identify healthy foodstuff.</li><li>I can explore and describe my environment through my senses</li><li>I can talk about how to stay healthy through physical exercise and healthy eating</li><li>I can talk about and show some ways of keeping my body safe</li><li>I can care for plants and animals in my environment and know how to keep them healthy</li></ul>	<ul style="list-style-type: none"><li>I can identify that the environment and living things are influenced by human activity.</li><li>I can sort animals by their features and make links to their habitat</li></ul>	
Year 1	<p><b>Animals, including humans - Pupils should be taught to:</b></p> <p><b>Autumn Term Block 1:</b></p> <ul style="list-style-type: none"><li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul> <p><b>Spring Term Block 1:</b></p> <p><b>Plants - Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li><li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul> <p><b>Spring Term Block 2</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li></ul>	<p><b>Animals, including humans</b></p> <p><b>Autumn Term Block 1:</b></p> <ul style="list-style-type: none"><li>I can name the parts of the human body that I can see</li><li>I can name the parts of the human body and link them to their senses</li><li>I can discuss what they can see, touch, smell, hear or taste</li><li>I can sort living and non-living things</li></ul> <p><b>Spring Term Block 1:</b></p> <ul style="list-style-type: none"><li>I can name a variety of common wild and garden plants</li><li>I can name the petals, stem, leaf and root of a plant</li><li>I can name the roots, trunk, branches and leaves of a tree</li></ul> <p><b>Spring Term Block 2</b></p> <ul style="list-style-type: none"><li>I can name a variety of animals including fish, amphibians, reptiles, birds and mammals</li><li>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>I can name and compare the bodies of different animals</li><li>I can classify animals by what they eat (carnivore, herbivore and omnivore)</li><li>I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals)</li></ul>	<p><b>Autumn Term Block 1:</b></p> <ul style="list-style-type: none"><li>I can name some parts of the human body that cannot be seen</li></ul> <p><b>Spring Block 1:</b></p> <ul style="list-style-type: none"><li>I can begin to classify animals according to a number of given criteria</li><li>I can begin to describe what each part of a plant does (e.g. roots, stem, leaves, petals, pollen) on a range of plants</li><li>I can point out differences between living things and non-living things</li></ul> <p><b>Spring Term Block 2:</b></p> <ul style="list-style-type: none"><li>I can say why certain animals have certain characteristics</li><li>I can name a range of wild animals</li></ul>	<p><b>Plants</b></p> <p>Leaves, trunk, branch, root, seed, bulb, flower, stem, wild, garden, deciduous, evergreen</p> <p><b>Animals including humans</b></p> <p>Amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, sight, hearing, touch, taste, smell, head, neck, ear, mouth, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, teeth, elbow</p>
Year 2	<p><b>Summer Term Block 1:</b></p> <p><b>Animals, including humans</b></p>	<p><b>Summer Term Block 1:</b></p> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"><li>I can order the basic stages in a life cycle for animals, including humans</li></ul>	<p><b>Summer Term Block 1:</b></p> <ul style="list-style-type: none"><li>I can explain that animals reproduce in different ways</li></ul>	<p><b>Plants</b></p> <p>Leaves, trunk, branch, root, seed,</p>

#### Science Progression of Skills

#### Science progression of knowledge and skills

<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>notice that animals, including humans, have offspring which grow into adults</li><li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li></ul> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Summer Term: Block 2</b></p> <p><b>Living things and their habitats</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>explore and compare the differences between things that are living, dead, and things that have never been alive</li><li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li><li>identify and name a variety of plants and animals in their habitats, including microhabitats</li><li>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.</li></ul>	<ul style="list-style-type: none"><li>I can describe the importance of exercise for humans</li><li>I know what a balanced diet is</li><li>I can explain what good hygiene is</li><li>I can explain the basic stages in a life cycle for animals, including humans</li><li>I can describe what animals and humans need to survive</li><li>I can describe why exercise, a balanced diet and good hygiene are important for humans</li></ul> <p><b>Summer Term: Block 2</b></p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"><li>I can identify and name plants and animals in a range of habitats</li><li>I can match living things to their habitat</li><li>I can identify things that are living, dead and never lived</li><li>I can name plants and animals in a range of habitats</li><li>I can name some different sources of food for animals</li><li>I know what the word habitat means</li><li>I can describe how a specific habitat provides for the basic needs of things living there (plants and animals)</li><li>I can describe how animals find their food</li><li>I can explain a simple food chain</li></ul>	<p><b>Summer Term Block 2:</b></p> <ul style="list-style-type: none"><li>I can name some characteristics of an animal that help it to live in a particular habitat</li><li>I can describe what animals need to survive and link this to their habitats</li><li>I can describe what plants need to survive and link it to where they are found</li></ul>	<p>bulb, flower, stem, wild, garden, deciduous, evergreen, observe, grow, compare, record, temperature, predict, measure, diagram, germinate, warmth, sunlight.</p> <p><b>Animals including humans</b></p> <p>Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, seashore, woodland, ocean, rainforest, conditions, desert, damp, shade,</p> <p><b>Living Things &amp; their Habitats</b></p> <p>Living, dead, never alive, habitats</p>
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## Chemistry

	National Curriculum – Early Learning Goals	Granular Knowledge	Greater Depth	Vocabulary
EYFS	<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things</li> <li>They talk about the features of their own immediate environment and how environments might vary from one another</li> <li>They make observations of animals and plants and explain why some things occur, and talk about changes</li> </ul>	<ul style="list-style-type: none"> <li>I can identify some materials (metal, paper, plastic)</li> <li>I can identify similarities and differences between materials</li> <li>I can sort materials using my own classifications</li> <li>I can say which materials are best for a purpose (to be waterproof, for strength, for magnetism etc)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the properties of some materials</li> <li>I can suggest some of the purposes materials are used for.</li> </ul>	
Year 1	<b>Spring Term: Block 4</b> <b>Everyday Materials - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<b>Spring Term: Block 4</b> <b>Everyday materials</b> <ul style="list-style-type: none"> <li>I know what a material is</li> <li>I can distinguish between an object and the material it is made from</li> <li>I can describe the properties of everyday materials</li> <li>I can name wood, plastic, glass, metal, <del>water</del> and rock</li> <li>I can explain the materials that an object is made from</li> <li>I can group objects based on the materials they are made from</li> </ul>	<b>Spring Term: Block 4</b> <ul style="list-style-type: none"> <li>I can distinguish between an object and the material from which it is made</li> <li>I can describe materials using their senses, using specific scientific words</li> <li>I can explain what material objects are made from</li> <li>I can explain why a material might be useful for a specific job</li> <li>I can name some different everyday materials e.g. wood, plastic, metal, <del>water</del> and rock</li> <li>I can sort materials into groups by a given criteria</li> <li>I can explain how solid shapes can be changed by squashing, bending, <del>twisting</del> and stretching</li> </ul>	Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque
Year 2	<b>Autumn Term: Block 4</b> <b>Uses of everyday materials - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, <del>paper</del> and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, <del>twisting</del> and stretching.</li> </ul>	<b>Autumn Term: Block 4</b> <b>Uses of everyday materials</b> <ul style="list-style-type: none"> <li>I know and can identify the name a range of materials, including wood, metal, plastic, glass, brick, rock, <del>paper</del> and cardboard</li> <li>I can use properties of a range of materials to sort them</li> <li>I can explore how shapes can be changed by squashing, bending, <del>twisting</del> and stretching</li> <li>I can suggest why a material might or might not be used for a specific job</li> </ul>	<b>Autumn Term: Block 4</b> <ul style="list-style-type: none"> <li>I can describe the simple physical properties of a variety of everyday materials</li> <li>I can compare and group together a variety of materials based on their simple physical properties</li> <li>I can find out about people who developed useful new materials (John Dunlop, Charles Macintosh, John McAdam)</li> <li>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, <del>paper</del>, cardboard for particular uses</li> </ul>	Waterproof, fabric, rubber, cars, rock, paper, cardboard, wood, metal, plastic, glass, brick, twisting, squashing, bending, matches, cans, spoons,
Year 3	<b>Spring Term: Block 3</b> <b>Rocks - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul>	<b>Spring Term: Block 3</b> <b>Rocks - Pupils should be taught to</b> <ul style="list-style-type: none"> <li>I know what a fossil is</li> <li>I can describe how fossils are formed in simple terms</li> <li>I can describe how soil is made from rocks and organic matter</li> <li>I can identify some of the properties of rocks and soils</li> <li>I can compare and group rocks based on their appearance and physical properties, giving a reason</li> </ul>	<b>Spring Term: Block 3</b> <b>Rocks - Pupils should be taught to</b> <ul style="list-style-type: none"> <li>I can classify igneous and sedimentary rocks</li> <li>I can begin to relate the properties of rocks with their uses</li> </ul>	Rocks, igneous, metamorphic, sedimentary, anthropic, permeable, impermeable, chemical fossil, body fossil, trace fossil,





## Physics

	National Curriculum – Early Learning Goals	Granular Knowledge	Greater Depth	Vocabulary
EYFS	<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things</li> <li>They talk about the features of their own immediate environment and how environments might vary from one another</li> <li>They make observations of animals and plants and explain why some things occur, and talk about changes</li> </ul>	<ul style="list-style-type: none"> <li>I can explore and question the relationship between physics and the world around me, through my play (water- sinking and floating, construction- forces etc)</li> <li>I can find and use resources to explore light and magnetism</li> <li>I can dress appropriately for the weather</li> <li>I can observe and comment on changes in the environment and from my explorations</li> <li>I can recommend clothing depending on the season</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss basic scientific concepts such as floating, sinking, experimentation.</li> <li>I can give simple explanations.</li> </ul>	
Year 1	<b>Summer Block 2</b> <b>Seasonal Changes - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<b>Summer Block 2</b> <b>Seasonal changes</b> <ul style="list-style-type: none"> <li>I know what the weather is</li> <li>I can suggest the type of weather in each season</li> <li>I can name the seasons</li> <li>I can observe and comment on changes in the seasons</li> </ul>	<b>Summer Block 2</b> <ul style="list-style-type: none"> <li>I can observe and describe how day length varies</li> <li>I can observe four seasons</li> <li>I can name the four seasons in order</li> <li>I can observe and describe weather associated with the seasons</li> </ul>	Seasons, spring, summer, autumn, winter, windy, sunny, overcast, snow, rain, temperature
Year 2	NA	NA	NA	
Year 3	<b>Autumn Term: Block 2</b> <b>Light - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul> <b>Autumn Term: Block 4</b> <b>Forces and magnets - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<b>Autumn Term: Block 2</b> <b>Light</b> <ul style="list-style-type: none"> <li>I can describe what dark is (the absence of light)</li> <li>I can explain that light is needed in order to see</li> <li>I can explain that light is reflected from a surface</li> <li>I can explain and demonstrate how a shadow is formed</li> <li>I can explore shadow size and explain</li> <li>I can explain the danger of direct sunlight and describe how to keep protected</li> </ul> <b>Autumn Term: Block 4</b> <b>Forces and magnets</b> <ul style="list-style-type: none"> <li>I know what a magnet is</li> <li>I can explore and describe how objects move on different surfaces</li> <li>I can explain how some forces require contact and some do not, giving examples</li> <li>I can explore how objects attract and repel in relation to objects and other magnets</li> <li>I can predict whether objects will be magnetic and carry out an enquiry to test this out</li> <li>I can describe how magnets work</li> <li>I can explain how some forces require contact and some do not, giving examples</li> <li>I can explain how objects attract and repel in relation to objects and other magnets</li> <li>I can describe how magnets work</li> <li>I can predict whether magnets will attract or repel and give a reason</li> </ul>	<b>Autumn Term: Block 2</b> <b>Light</b> <ul style="list-style-type: none"> <li>I can research how <u>light</u> and shadows have been used in everyday life</li> </ul> <b>Autumn Term: Block 4</b> <b>Forces and magnets</b> <ul style="list-style-type: none"> <li>I can explore how magnets are used in everyday life</li> </ul>	<b>Light</b> Light source, dark, reflect, ray, mirror, bounce, visible, beam, sun, glare, travel, straight, opaque, shadow, block, transparent, translucent.  <b>Forces (&amp; Magnetism)</b> Force, push, pull, friction, surface, magnet, magnetic, magnetic field, pole, north, south, attract, repel, compass

## Science Progression of Skills

### Science progression of knowledge and skills

Year 4	<b>Autumn Term: Block 5</b> <b>Electricity - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <b>Summer Term: Block 3</b> <b>Sound - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds are not as loud as the distance from the sound</li> </ul>	<b>Autumn Term: Block 5</b> <b>Electricity - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>I know what a circuit is</li> <li>I know how to stay safe near electricity pylons (local link)</li> <li>I can identify and name appliances that require electricity to function</li> <li>I can construct a series circuit</li> <li>I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</li> <li>I can draw a circuit diagram</li> <li>I can describe the function of a switch in a circuit</li> <li>I can predict and test whether a lamp will light within a circuit</li> <li>I can describe the difference between a conductor and <u>insulators</u>; giving examples of each</li> </ul> <b>Summer Term: Block 3</b> <b>Sound - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>I know that sound travels in waves</li> <li>I know the terms pitch &amp; volume</li> <li>I can describe how sound is made</li> <li>I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it</li> <li>I can describe what happens to a sound as it travels away from its source</li> <li>I can explain how sound travels from a source to our ears</li> <li>I can explain the place of vibration in hearing</li> </ul>	<b>Autumn Term: Block 5</b> <b>Electricity - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>I can explain how a bulb might get lighter</li> <li>I can recognise if all metals are conductors of electricity</li> <li>I can work out which metals can be used to connect across a gap in a circuit</li> <li>I can explain why caution is necessary for working safely with electricity</li> </ul> <b>Summer Term: Block 3</b> <b>Sound - Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>I can explain why sound gets fainter or louder according to the distance</li> <li>I can explain how pitch and volume can be changed in a variety of ways</li> <li>I can work out which materials give the best insulation for sound</li> </ul>	<b>Electricity</b> Electricity, electric current, appliances, mains, crocodile clips, wires, bulb, battery cell, battery holder, motor, buzzer, switch, conductor, electrical insulator, component.  <b>Sound</b> Amplitude, volume, quiet, loud, ear, pitch, high, low, particles, instruments, wave
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## History

### History progression of knowledge and skills

This document shows the History learning journey for pupils from EYFS to Year 6. The knowledge, skills and greater depth statements are colour coded to show which term the children will learn the knowledge and skills using: **blue** for Autumn term, **green** for Spring Term and **orange** for Summer Term. Additional details about the learning journey can be found in the year group 'Big Ideas' documents.

	National Curriculum/Early Learning Goals	Granular Knowledge	Greater Depth	Vocabulary
EYFS	<b>ELG 13 People and communities:</b> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members</li> <li>They know that other children do not always enjoy the same things, and are sensitive to this</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>I can order and sequence familiar events using visual prompts</li> <li>I can order and sequence familiar events using visual prompts</li> <li><b>I can talk about events from my own life</b></li> <li>I can order events in my own life</li> <li>I realise that humans are born, grow and change</li> <li>I know that people in my family were also babies once</li> <li>I talk about the past and future</li> <li><b>I know that other children like different things</b></li> <li><b>I understand that liking different things to my friends is ok</b></li> <li><b>I can talk about past and present events in my life and in the lives of my family</b></li> <li><b>I can identify ways that families are similar and different</b></li> <li><b>I know that my family may be different to other families</b></li> <li><b>I can identify similarities and differences between traditions</b></li> <li><b>I know that families have different traditions</b></li> <li><b>I can identify ways that communities are similar and different</b></li> <li><b>I know that families come from different communities</b></li> </ul>	<ul style="list-style-type: none"> <li>I can recognise differences between past and present events in my own lives and give reasons why people's lives were different in the past</li> <li>I can ask and answer questions about past events or the lives of people in my family</li> </ul>	Order Me Family Friends My life Born Grow Change Community Tradition Similar different
Year 1	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should use a wide vocabulary of everyday historical terms</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</li> </ul> <b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<ul style="list-style-type: none"> <li><b>I know words like: old, new and a long time ago</b></li> <li><b>I can use words and phrases like: old, new and a long time ago</b></li> <li>I can recognise that some objects belonged to the past</li> <li>I can spot old and new things in a picture</li> <li>I can ask and answer questions about old and new objects</li> <li>I can explain what an object from the past might have been used for</li> <li>I can find out things about the past by talking to an older person</li> <li><b>I know some of the national changes that have taken place in my lifetime – (locally)</b></li> <li><b>I can talk about events that have taken place in my lifetime (locally)</b></li> <li><b>I can give examples of things that were different when my grandparents were children</b></li> <li><b>I can explain how some people from the past have helped us to have better lives</b></li> <li><b>I know some events that have taken place before I was born</b></li> </ul>	<ul style="list-style-type: none"> <li>I can ask relevant questions using a range of historical sources provided</li> <li>I can state appropriate reasons why an event occurred in the past and its impact on my lives</li> </ul>	Old New Long time ago Past Present Future Older Younger Events Parents Grand parents Great grandparents
Year 2	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</li> <li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul> <b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>I know words and phrases like: before, after, past, present, then and now</li> <li>I can use words and phrases like: before, after, past, present, then and now when talking about the past</li> <li><b>I can answer questions about the Great Fire of London and Samuel Pepys using books and the internet</b></li> <li><b>I can research the life of a famous person from the past (Samuel Pepys) using different sources of evidence</b></li> <li><b>I can recount the life of someone famous from Britain who lived in the past - Samuel Pepys</b></li> <li><b>I can explain what Samuel Pepys did earlier and what Samuel Pepys did later</b></li> <li><b>I can explain key events (Great Fire of London) during a famous person's (Samuel Pepys) life</b></li> <li>I can compare aspects of Samuel Pepys life with life today</li> <li>I understand how the lives of significant individuals (Samuel Pepys) have impacted upon national achievements (fire brigade)</li> <li>I understand when, where and why the Great Fire of London started</li> </ul>	<ul style="list-style-type: none"> <li>I can explain and summarise significant events of people and the past</li> <li>I can present a viewpoint and give reasons why an event occurred</li> </ul>	Before After Past Present Then Now Famous Britain Sequence

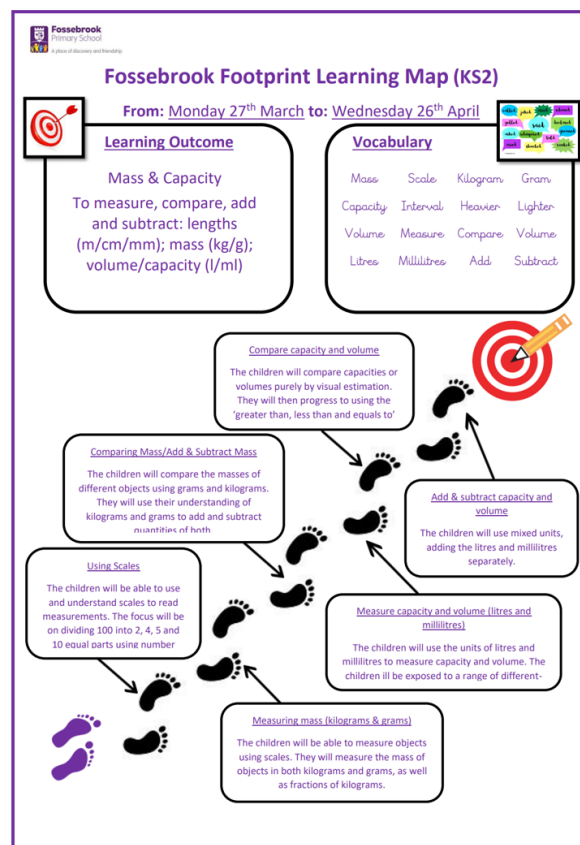
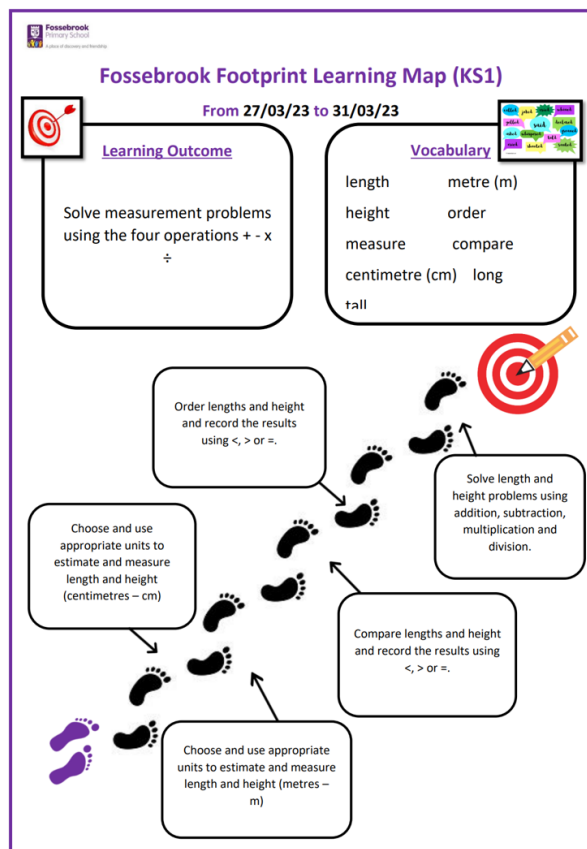
### History Progression of Skills

		<ul style="list-style-type: none"> <li>I can order events from the Great Fire of London in a sequence</li> <li>I can explain why the fire spread so quickly and was hard to put out</li> </ul>		
Year 3	<b>Changes in Britain from the Stone Age to the Iron Age:</b> <b>National Curriculum</b> <b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul> <b>Ancient Greece</b> <b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>Pupils should understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>I can use my mathematical knowledge to work out how long ago events happened</li> <li><b>I can research in order to find similarities and differences between two or more periods of history</b></li> <li><b>I can use research skills to find answers to specific historical questions</b></li> <li>I know when the Stone Age and Iron Age was</li> <li>I can explain some of the changes to life between the Stone Age and the Iron Age</li> <li><b>I can compare life in the Stone Age with life in the Iron Age</b></li> <li>I know some of the key inventions from the Stone Age and Iron Age</li> <li><b>I know what a timeline is</b></li> <li><b>I can use a timeline within a specific period of history to set out the order that things may have happened</b></li> <li><b>I can describe events from the past using dates when things happened</b></li> <li><b>I can talk about life in Ancient Greece</b></li> <li><b>I can explain some of the achievements of the Ancient Greeks</b></li> <li><b>I understand and can explain the influence of the Ancient Greeks on life today</b></li> </ul>	<ul style="list-style-type: none"> <li><b>I can reflect and explain how events from the past have shaped my life today</b></li> <li><b>I can form reasoned arguments for why events from the past are interpreted in different ways</b></li> </ul>	Timeline Period Order Sequence Date Similarity Difference Research Stone Age Iron Age Ancient Greece





## Topic Maps for Workbooks – Fossebrook Footsteps



## English Journey

The Write stuff approach has been implemented at Fossebrook. We have create a new framework for the school so that the approach can be adapted to suit every year group and every learner.

<b>Key Text suggestions</b>	Cosmic- Frank Cottrell Ask an Astronaut: My guide to life in space	<i>How to train a dragon</i> <i>Viking Boy by Tony Bradman</i>	<i>Secrets of a Sun King by Emma Carroll</i> <i>My mummy ate my homework by Thiago de Moraes</i>
<b>English/Phonics suggestions</b>	<b>Persuasive presentation – Non-Chronological report</b> – Planet Earth <b>Biography</b> – one of the main characters in Cosmic <b>Narrative</b> – fantasy stories	<b>Letters</b> – linked to overall topic outcome <b>Discussion report – history outcome</b> <b>Narrative</b> – starting with the action	<b>Explanation</b> – History outcome <b>Drama</b> – class assembly <b>Poetry</b> – narrative poetry <b>Recount</b> – Howard Carter's diary



## Writing Purposes



Writing to entertain



Writing to inform



Writing to persuade



Writing to discuss

### Writing Progression Map (Key Skills/Grammar/Punctuation) – EYFS2-KS1

Yr.	Text	Sentence	Word	Punctuation
EYFS 2	<ul style="list-style-type: none"> <li>Show a preference for a dominant hand</li> <li>Hold pencil with a static tripod</li> <li>Begin to write simple captions</li> </ul>	<ul style="list-style-type: none"> <li>Understand that writing goes from left to right</li> <li>Ascribe meaning to marks</li> <li>Use some clearly identifiable letters to communicate meaning, representing some words correctly and in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Write their own name</li> <li>Write the initial sounds of many words</li> </ul>	<ul style="list-style-type: none"> <li>Letters</li> <li>Words</li> <li>Finger space</li> </ul>
	<ul style="list-style-type: none"> <li>Write captions</li> <li>Write simple lists and basic labels</li> </ul>	<ul style="list-style-type: none"> <li>Begin to write some simple sentences</li> <li>Begin to use the conjunction 'and'</li> <li>Use simple determiners (e.g. the, a)</li> </ul>	<ul style="list-style-type: none"> <li>Correct letter formation of most letters, including ascenders and descenders</li> <li>Write CVC words using sounds learnt</li> <li>Write some common irregular words (e.g. the)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce capital letters</li> <li>Introduce full stops</li> </ul>
	<ul style="list-style-type: none"> <li>Write more than one sentence that follows on from the previous one</li> <li>Begin to use key features of narrative (e.g. One day, Once upon a time, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Writes simple sentences which can be read by themselves and others</li> <li>Start sentences with a capital letter and end with a full stop</li> <li>Use simple determiners (e.g. my, his, her)</li> <li>Use the conjunction 'and'</li> <li>Use simple adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Use increasingly confident phonic knowledge to write words that match spoken sounds</li> <li>Spell phonically regular words with more than one syllable (e.g. carpet, doormat, etc.)</li> <li>Introduce simple prepositions (e.g. in, on, to, up, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce question marks</li> </ul>
1	<ul style="list-style-type: none"> <li>Open a simple narrative about time of day or the weather</li> <li>Sequence sentences to form a short narrative</li> </ul>	<ul style="list-style-type: none"> <li>Use the conjunction 'and'</li> <li>Use adjectives to describe nouns</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters for names of people, places and the personal pronoun 'I'</li> <li>Full stops</li> <li>Question Marks</li> </ul>
	<ul style="list-style-type: none"> <li>Open a simple narrative around the character or setting</li> <li>With non-fiction, use a heading and bullet points</li> <li>Label diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Use the conjunctions 'and' and 'because'</li> <li>Know the difference between a question and an exclamation</li> </ul>	<ul style="list-style-type: none"> <li>Use alliteration</li> <li>Use regular prefixes (i.e. un-) to change the meaning of adjectives and verbs (e.g. unkind, untie, etc.)</li> <li>Use regular plural noun suffixes (i.e. -s or -es) e.g. dogs, wishes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Exclamation marks</li> </ul>
	<ul style="list-style-type: none"> <li>Write a simple narrative with a beginning, middle and end</li> <li>Make simple improvements to writing</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use further conjunctions - 'but' and 'so'</li> <li>Know the difference between a statement, question and exclamation</li> <li>Begin to start sentences with simple adverbs (e.g. Saddy, Slowly, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Use similes using 'like'</li> <li>Use suffixes that can be added to root words (i.e. -ing, -ed, -er, -est) e.g. helping helped, helper, quickest, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Speech bubbles</li> </ul>
2	<ul style="list-style-type: none"> <li>Write a simple narrative with a beginning, middle and end</li> <li>Open a simple narrative around the character or setting (e.g. time of day / weather)</li> <li>Make simple improvements to writing</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between a command, statement, question and exclamation</li> <li>Open sentences using adverbs</li> <li>Use a range of conjunctions (but, and, because, so)</li> </ul>	<ul style="list-style-type: none"> <li>Use two adjectives to describe a noun (e.g. The strict, serious head teacher, etc.)</li> <li>Use similes using 'as' or 'like'</li> <li>Understand and use imperative ('bossy') verbs</li> <li>Form compound words (e.g. whiteboard, superman, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Correctly use capital letters, full stops, question and exclamation marks</li> <li>Use apostrophes for contraction (e.g. can't, don't, etc.)</li> </ul>
	<ul style="list-style-type: none"> <li>Write an ending to a story with a short paragraph</li> <li>Use headings and sub-headings in non-fiction (e.g. non-chronological report)</li> <li>Group related ideas in sections</li> <li>Make some considered improvements in their writing (e.g. adding in or changing words)</li> </ul>	<ul style="list-style-type: none"> <li>Many sentence openers within a piece of writing (i.e. adverbs and verbs -ly and -ing)</li> <li>Begin to select adjectives for greater effect</li> <li>Use expanded noun phrases (i.e. plenty of food, lots of people, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Use simple quantifiers/generalisers (e.g. Most, some, many, all, none, few, etc.)</li> <li>Form nouns using the suffixes 'ness' and '-er' (e.g. darkness, cleaner, etc.)</li> <li>Use '-ly' to turn adjectives into adverbs (e.g. cleverly = cleverly, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Use commas for lists</li> <li>Begin to use commas after an '-ly' opener</li> </ul>
	<ul style="list-style-type: none"> <li>Use past or present tense consistently throughout a piece of writing</li> <li>Use the progressive/continuous form of verbs in the present or past tense (e.g. She is drumming, He was shouting, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of coordinating and subordinating conjunctions (i.e. but, and, because, so, when, if, that) (i.e. B.A.B.S. and W.I.T.)</li> </ul>	<ul style="list-style-type: none"> <li>Form adjectives using the suffixes '-ful' and '-less' (e.g. careful, careless, etc.)</li> <li>Know the difference between common homophones (e.g. there, their, they're, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes for singular possession (e.g. The teacher's classroom, etc.)</li> <li>Begin to use inverted commas when a character speaks (dialogue)</li> </ul>

### Writing Progression Map (Key Skills/Grammar/Punctuation) – KS2

Yr.	Text	Sentence	Word	Punctuation
3	<ul style="list-style-type: none"> <li>Consistent verb tense (past / present) throughout a piece of writing</li> <li>Introduction to paragraphs (as a way to group related material)</li> <li>In narratives, create settings, characters and plot.</li> <li>Plan openings around character/s, setting, time of day or type of weather</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions (For example: when, before, after, while, so, because), adverbs (For example: then, next, soon, therefore), or prepositions (For example: before, after, during, in, because of)</li> <li>Extend the range of sentences using a wider range of conjunctions, i.e. B.A.B.S. (because, and, but, so) and W.I.T. (when/while, if, that), etc.</li> </ul>	<ul style="list-style-type: none"> <li>Use more effective similes using 'as' or 'like'</li> <li>Use of the forms 'a' or 'an' before a noun (according to whether the next word begins with a consonant or a vowel)</li> <li>Use capital letters for proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes to mark where letters are missing, i.e. contraction (For example: I'm, didn't, etc.) and to mark singular possession in nouns (For example: the man's book)</li> </ul>
	<ul style="list-style-type: none"> <li>In non-narrative writing, use simple organisational devices (e.g. headings and sub-headings)</li> </ul>	<ul style="list-style-type: none"> <li>Developing the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>Use adverb (ly) starters or prepositional starters to add detail e.g. Carefully, she crawled along the floor of the cave ... Behind the box, he found a mouse ... (i.e. P.I.L.E. sentences)</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes (For example: super-, anti-, auto-)</li> <li>Use powerful verbs choices (i.e. Synonyms for verbs such as "said" or "go")</li> <li>Use possessive pronouns, i.e. my, your, his, hers, its, ours, theirs</li> <li>Identifying all the basic word classes of a simple sentence (i.e. noun, verb, adjective, preposition, adverb)</li> </ul>	<ul style="list-style-type: none"> <li>Use a comma after a fronted adverbial phrase (of time/manner), prepositional phrase or adverb ending in '-ly' (P.I.L.E. sentences)</li> <li>Introduce inverted commas to punctuate direct speech</li> </ul>
	<ul style="list-style-type: none"> <li>In narratives, begin to use paragraphs to organise each part of story to indicate a change in place or jump in time</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between a phrase and a clause</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Word families based on common words, showing how words are related in form and meaning (For example: fear, feared, fearful, fearfully)</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a colon for instructions</li> <li>Use bullet points for simple lists (e.g. instructions – equipment, ingredients, etc.)</li> </ul>
4	<ul style="list-style-type: none"> <li>Plan openings around character/s, setting, description or action</li> <li>In narratives, use paragraphs to organise each part of story to indicate a change in place or jump in time</li> <li>In non-fiction, use paragraphs to organise ideas around a theme</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences using a wider range of conjunctions of subordination and coordination, i.e. M.A.D.E. (meanwhile, as, despite, even though) and B.E.A.D.S. (because, even though, although, despite, so)</li> <li>Use 'ed' and 'ing' clauses as starters, e.g. Frightened, Tom ran straight home to avoid being caught. Grinning menacingly, he slipped the treasure into his rucksack (i.e. P.I.L.E. sentences)</li> <li>Use similes to compare one thing with another (using 'as' or 'like') and to begin to use metaphors and personification - M.A.P.S.</li> </ul>	<ul style="list-style-type: none"> <li>Use proper nouns to refer to a particular person or thing, e.g. Monday, Emily, October, England</li> <li>Develop the use of possessive pronouns</li> <li>Develop confidence in identifying all the word classes of a sentence (i.e. noun, verb, adjective, preposition, adverb, determiner, pronoun, proper noun)</li> </ul>	<ul style="list-style-type: none"> <li>Use commas to mark clauses and to mark off fronted adverbials</li> <li>Full punctuation for direct speech – i.e. Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella. Or use end punctuation within inverted commas, e.g. The conductor shouted, "Sit down!"</li> </ul>
	<ul style="list-style-type: none"> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. The teacher expanded to: The strict maths teacher with curly hair)</li> <li>When writing dialogue, use verb + adverb pairing, e.g. "Hello," she whispered shyly.</li> <li>Intersperse narrative between lines of dialogue, using S.A.S.-S.A.S. (Speech, action, speech)</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence in using figurative devices (e.g. M.A.P.O.S. – metaphor, alliteration, personification, onomatopoeia, simile)</li> <li>Use prefixes to give the antonym (e.g. "im-", "in-", "ir-", "il-")</li> </ul>	<ul style="list-style-type: none"> <li>Use apostrophes to mark singular and plural possession (e.g. the man's book, the girls' coats) and irregular contracted forms (e.g. won't, can't, shan't, etc.)</li> </ul>
	<ul style="list-style-type: none"> <li>Make increasingly accurate changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Drop in 'ing' clauses, e.g. Sara, laughing at the teacher, fell off her chair.</li> <li>Begin to develop lines of narrative, when writing dialogue, using W.A.V.E. (i.e. while/ whilst, as, -ing verb, emotion)</li> <li>Begin to know the difference between direct speech and reported speech</li> </ul>	<ul style="list-style-type: none"> <li>Introduce some modal verbs (e.g. would, should, could)</li> </ul>	<ul style="list-style-type: none"> <li>Use colons effectively in writing</li> </ul>



Yr.	Text	Sentence	Word	Punctuation
5	<ul style="list-style-type: none"> <li>Develop confidence in using paragraphs by changing place, time and action (and linking ideas across paragraphs).</li> <li>Use a wider range of devices to build cohesion within a paragraph (For example: then, after that, this, firstly).</li> </ul>	<ul style="list-style-type: none"> <li>Confidently, use a range of conjunctions of subordination and coordination, i.e. M.A.D.E. (meanwhile, as, despite, even though) and B.E.A.D.S. (because, even though, although, despite, so)</li> <li>Introduce relative clauses beginning with: who, which, that, where, when</li> <li>Confidently start sentences in a range of ways, including P.I.L.E.</li> <li>Develop sentences, when writing dialogue, using W.A.V.E. (i.e. while/ whilst, as...-ing verb, emotion)</li> </ul>	<ul style="list-style-type: none"> <li>Indicate degrees of possibility using modal verbs (e.g. might, should, will, must, etc.) or adverbs (perhaps, surely, etc.)</li> <li>Make careful selection of specific nouns (e.g. The great oak in the middle of the park... A Lamborghini raced down the road..., etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate the use of full punctuation for direct speech – i.e. Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella. Or use end punctuation within inverted commas, e.g. The conductor shouted, "Sit down!"</li> <li>Embed the use of apostrophes for contraction and possession (including plurals)</li> <li>Parenthesis (using commas, brackets, dashes)</li> </ul>
	<ul style="list-style-type: none"> <li>In narratives, thoughtfully describe settings and characters to reveal mood/atmosphere.</li> <li>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</li> <li>Ensure the consistent and correct use of verb tense throughout a piece of writing. Ensure the correct subject and verb agreement when using singular or plural</li> </ul>	<ul style="list-style-type: none"> <li>Develop use of compound and complex sentences using a full range of conjunctions for coordination and subordination (e.g. S.A.D.W.E.B. – so, although, despite, while/whilst, even though, because, etc.)</li> <li>Continue to develop the use of relative clauses beginning with: who, which, that, where, when</li> <li>Know the difference between direct speech and reported speech</li> </ul>	<ul style="list-style-type: none"> <li>Ensure greater confidence in using a range of figurative devices (e.g. M.A.P.O.S. – metaphor, alliteration, personification, onomatopoeia, simile) for effect</li> </ul>	<ul style="list-style-type: none"> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>
	<ul style="list-style-type: none"> <li>In narratives, integrate dialogue to convey character and advance the action</li> </ul>	<ul style="list-style-type: none"> <li>Interperse narrative between lines of dialogue, using S.A.T.A.S. (Speech, action, thought, action, speech)</li> <li>Develop the use of sentence reshaping techniques (e.g. lengthening or shortening sentences) for meaning and/or effect</li> <li>Use present progressive and past progressive form of verbs</li> </ul>	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</li> <li>Understand the difference between relative and possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use hyphenated words for description (e.g. blue-eyed, old-aged, quick-witted, red-headed, etc.)</li> <li>Begin to use semi-colons to mark boundaries between independent clauses (For example: It's raining; I'm fed up.)</li> </ul>
6	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices – For example: repetition of a word or phrase, grammatical connections (For example: the use of adverbials, such as - on the other hand, in contrast, or as a consequence), and ellipsis</li> <li>Choosing appropriate layout devices (For example: headings, sub-headings, columns, bullets, or tables, to structure text)</li> </ul>	<ul style="list-style-type: none"> <li>Interperse narrative between lines of dialogue, using and adapting S.A.T.A.S. (Speech, action, thought, action, speech)</li> <li>Extend lines of narrative in dialogue, using W.A.V.E.</li> <li>Use a range of simple, compound and complex sentences for effect – using a full range of conjunctions for coordination and subordination (e.g. S.A.D.W.E.B. – so, although, despite, while/whilst, even though, because, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use relative clauses beginning with: who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using adverbs (For example: perhaps, surely, etc.) or modal verbs (For example: might, should, will, must, etc.)</li> <li>Fully understand a range of synonyms and antonyms (and how they relate to one another)</li> </ul>	<ul style="list-style-type: none"> <li>Use semi-colons, colons or dashes to mark boundaries between independent clauses (For example: He fell to the floor; he was unsure whether he'd survive.)</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> </ul>
	<ul style="list-style-type: none"> <li>In narratives, secure the effective description of settings and characters to reveal appropriate mood/atmosphere</li> <li>In narratives, effectively integrate dialogue to convey character and advance the action</li> <li>In narratives, include suspense, cliff hangers, flashbacks/forwards, time slips</li> <li>In non-fiction, use a variety of text layouts appropriate to purpose</li> </ul>	<ul style="list-style-type: none"> <li>Use active and passive voice to create effect. For example: <ul style="list-style-type: none"> <li>Active: Tom accidentally dropped the glass.</li> <li>Passive: The glass was accidentally dropped by Tom.</li> <li>Active: The class heated the water.</li> <li>Passive: The water was heated.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Be clear of the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (For example: find out – discover; ask for – request; go in – enter)</li> <li>Use a full range of literary/figurative devices for effect (e.g. R.A.M.S.H.O.P. – Rhyme, Alliteration, Metaphor, Simile, Hyperbole, Onomatopoeia, Personification)</li> </ul>	<ul style="list-style-type: none"> <li>Understand how hyphens can be used to avoid ambiguity (For example: man eating shark versus man-eating shark, or recover versus re-cover, etc.)</li> </ul>
	<ul style="list-style-type: none"> <li>Self-select or create a specific publishing format to enhance a text-type and to engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (For example: the use of question tags: He's your friend, isn't he? Or the use of subjunctive forms such as: If I were you...)</li> </ul>	<ul style="list-style-type: none"> <li>Understand abstract nouns (e.g. peace, love, harmony, etc.)</li> <li>Realise that when you find a synonym, the word may mean something slightly different, e.g. "big" and "grand" - "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big"</li> </ul>	<ul style="list-style-type: none"> <li>Revise the full range of punctuation for effect</li> </ul>

## Reading Progression Maps

Reading Progression (A.R.E.)	EYFS2	1	2
<p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>- Y1.1. Discusses word meanings, linking new meanings to those already known</li> <li>- Y1.2. Discusses and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul> <p><b>ETFS (Birth to Five Matters)</b></p> <p><b>Communication and Language – Speaking (Range 5)</b></p> <ul style="list-style-type: none"> <li>- Builds up vocabulary that reflects the breadth of their experiences (Range 5)</li> <li>- Extends vocabulary, exploring the meanings and sounds of new words</li> </ul> <p><b>Literacy – Reading (Range 5)</b></p> <ul style="list-style-type: none"> <li>- Uses vocabulary that are increasingly influenced by their experiences of reading</li> </ul> <p><b>ELG: Comprehension (Literacy):</b></p> <ul style="list-style-type: none"> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems</li> </ul>	<p>- Shows an understanding of common words and familiar, everyday phrases, in a story that is read to/with them.</p>	<p>- With some support, shows an increasingly independent understanding of some familiar and less familiar words and phrases in a shared story.</p>	<p>- Finds a word in a sentence/page that has the same meaning as a given word or simple phrase.</p>
<p><b>Reading Domain (Questions):</b></p> <ul style="list-style-type: none"> <li>- Draw on knowledge of vocabulary to understand texts (1a)</li> </ul>	<ul style="list-style-type: none"> <li>- What does the word XYZ mean?</li> <li>- Can you find a word that means the same as...?</li> <li>- How has the author made you feel happy/sad?</li> <li>- The author uses the word _____. How does this make you feel?</li> <li>- How has the author made the character seem happy/sad?</li> <li>- What word in the text tells you...?</li> </ul>	<ul style="list-style-type: none"> <li>- What does the word XYZ mean?</li> <li>- What other words could the author have used to say/explain...?</li> <li>- Can you find a word that means the same as...?</li> <li>- What clues are around the sentence (before/after) which might help you understand the word?</li> <li>- How has the author made you feel happy/sad/angry? Can you find words that make you feel this way?</li> <li>- The author uses the word _____. How does this make you feel?</li> <li>- Find a word that means XYZ.</li> <li>- What word in the text tells you...?</li> <li>- The author uses the word ABC to describe XYZ, what does this tell you about...?</li> </ul>	<ul style="list-style-type: none"> <li>- What other words/phrases could the author have used to say/explain...?</li> <li>- Give the meaning of the word... in this sentence.</li> <li>- Can you find a word that means the same as...?</li> <li>- Can you tell me another way of saying...?</li> <li>- Can you find any other words within the word... that can help you with the meaning?</li> <li>- What clues are around the sentence (before/after) which might help you understand the word/phrase?</li> <li>- How has the author made you feel happy/sad/angry? Can you find words that make you feel this way?</li> <li>- The author uses the word _____. How does this make you feel? What does this make you think?</li> <li>- How has the author made the character seem happy/sad/angry?</li> <li>- What word in the text tells you...?</li> <li>- Which other word could the author have used instead of XYZ?</li> </ul>
<p><b>Examples of children's responses:</b></p>	<ul style="list-style-type: none"> <li>- In the story 'Jack and the Beanstalk', the child says that the word 'chopped' means the same as 'cut'.</li> <li>- In the story 'Goldilocks and the Three Bears', the child explains what the phrases 'just right' means.</li> <li>- "The author says that Bill was dancing. This means he was happy."</li> <li>- "The author uses the word 'spooky'. This makes me feel scared."</li> </ul>	<ul style="list-style-type: none"> <li>- When asked for the meaning of 'glad', the child can work out the meaning from the context of the story (i.e. happy or pleased).</li> <li>- "It makes it makes me feel a bit sad and scared, when the author used the word 'gloomy'."</li> <li>- "The word 'speedily' means the same as 'fast'."</li> <li>- "The author says that Susie is 'fearful', this tells me that she is feeling sad."</li> </ul>	<ul style="list-style-type: none"> <li>- The child can find a word on a page that means the same as big/good/sad (e.g. huge, excellent, upset).</li> <li>- When asked to find a word that means the same as 'grabbed', the child can point to the word 'snatched'.</li> <li>- "The author says that the character 'tiptoeed across the hallway'... This means that the character doesn't want to get caught."</li> </ul>
<p><b>National Curriculum:</b></p> <ul style="list-style-type: none"> <li>- Y1.1. Discusses the significance of the title and events</li> <li>- Y1.2. Becomes very familiar with key stories (fairy stories and traditional tales), considering their particular characteristics</li> </ul> <p><b>EYFS (Birth to Five Matters)</b></p> <p><b>Communication and Language – Understanding (Range 5)</b></p> <ul style="list-style-type: none"> <li>- Understands questions such as who, why, when, where and how</li> </ul> <p><b>Literacy – Reading (Range 5)</b></p> <ul style="list-style-type: none"> <li>- Talks about events and principal characters in stories (Range 5)</li> <li>- Describes main story settings, events and principal characters in increasing detail</li> </ul>	<p>- Retrieves information from pictures in a book, in response to a simple question.</p> <p>- Says something about who was in a story, what happened and/or where it took place.</p>	<p>- Answers simple 'how' and 'why' questions, based on an event in a text (where the answer is clear within the story read).</p> <p>- Identifies and links two significant events in a story they have read.</p>	<p>- Understands simple cause and effect in texts, where the link is clearly stated or suggested.</p> <p>- Explains why a character thinks/feels/behaves in a specific way (based on an event within the text).</p>





Reading Progression (A.R.E.)	3	4	5	6
<b>National Curriculum:</b> - Check that the text makes sense, discussing understanding and explaining the meaning of words in context (Clarification)	- Uses text before and after the unknown word to make a sensible guess about its meaning - Uses developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses knowledge of how a dictionary is structured to find out the meaning of new words	- Uses what they know about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary to check the meaning of new vocabulary	- Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar word/s and explain the meaning/s to someone else	- Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary - Uses a dictionary independently to check the meaning of unfamiliar word/s and give alternative words/phrases with a similar meaning (using a thesaurus, if necessary)
<b>Reading Domain (Questions):</b> - Give/explain the meaning of words in context (2a)	- What does the word XYZ mean? - Find and copy a word which means XYZ. - What other words could the author have used instead of XYZ? - Can you find a word (in paragraph 123) which is similar in meaning XYZ? - What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you find any other words within the word... that can help you with the meaning? - What clues are around the sentence (before/after) which might help you understand the word/phrase?	- Which word is closest in meaning to XYZ? - What other words could the author have used instead of XYZ? - Can you find a synonym for the word XYZ? - What other words/phrases could the author have used to say/explain...? - Which word in paragraph 123 means XYZ? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - What does this figurative phrase (simile/metaphor/personification) mean?	- Which word is closest in meaning to XYZ? - What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Which word (in paragraph 123) most closely matches the meaning of XYZ? - Which word (in paragraph 123) is a synonym for XYZ? - Can you explain the definition of the word XYZ?	- What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Which word in paragraph 123 most closely matches the meaning of XYZ? - Which word in paragraph 123 is a synonym for XYZ? - What does the phrase ABC mean? - Which word does the author use to tell us...?
<b>Examples of children's responses:</b>	- "Joyful means the same thing as 'happy'." - "I think the word 'scramble' means 'struggling' to 'climb' because it uses these words within the same paragraph." - When asked to find the word 'squabble' the child finds the letter 'S' in the dictionary and then finds the correct word before reading the definition aloud.	- When the child comes across an unknown word, they can find the word in a dictionary (with very little support), and use the definition to explain what the word means. - "The simile 'as high as a skyscraper' means that the fence was really high because skyscrapers are really tall."	- "The author uses the word 'sullen' to help us understand how sad the character is." - "Complex" is a synonym for the word 'difficult'. - When the child comes across an unknown word, they can find the word in a dictionary, and use the definition to explain what the word means in their own words.	- "Disturbed" is a synonym for 'feeling unsettled' or 'unhappy'. - "Driving me round the bend" means that the character is being made to feel confused and annoyed. - The child can use the dictionary to work out the meaning of the word 'fraughtful', and they can use their own words 'something that is dishonest or illegal' as a synonym.
<b>National Curriculum:</b> - Retrieve, record and present information (from fiction and non-fiction)	- Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions.	- Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way in which they could record the information they have discovered.	- Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. - Select and sort information from a range of sources and, with minimal support, record this information.	- Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. - Start to select information independently from more than one source and often summarise it (in note form).
<b>Reading Domain (Questions):</b> - Retrieve and record information and identify key details from fiction and non-fiction (2b)	- What page would I turn to, to find out about XYZ? (non-fiction) - What would I learn about on page ___? (non-fiction) - Which part of the text should I use to find...? - Why has the author organised the information like this? (non-fiction) - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? - What did XYZ do when s/he ABC? - Who are the characters in the book? - Where would you look to find information about...?  - Who...? What...? Where...? When...? How...?	- What page would I turn to, to find out about XYZ? (non-fiction) - What would I learn about on page ___? (non-fiction) - Which part of the text should I use to find...? - Why has the author organised the information like this? - Where in the book would you find...? - Where/when does the story take place? - Where did s/he/it live? - What did XYZ do when s/he ABC? - Can you find evidence from the text which shows us that the character is feeling excited/angry/guilty?  - Who...? What...? Where...? When...? How...?	- What page would I turn to, to find out about XYZ? (non-fiction) - What would I learn about on page ___? (non-fiction) - Which part of the text should I use to find...? - What do you think about the way information is organised in different parts of the text? - What was revealed at... the beginning, middle, end, specific paragraph of the text? - Which of these statements is true/false? - Explain. - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Which part of the story best describes XYZ? Explain why.  - Who...? What...? Where...? When...? How...?	- Why has the author organised the information like this? - From whose point of view is the story told? How do you know? - At which part of the story does the atmosphere change/character realise.../action heighten? What evidence do you have to support/justify your opinion? - Which of these statements is true/false? Justify your answer. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Why did (character) do...? What effect did this have on the story? - Can you give two reasons why (character) does / does not like...?  - Who...? What...? Where...? When...? How...?
<b>Examples of children's responses:</b>	- "The glossary helps me to understand what tricky words mean that I don't understand by myself." - With some support, the child can answer question such as: "Can you explain where brown bears hibernate during the winter?" - When asked to explain where mangoes grow, the child uses a map, photo/caption as well as text to find relevant information. - "My favourite part of the story is when Max falls off his chair and squeals like a mouse, because I think that this is funny!"	- When asked to find a piece of information from a book, the child uses index and contents page to help find it and, with support, begins to be able to record this, e.g. by filling in a chart or making simple notes. In fiction, the child can locate relevant information to add to a character profile about a main character, and record the information briefly in note form. - The child understands how to find information in a picture, caption or diagram as well as in the text, and with prompting can decide whether to record the information in note form or in a simple chart. - "I like it when Sara says 'I will never do it again' because it shows how sorry she is for her mistake."	- The child can quickly find information on a history topic on the Egyptians by using library books, websites, maps and information leaflets, and with support can make notes of key points. - When given a page of text, the child can make notes in the margin to identify key ideas and can highlight relevant sections, and with support can explain/present this information to others. - "I think that it's true that Count Belvir is 'deceptive' because he keeps hiding things from others and denying he knows where they are kept."	- When researching a project on WWII, the child selects appropriate books, websites and other information sources, and can draw together information appropriately in order to present it succinctly. - When researching a topic, the child can locate information quickly, e.g. by skimming (general impression) and scanning (specific information) and can record or present information, e.g. by making brief notes. - When looking for specific information in fiction texts, the child can use skimming/scanning skills to find relevant details quickly and accurately, recording their findings in note form. - "The mood of the text becomes more dramatic as the author uses shorter sentences to describe what is happening."
<b>National Curriculum:</b> - Identifies main ideas (drawn from more than one paragraph) and summarises these	- Explains the main idea from the paragraphs just read	- Identifies the main ideas and key events from across a range of paragraphs	- Summarises the main ideas and themes explored within the wider text - Identifies at least one key detail which supports their thinking	- Summarises the main ideas and themes explored across the whole text read - Identifies key details which supports their thinking
<b>Reading Domain (Questions):</b> - Summarise main ideas from more than one paragraph (2c)	- What's the main point in paragraph 123? - Summarise the key point of paragraph 123. - What's the most important event that has happened so far? Why? - What happened first in this chapter/the story? - How did the story end? - How would you describe the character in one word.	- What's the main point in this paragraph? - Summarise the key point of this paragraph. - How would you describe the personality of... and why? - How would you describe the beginning/middle/end of the story in 3 sentences? - Summarise the main character in 1/2/3 words/s.	- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph/chapter in 3 words. - How would you describe the personality of... and why? - Summarise the main character in 1/2/3 words/s.	- Summarise the paragraph/chapter/story in your own words. - How would you summarise the paragraph in 3 words. - What sub-headings could you give each paragraph/section? - How would you describe the personality of... and why? - Summarise the character XYZ in 1/2/3 words/s.
<b>Examples of children's responses:</b>	- "The main thing that happens in this paragraph is that the teacher keeps the children in for their poor behaviour." - "I think the most important thing so far is that the egg has hatched because this shows us that the chick is alive and safe." - "The story ends with Paul returning the objects to the other characters, which shows that he realised he had done something wrong."	- "I think that the most important point is that children should be safe when crossing roads, as it tells us about the accidents that happen and where you should cross roads safely." - "At the beginning of the story, Kit had lost the key to his new house, felt a range of negative emotions (panic/confusion), and he began to explore various places he might have left it."	- "In summary, this chapter is about loss, hope and friendship." - "Mrs Cox feels 'lonely' and 'desperate to make friends' as she sits alone and stares out of her window, watching the world go by every day."	- "This story is primarily about the relationship between a father and son, and how important this bond is throughout life." - "The subtitles I would give these three paragraphs are: Habitat, Diet and Behaviour."





## Maths Journey

### EYFS White Rose Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<b>Getting to know you</b> (Take this time to play and get to know the children!)  Contains overviews and frequently asked questions  <a href="#">VIEW</a>			<b>Just like me!</b> Match and sort Compare amounts Compare size, mass & capacity Exploring pattern  <a href="#">VIEW</a>			<b>It's me 1, 2, 3!</b> Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language  <a href="#">VIEW</a>			<b>Light &amp; dark</b> Representing numbers to 5 One more or less Shapes with 4 sides Time  <a href="#">VIEW</a>		
Spring term	<b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)  <a href="#">VIEW</a>			<b>Growing 6, 7, 8</b> 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)  <a href="#">VIEW</a>			<b>Building 9 &amp; 10</b> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns  <a href="#">VIEW</a>			Consolidation		
Summer term	<b>To 20 and beyond</b> Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate  <a href="#">VIEW</a>			<b>First, then, now</b> Adding more Taking away Spatial reasoning 2 Compose and decompose  <a href="#">VIEW</a>			<b>Find my pattern</b> Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build  <a href="#">VIEW</a>			<b>On the move</b> Deepening understanding Patterns & relationships Spatial mapping (4) Mapping  <a href="#">VIEW</a>		



## Year 1 White Rose Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> (within 10)  <a href="#">VIEW</a>				Number <b>Addition and subtraction</b> (within 10)  <a href="#">VIEW</a>				Geometry <b>Shape</b>  <a href="#">VIEW</a>		Consolidation	
Spring term	Number <b>Place value</b> (within 20)  <a href="#">VIEW</a>		Number <b>Addition and subtraction</b> (within 20)  <a href="#">VIEW</a>		Number <b>Place value</b> (within 50)  <a href="#">VIEW</a>		Measurement <b>Length and height</b>  <a href="#">VIEW</a>		Measurement <b>Mass and volume</b>  <a href="#">VIEW</a>			
Summer term	Number <b>Multiplication and division</b>  <a href="#">VIEW</a>		Number <b>Fractions</b>  <a href="#">VIEW</a>		Geometry <b>Position and direction</b>  <a href="#">VIEW</a>	Number <b>Place value</b> (within 100)  <a href="#">VIEW</a>		Measurement <b>Money</b>  <a href="#">VIEW</a>	Measurement <b>Time</b>  <a href="#">VIEW</a>		Consolidation	

## Year 2 White Rose Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW			Geometry Shape VIEW					
Spring term	Measurement Money VIEW	Number Multiplication and division VIEW				Measurement Length and height VIEW	Measurement Mass, capacity and temperature VIEW					
Summer term	Number Fractions VIEW		Measurement Time VIEW		Statistics VIEW		Geometry Position and direction VIEW		Consolidation			



## Year 3 White Rose Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW			Number Addition and subtraction VIEW				Number Multiplication and division A VIEW				
Spring term	Number Multiplication and division B VIEW			Measurement Length and perimeter VIEW		Number Fractions A VIEW			Measurement Mass and capacity VIEW			
Summer term	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW			Geometry Shape VIEW		Statistics VIEW				Consolidation

## Year 4 White Rose Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b>   <											





## Year 5 White Rose Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>	<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>	<div>Number</div> <div>Fractions A</div> <div>VIEW</div>								
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>	<div>Number</div> <div>Fractions B</div> <div>VIEW</div>	<div>Number</div> <div>Decimals and percentages</div> <div>VIEW</div>	<div>Measurement</div> <div>Perimeter and area</div> <div>VIEW</div>	<div>Statistics</div> <div>VIEW</div>							
Summer term	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	<div>Number</div> <div>Decimals</div> <div>VIEW</div>	<div>Number</div> <div>Negative numbers</div> <div>VIEW</div>	<div>Measurement</div> <div>Converting units</div> <div>VIEW</div>	<div>Measurement</div> <div>Volume</div> <div>VIEW</div>						

## Year 6 White Rose Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> VIEW		Number <b>Addition, subtraction, multiplication and division</b> VIEW				Number <b>Fractions A</b> VIEW		Number <b>Fractions B</b> VIEW		Measurement <b>Converting units</b> VIEW	
Spring term	Number <b>Ratio</b> VIEW		Number <b>Algebra</b> VIEW		Number <b>Decimals</b> VIEW		Number <b>Fractions decimals and percentages</b> VIEW		Measurement <b>Area, perimeter and volume</b> VIEW		<b>Statistics</b> VIEW	
Summer term	Geometry <b>Shape</b> VIEW		Geometry <b>Position and direction</b> VIEW		Themed projects, consolidation and problem solving							



## Curriculum Impact

### Successes and Highlights

A broad and engaging curriculum



Year 3 – In My Element!



Examples of Art work from every year group



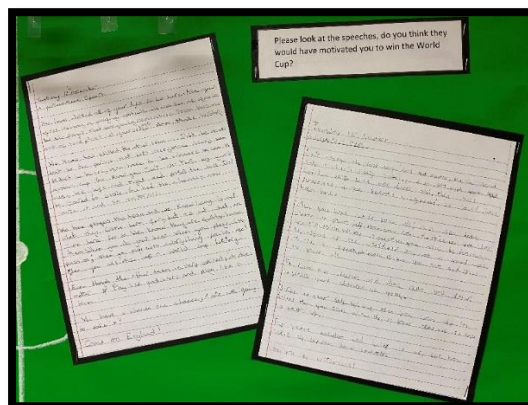




## Year 2 – London's Burning



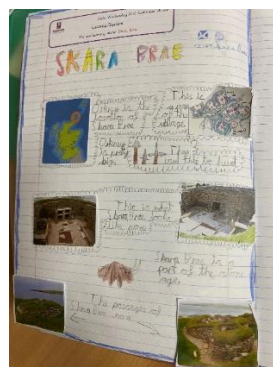
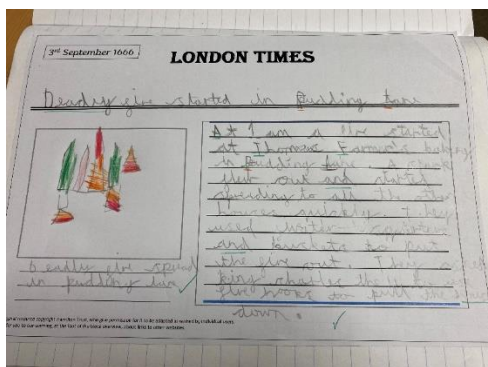
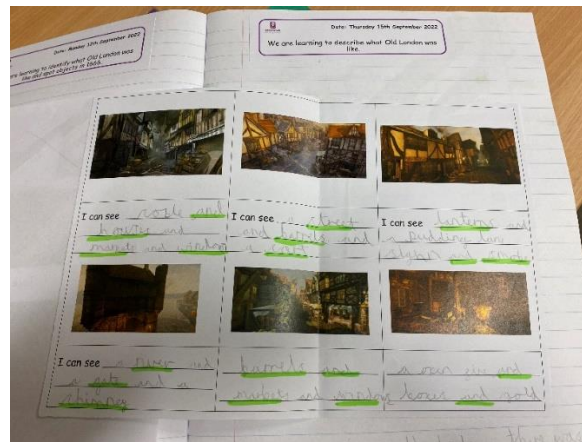
## Year 1 – Writing












## Year 6 Writing







	Stone Age	Bronze Age	Iron Age
Houses	 Usually they made houses out of stone.	 They had 2 houses because they needed to cook and sleep.	 They built forts protected them from danger.
Food	 They gathered food and hunted animals.	 They invented farming and grew crops.	 They used farms and grew crops.
Tools	 Tools are made out of stone.	 Tools were made out of bronze.	 Tools were made out of iron.

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