

CE Stanford in the Vale Primary School

Curriculum Progression Document 2023-24





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Our Key Drivers

Our Key Drivers

- 1. Spiritual Diversity** We welcome everyone and this is reflected in our curriculum. We recognise Stanford is not richly diverse so our curriculum ensures the children go beyond their everyday experiences. We are respectful to all and celebrate diversity – knowing that we are always stronger together!
- 2. Communities & Environment** Inclusion is a huge part of who we are and we forge a strong sense of community and belonging. Our curriculum is bespoke and meaningful with strong threads about our locality and it's needs, together with many opportunities to develop global awareness staying future focused on how we can make a difference in our world. We celebrate our local area with lots of first hand experiences.
- 3. Life Skills** We focus on building happy humans. Humans who are adaptable and resilient and who have the practical tools and habits needed to be able to grow, to take care of themselves and to make connections in a world that is constantly changing. We encourage children to produce work of high quality, take pride in themselves and develop the desire to be the very best that they can.
- 4. Personal, Social & Emotional Well Being** Happiness, mental health and well-being comes first for children and staff so there is a strong emphasis on physical health and activity together with personal development, mindfulness and gratitude practises.



Our Vision

Working together, Achieving together

At Stanford in the Vale CE Primary School, we aim for everybody to flourish in a loving community by ‘working together to achieve together’, with all achieving their individual potential to be the best they can be through the values of love, hope and community.

Our vision is linked to the story of Nehemiah and the Building of the Wall (Nehemiah 3:1-32), and was picked because it clearly shows the significance of our key values of Love, Hope and Community.

Anyone seeing the plans of Jerusalem then, or now, would recognise what a huge undertaking it would have been to repair the gates and the walls. However, it is recorded that Nehemiah, and his workmen and women, completed the task in just 52 days! The reason they were able to do this is that each member was responsible for a specific task, which they were skilled in, and each was committed to following out their bit, using their best endeavours, strengths, and skills to perform their particular task, thereby enabling the whole project to be achieved in 52 days by working together.

The story of Nehemiah has huge lessons in leadership and collaboration. It also teaches us lessons about ensuring people are treated fairly and, that whatever gifts our children and community members may have individually, we need to share our skills and talents for the common good – to work together and achieve together!



Our Christian Values

Community

We are all members of the same family and if we combine our strength, work will be achieved and problems shared, celebrating the value of every individual in achieving our aims, regardless of gender, race, ability and beliefs. This is just like Nehemiah and the people who rebuilt the walls and gates in just 52 days. We are all needed and valued and each person is important to the whole.

Love

We love each other and all people of the world. We are patient, kind, helpful and trusting and never fail each other, valuing learning in a safe, happy, stimulating environment. This is just like Nehemiah when he heard his people were in trouble and rushed to their aid.

Hope

Hope gives us energy and helps us through difficult times, just like Nehemiah when he wanted to help his people but didn't know how to. He never gave up hope and eventually solved the problem. We believe we can make the world a better place by working together, supporting one another with our Christian ethos, whilst respecting spiritual beliefs of others.



Our Aims

1. We aim to enable every individual in the school community to reach their full potential and believe in themselves.
2. We aim to nurture each child to become a confident, independent learner, who is willing to take risks.
3. We aim to promote respect and acceptance of others through our Christian values and beliefs.
4. We aim to provide opportunities to develop life skills in a fun and enjoyable way.
5. We aim to make a positive contribution to the church, village and develop a sense of belonging to the wider world.
6. We aim to prepare our children for life beyond our school.
7. We aim to encourage our children to create a sustainable environment for the future.
8. We aim to be an exceptional school.



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Curriculum Intent

Our Curriculum meets the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It is delivered through high quality sequential, subject specific learning. The themes of Community, Global Learning and Christian Values weave throughout our curriculum. Each child's unique gifts are recognised and nurtured in order to prepare them to be educated with the knowledge to become successful citizens in a global world.



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Curriculum Implementation

The principle of our curriculum is to teach all pupils through a mastery approach. This provides them with the opportunity to keep up with the pace of learning and gaps are addressed immediately. Teaching for mastery means that all pupils are taught together as a whole class through a high quality inclusive teaching approach.

Our curriculum:

- Meets the needs of individual pupils.
- Ensures all our pupils are exposed to the whole curriculum.
- Is scaffolded and resourced in a way to make it accessible for all to learn.
- Allows retrieval of prior learning, exposure, production, then lots of practice.
- Allows our children the opportunity to record their work and externalise their thinking.
- Encourages the development of fluency over time.
- Encourages independence and resilience to deal with complexity and new contexts.
- Teaches all pupils the same objective through scaffolding and challenge.
- Allows all children to achieve some degree of mastery.
- Ensures children will work at broadly the same pace, with gaps being plugged immediately.
- Ensures oracy is key.
- Exposes pupils to an environment enriched with subject specific vocabulary.
- Ensures formative assessment is key.



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Curriculum Impact

The impact of the curriculum is monitored through triangulation of outcomes: pupil voice, test/data outcomes, planning, monitoring of books and displays, learning visits, discussions with teaching staff, pupils and parents.

Pupils leave Stanford in the Vale CE Primary School with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be. We aim for all of our children to leave Stanford respectful, knowledgeable, ambitious and with a thirst for life and all it has to offer.

CE **Stanford in the Vale** **Primary School**

Behaviour Curriculum 2023-24





Our Behaviour Curriculum



We develop children's character through the 'Stanford Way' curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support children to grow into polite, respectful and grateful adults who think about others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

The curriculum is taught explicitly during the first week in the Autumn term so that the children can recall the information and act upon it. At the start of each new term it is revisited and then continually reinforced throughout the year. Staff will also demonstrate these behaviours and ensure children have many opportunities to practise these. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to focus on their teaching.

There are three behaviour expectations in school. These are the 3 R's:

- Be respectful
- Be responsible
- Be ready to learn

Be Respectful	Be Responsible	Be Ready to Learn
Say please and thank you Hold doors open for people Walk silently through corridors Talk kindly to others Say good morning / afternoon Respect others' right to learn Respect all property Use a calm and polite tone of voice Follow adult instruction	Complete homework on time Remember to bring equipment to school Wear correct school uniform / PE kit Tidy your own workspace and classroom Accept responsibility and say sorry Complete neatly presented work	Sit still Listen carefully to everyone Give the staff your full attention Work hard on tasks given Be in the right place at the right time

Our Routines

- Our staff use a **silent signaller** to gain attention – this is done by raising one hand or **count down from 5 to 1**. The children respond by sitting or standing up straight in silence.
- We walk around school using **smart walking** – this means facing forwards, walking in a straight line, hands behind back, without talking and not leaning on walls in our line order.
- We use **fantastic listening** in school – this means sitting or standing up straight, facing forward, hands together, tracking the speaker and respecting others.
- When speaking we **SHAPE our answers** – answers are in full sentences, hands away from mouth, clearly articulated, projected voices and eye contact is made.
- We use **STEPS** to politeness – Surname and title, Thank You, Excuse Me, Please and Smile.
- We use our **BEST** presentation – Best joined handwriting, Every piece of work has a date and WALT that are underlined, Start at the margin, Through mistakes put a line.

Arriving at school at the beginning of the day

Know that we arrive on time to school in school uniform, school PE kit or school Forest School kit.

Know that we walk calmly to our classrooms.

Know that we greet everyone with a smile and a 'good morning'.

Know that we hang our coats up, put our lunchboxes on the trolley and water bottle in the box.

Know that once we enter the classroom, we do not leave again unless we have asked a member of staff.

Know that we sit down in our seat/carpet space as soon as we have entered the classroom and listen calmly to the music and reflect on the image on screen.

Playtime Behaviour

Know that we must walk from our classroom to the playground/field using Smart Walking.

Know that we must play safely without hurting anyone.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that we must be kind, by including people in our games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that, when signalled, we must line up in our line straight away.

Know that we must walk back to our classroom using Smart Walking.

Lunchtime

Know that we use Smart Walking when walking to the hall.

Know that we collect our food and sit down straight away.

Know that we should use a normal talking volume when in the hall. We should not be raising our voice.

Know that we should use a knife and fork correctly.

Know that we use good manners by saying 'please' and 'thank you' when someone gives us our food or a drink.

Know that we should not leave our seat once we have sat down.

Know that once we have finished, we clear any rubbish from our table and empty any left over food into the correct bin.

Know that once we have finished, we wait until a member of staff raises their hand.

Know that once a member of staff raises their hand and we have finished our food, we stand behind our chair until dismissed.

Know that we use Smart Walking when walking from the dining hall to the playground/field.

Completing work in books

Know that we should always work on the next available page unless told otherwise.

Know that we should date every piece of work.

Know that if we are writing a WALT, we must underline it with a ruler.

Know that we should always write neatly and clearly, with joined up handwriting (when appropriate).

Know that we should always start working from the margin.

Know that in maths we should always draw a margin in our books.

Know that in maths we should use one digit per box using pencil only.

Know that in maths we should always leave a one square space between calculations.

Know that whenever drawing lines, we should use a ruler.

Know how to correct mistakes by drawing a straight line through your work.

End of the day routine

Know that we must stay in a straight line while walking to our meeting point on the playground.

Know that we must stay with staff at the meeting point until they are dismissed.

General classroom expectations

Know that we should not be leaving our seat/carpet space during a lesson unless we have been asked to do so.

Know that we should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that we should not have any objects on the table that distract us from our learning.

Know that it is our responsibility to keep our table clear from clutter.

Know that we have a responsibility to ensure that the classroom is kept tidy.

Know that we should not talk when the teacher is delivering a lesson or another pupil has been asked to talk, as this will stop myself and others from learning.

Attendance and Punctuality

Know that we must legally attend school every day.

Know that we must legally arrive at school on time every day.



Stanford School ‘in class’ promise



When we choose to follow The Stanford Way, we are rewarded with...	When we choose not to follow The Stanford Way, this will happen...
<ul style="list-style-type: none">• Well done• Team point• Sticker• Visit to Mrs Willis for a Headteacher sticker• Believe and Achieve certificate• Whole class reward	<ul style="list-style-type: none">• Teacher reminder• Move to a different learning space• Catch up on missed learning at breaktime or lunchtime• Speak to parents and take work home to complete

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Curriculum Overview 2023-24





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	All About Me <i>Who am I and who are my family?</i>	Let's Celebrate <i>How do people celebrate at this time of year?</i>	Now and Then <i>What toys did my family have when they grew up?</i>	Growing <i>What grows in our garden?</i>	Amazing Animals <i>What happens to caterpillars and tadpoles?</i>	Welcome to Our World <i>How is life different for children around the world?</i>
Year 1	Seasons / Weather <i>How do I know what season it is?</i>	Stanford in the Vale <i>What is in our village?</i>	Our School <i>I wonder if I would have liked Stanford School a long time ago?</i>	Transport <i>How has transport changed over time?</i>	Castles – Kings and Queens <i>Who is the monarch and where do they live?</i>	The Seaside <i>Why isn't there a beach in Stanford?</i>
Year 2	Hot and Cold (Deserts and Antarctica) & Continents <i>Why would a polar bear not live in the desert?</i>	Our Village Church <i>How is St Denys important to the history of the village?</i>	The United Kingdom <i>How are the countries of the UK different from each other?</i>	Kenya <i>I wonder what Nairobi has in common with Stanford?</i>	Brunel <i>How did Isambard Kingdom Brunel change the lives of other people?</i>	Great Fire of London <i>Who was to blame for the Great Fire of London?</i>
Year 3	Stone Age-Iron Age <i>What are the secrets of White Horse Hill?</i>	From Normandy to Oxfordshire <i>Would I rather live in Oxfordshire or Normandy?</i>	The Romans <i>How successful were the Romans with invading Britain?</i>	Plants <i>How do plants thrive?</i>	London <i>Why would you want to live in London?</i>	Light & Shadows <i>How are shadows useful?</i>
Year 4	Anglo-Saxons <i>What changes did the Anglo-Saxons bring to British society?</i>	Electricity <i>How does flipping a switch turn on a light bulb?</i>	Volcanoes & Earthquakes <i>How do volcanoes and earthquakes impact the settlements of humans?</i>	Countries in Europe -Traditional Foods <i>Where does our food really come from?</i>	Rivers and the Water Cycle (focus on the River Thames) <i>Where does our water come from?</i>	Vikings <i>Were the Vikings ruthless killers or peaceful settlers?</i>
Year 5	Ancient Egypt <i>Why was the Nile the source of Ancient Egypt's success?</i>	Earth and Space <i>Why is the Earth's position in the solar system important?</i>	Our Changing World – Environmental <i>Are our actions damaging the World we share?</i>	Properties and changes of Materials <i>Are all changes reversible?</i>	Ancient Greece <i>What did the Ancient Greeks do for us today?</i>	Greece - today – trade links / economic activity <i>I wonder why Greece is a popular tourist destination?</i>
Year 6	WWII <i>What was it like to be a child during WWII?</i>	North America <i>Where would you visit on an American road trip?</i>	Evolution and Inheritance <i>What links Mary Anning and Charles Darwin?</i>	The Ancient Maya <i>Savages or Civilised? What were the Ancient Maya really like?</i>	South America <i>Why are the South American rainforests key to earth's survival?</i>	Reach for the Stars <i>What makes a good performance great?</i>

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Art and Design 2023-24





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Art and Design - Termly Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	All About Me <i>Who am I and who are my family?</i>	Let's Celebrate <i>How do people celebrate at this time of year?</i>	Now and Then <i>What toys did my family have when they grew up?</i>	Growing <i>What grows in our garden?</i>	Amazing Animals <i>What happens to caterpillars and tadpoles?</i>	Welcome to Our World <i>How is life different for children around the world?</i>
Foundation Stage	Draw a self portrait focussing on enclosing lines and colour choice.	Use different textures and materials to make firework pictures.	Talk about and explore the work of a famous artist.	Make different textures and patterns using different colours through rubbings.	Combine mixed materials via collage to create animals	Talk about and explore the work of a famous artist.
Enquiry	Seasons / Weather <i>How do I know what season it is?</i>	Stanford in the Vale <i>What is in our village?</i>	Our School <i>I wonder if I would have liked Stanford School a long time ago?</i>	Transport <i>How has transport changed over time?</i>	Castles – Kings and Queens <i>Who is the monarch and where do they live?</i>	The Seaside <i>Why isn't there a beach in Stanford?</i>
Year 1	<i>Design and Technology</i>	<i>Design and Technology</i>	Our school Observational drawing of various parts of the school using sketchbooks To take rubbings from various parts of the school to show texture. To create a collage of the school using rubbings.	Digital Art Find out about Mondrian and abstract art; Create art in the style of Mondrian using a relevant paint programme. To use paint programmes to show symmetry.	Create King/Queen students self-portraits using paint. To know what a portrait is and look at famous portraits. To know what a royal portrait artist is. To paint a portrait in a traditional style. Darren Baker	<i>Design and Technology</i>
Enquiry	Hot and Cold (Deserts and Antarctica) & Continents <i>Why would a polar bear not live in the desert?</i>	Our Village Church <i>How is St Denys important to the history of the village?</i>	The United Kingdom <i>How are the countries of the UK different from each other?</i>	Kenya <i>I wonder what Nairobi has in common with Stanford?</i>	Brunel <i>How did Isambard Kingdom Brunel change the lives of other people?</i>	Great Fire of London <i>Who was to blame for the Great Fire of London?</i>
Year 2	Inuit sculptures and printing Kenojuak Ashevak	Create a new stained glass window design for our church and make a paper/card and acetate mock up. Biblical stories linked to stained glass. Local artist, Kerry Houghton	<i>Design and Technology</i>	<i>Design and Technology</i>	<i>Design and Technology</i>	Sparks and Flames To use chalk to create flames. To use collage to create flames To use a variety of resources to create a 3-D picture. To create 3-D scenes. To use mixed media to create scenes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Stone Age-Iron Age <i>What are the secrets of White Horse Hill?</i>	From Normandy to Oxfordshire <i>Would I rather live in Oxfordshire or Normandy?</i>	The Romans <i>How successful were the Romans with invading Britain?</i>	Plants <i>How do plants thrive?</i>	London <i>Why would you want to live in London?</i>	Light & Shadows <i>How are shadows useful?</i>
Year 3	<i>Design and Technology</i>	Artists Study – French Artists Degas Cezanne Matisse Rousseau Van Gogh	Mosaics To understand the historical and cultural development of art forms mosaics To explore ideas to improve mastery of art and design techniques (printing). To develop their technique (of printing) including their control and use of materials (printing block, roller and tray). To produce more intricate surface patterns/ textures and use them when appropriate. To begin to evaluate and analyse their work. To research and discover information on Roman mosaics and present it effectively. To design a central motif for a printed mosaic and to evaluate the finished piece. To shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction	<i>Design and Technology</i>	Famous London landmarks Charles Fazzino To be able to use Pop art techniques and layering to create a 3D cityscape. To create London cityscape landmark monoprints. To be able to replicate London cityscape photos using different mediums. To explore how to create reflections of London on water. To be able to create a London cityscape using any media of choice.	<i>Design and Technology</i>
Enquiry	Anglo-Saxons <i>What changes did the Anglo-Saxons bring to British society?</i>	Electricity <i>How does flipping a switch turn on a light bulb?</i>	Volcanoes & Earthquakes <i>How do volcanoes and earthquakes impact the settlements of humans?</i>	Countries in Europe -Traditional Foods <i>Where does our food really come from?</i>	Rivers and the Water Cycle (focus on the River Thames) <i>Where does our water come from?</i>	Vikings <i>Were the Vikings ruthless killers or peaceful settlers?</i>
Year 4	<i>Design and Technology</i>	<i>Design and Technology</i>	Hokusai To discuss pictures by Japanese artists and say which is my favourite and why. To know where mount Fuji is, and to be able to create a sketch of it. To be able to use pastels to create a copy of Hokusai's work To be able to draw a piece of work inspired by Hokusai. To be able to create a sketch book page for Hokusai.	<i>Design and Technology</i>	Monet's river Thames series To explore what Impressionism is and where and when it began. To explore some of Monet's landscape paintings with a focus on the River Thames series. To review the life and work of Claude Monet.	Dragon's eyes Clay models To draw the human eye through observation. To explore the work of Jose Vergara. To use techniques learnt with the human eye to draw a dragons eye considering the change in colours and skin/scale texture. To create a model of a dragons eye using clay. To decorate a clay model.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Ancient Egypt <i>Why was the Nile the source of Ancient Egypt's success?</i>	Earth and Space <i>Why is the Earth's position in the solar system important?</i>	Our Changing World – Environmental <i>Are our actions damaging the World we share?</i>	Properties and changes of Materials <i>Are all changes reversible?</i>	Ancient Greece <i>What did the Ancient Greeks do for us today?</i>	Greece - today – trade links / economic activity <i>I wonder why Greece is a popular tourist destination?</i>
Year 5	Egyptian To explore the work of Alaa Awad and Hassam Dirar. Papyrus – drawing Egyptian Gods Scarab Beetles To explore Pharaoh headdresses. To create a self portrait in the style of an Egyptian Pharaoh	<i>Design and Technology</i>	Art using recyclable materials Printing using recycled materials Michelle Reader	<i>Design and Technology</i>	Greek pottery To explore historical vase designs. To find out about vase designers and begin to design your own vase To develop control of tools and techniques. To be able to make a clay vase. To decorate vases. To be able to evaluate a finished product.	<i>Design and Technology</i>
Enquiry	WWII <i>What was it like to be a child during WWII?</i>	North America <i>Where would you visit on an American road trip?</i>	Evolution and Inheritance <i>What links Mary Anning and Charles Darwin?</i>	The Ancient Maya <i>Savages or Civilised? What were the Ancient Maya really like?</i>	South America <i>Why are the South American rainforests key to earth's survival?</i>	Reach for the Stars <i>What makes a good performance great?</i>
Year 6	WW2 Art To explore and discuss the work of WW2 artists To explore Lowry's figures and crowds in his paintings To explore colour mixing, tints, tones and shades. To explore the foreground, mid-ground and background of a landscape painting. To create a composite picture in the style of LS Lowry.	<i>Design and Technology</i>	Digital Art Photography Silhouette portraits	<i>Design and Technology</i>	Frida Kahlo To learn about Frida Kahlo and analyse some of her work. To study the self portraits of Frida Kahlo. To explore how Kahlo drew on her cultural background for her artwork. To understand what surrealism is in artwork To explore how Kahlo painted moments in her life and expressed emotion through her work.	<i>Design and Technology</i>



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Art and Design Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Developing Ideas	Look and talk about what they have produced, describing simple techniques and media used.	Start to record simple media explorations in a sketch book.	Use a sketchbook to plan and develop simple ideas. Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work.	Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject. Make notes in a sketch book about techniques used by artists. Annotate ideas for improving their work through keeping notes in a sketch book.	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations. Use a sketch book to adapt and improve original ideas. Keep notes to indicate their intentions/purpose of a piece of work.	Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Keep notes which consider how a piece of work may be developed further. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. Annotate work in sketchbook.
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.	Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B)	Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to show consideration in the choice of pencil grade they use.	Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made. Attempt to show reflections in a drawing. Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.
Vocabulary	Thin Thick Light Dark Strong Soft Hard	Thick Thin Light Dark Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature	Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Comparison Still life	Frame Position Boundary Label Line Symbol Practical Impractical Change Improve	Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Appearance Character Personality	Viewpoint Distance Direction Angle Perspective Modify Bird's eye view Alter Interior Exterior Natural form Vista Panorama Image Subject Portrait Expression Personality	Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint

Painting	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.	Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks	Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash	Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media.	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
Vocabulary	Light Dark Bright, Dull Colourful	Blend Bright Primary Secondary Warm Vibrant Deep	Blend Bright Primary Secondary Warm Vibrant Deep Tone Shading Pointillism Colour wash	Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground	Representational Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon	Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense	Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading
3-D	Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.		Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date. Join two parts successfully. Make a slip to join to pieces of clay Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Use language appropriate to skill and technique		Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Solve problems as they occur. Use language appropriate to skill and technique.	
Vocabulary	Sculpture Fold Bend Clay	Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture		Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective		Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief	

Printmaking	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour.		Print simple pictures using different printing techniques. Continue to explore both monoprinting and relief printing. Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece.		Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media.	
Vocabulary	Print Repeat Patterns Shapes	Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print		Imprint Impression Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image Linear Register Block Manipulate Repeat Continuous Cylinder		Monotype Relief Printing plate Inking up Water-based Oil-based Overlap Etching Engraving Indentation Pressure Aesthetic Pattern Motif Rotation Reflection Symmetrical Repetition	
Texture, pattern, colour, line and tone	Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.	Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art.	Demonstrate experience in surface patterns/ textures and use them when appropriate. Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Express links between colour and emotion.	Create textures and patterns with a wide range of drawing implements.	Experiment with different grades of pencil and other implements to achieve variations in tone. Use complimentary and contrasting colours for effect	Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops	Consider the use of colour for mood and atmosphere
Vocabulary	Cutting Weave Shapes Sticking Texture	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap, Bumpy	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy	Cutting Shapes, Sticking, Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background

^{CE}**Stanford in the Vale** **Primary School**

Computing 2023-24





Curriculum Progression Document 2023-24

Computing Progression Map							
Curriculum Coverage by unit – Purple Mash							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn 1	Logging in to Purple Mash - ipads Keyboard skills	Unit 1.1 Online Safety & Exploring Purple Mash Unit 1.2 Grouping & Sorting	Unit 2.1 Coding	Unit 3.1 Coding	Unit 4.1 Coding	Unit 5.1 Coding	Unit 6.1 Coding
Autumn 2	Drawing skills - ipads	Unit 1.3 Pictograms Unit 1.4 Lego Builders	Unit 2.2 Online Safety Unit 2.3 Spreadsheets	Unit 3.2 Online Safety Unit 3.3 Spreadsheets	Unit 4.2 Online Safety Unit 4.3 Spreadsheets (start)	Unit 5.2 Online Safety Unit 5.3 Spreadsheet (start)	Unit 6.2 Online Safety Unit 6.3 Spreadsheets
Spring 1	Robots	Unit 1.5 Maze Explorers	Unit 2.4 Questioning	Unit 3.4 Touch Typing Unit 3.5 Email (start)	Unit 4.3 Spreadsheets (finish) Unit 4.4 Writing for Different Audiences (start)	Unit 5.3 Spreadsheet (finish) Unit 5.4 Databases	Unit 6.4 Blogging Unit 6.5 Text Adventure (start)
Spring 2	Numbots Learning to use a mouse - desktops	Unit 1.6 Animated Story Books	Unit 2.5 Effective searching	Unit 3.5 Email (complete) Unit 3.6 Branching Databases	Unit 4.4 Writing for Different Audiences (finish) Unit 4.5 Logo	Unit 5.5 Game Creator	Unit 6.5 Text Adventure (finish) Unit 6.6 Networks
Summer 1	Sounds	Unit 1.7 Coding	Unit 2.6 Creating pictures	Unit 3.7 Simulations Unit 3.8 Graphing	Unit 4.6 Animation Unit 4.7 Effective searching	Unit 5.6 3D Modelling Unit 5.7 Concept Maps	Unit 6.7 Quizzing Unit 6.8 Understanding Binary
Summer 2	Photography	Unit 1.8 Spreadsheets Unit 1.9 Technology outside school	Unit 2.7 Making music Unit 2.8 Presenting Ideas	Unit 3.9 Presenting	Unit 4.8 Hardware Investigators Unit 4.9 Making Music	Unit 5.8 Word Spreadsheets	Unit 6.9 Spreadsheets



Curriculum Progression Document 2023-24

Computing Progression Map – Purple Mash							
Curriculum Coverage							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Computer Science	<p>Children make a floor robot move.</p> <p>Children can use simple software to make something happen.</p> <p>Children can make choices about the buttons and icons I press, touch or click on.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p>				
Information Technology	<p>Children can tell you about different kinds of information such as pictures, video, text and sound. Children can move objects on a screen.</p> <p>Children can create shapes and text on a screen.</p> <p>Children can use technology to show my learning.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>		<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>			
Digital Literacy	<p>Children can tell you about technology that is used at home and in school.</p> <p>Children can operate simple equipment.</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		<p>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.</p>			



Curriculum Progression Document 2023-24

Computing Progression with Vocabulary							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Computer Science	<p>Children understand how to programme a Beebot to travel forwards, backward and change direction.</p> <p>Children can use the Beebot app to make it move around the screen.</p> <p>Children can use Numbots to answer questions, design their robot and collect coins.</p> <p>Children can use the Cbeebies apps play games, making choices and what to play and the direction they want the game to go.</p>	<p>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.</p> <p>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code</p> <p>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</p>	<p>Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</p> <p>Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.</p> <p>Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</p>	<p>Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it</p> <p>Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.</p> <p>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</p> <p>Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way</p>	<p>When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</p> <p>Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.</p> <p>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</p> <p>Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</p>	<p>Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</p> <p>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</p> <p>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables</p> <p>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.</p>	<p>Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</p> <p>Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.</p> <p>Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.</p> <p>Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the Internet in school</p>

Information Technology	Children are able to tell you that the can find such as pictures, video, text and sound on computers and electronic devices. Children can use a mouse and their fingers to move objects on a screen. Children can left clock on a mouse. Children can type their name into a computer. Children can unlock a tablet. Children can navigate simple software.		Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.		Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.		Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines. Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.		Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.		Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains. Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.		Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	
Digital Literacy	Children talk about the technology that they use in their everyday life.		Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair. Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.		Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs. Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.		Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.		Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.		Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.		Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.	
Key Vocabulary	Computer Tablet Unlock Lock App Technology Video Pictures Text Sound Beebot Direction	Log in Log out Avatar Username Password Sort Criteria Pictogram Data Collate Instruction Algorithm Program Debug	Direction Undo Animation Sound effect File Action Object Scale Scene Command Spreadsheet Cells Cursor Columns	In addition to previous years: Design Background Collision Event Sequence Predict Test Nesting Digital footprint Internet Sharing	Search Equals Move cell Lock tool Binary tree Database Search engine Template Concept map Node Audience	In addition to previous years: Action Alert Develop Repeat Predict Procedure Timer Output Values PEGI Blog Spoof <>= Communication	Email Compose CC Attachment Formatting Report Branching Simulation Graph Field Media Transition Text box Slideshow Formatting	In addition to previous years: If/ else Prompt Execute Flowchart Variable Command Coordinates Prompt Virus Cookies Copyright Identity theft	Phishing Malware Plagiarism Spam Average Formula Font Stop motion Flipbook Motherboard CPU RAM Graphics	In addition to previous years: Abstraction Decomposition Simplify Function Run Reputable Encryption Citations Formula wizard Collaborative Statistics	Reports Perspective Playability Texture Modelling Viewpoint 3D printing Audience Concept map Copyright Readability Template	In addition to previous years: Developer Number variable Event Launch command Screen time Average function Copy and paste Icon Blog post Sprite Router Local Area	Network Wireless Bit Byte Megabyte Gigabyte Tetrabyte Transistor Alignment Range Cell reference	

^{CE}**Stanford in the Vale** **Primary School**

Design and Technology 2023-24





Curriculum Progression Document 2023-24

Design and Technology – Termly Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	<p>All About Me</p> <p>Who am I and who are my family?</p>	<p>Let's Celebrate</p> <p>How do people celebrate at this time of year?</p>	<p>Now and Then</p> <p>What toys did my family have when they grew up?</p>	<p>Growing</p> <p>What grows in our garden?</p>	<p>Amazing Animals</p> <p>What happens to caterpillars and tadpoles?</p>	<p>Welcome to Our World</p> <p>How is life different for children around the world?</p>
	<p>Begin to use the language of designing and making, e.g. join, build and shape.</p> <p>Fine motor skills – scissors.</p>	<p>Learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters.</p>	<p>Joining materials – glue, tape, split pins etc</p>	<p>Begin to understand some of the tools, techniques and processes involved in food preparation.</p>	<p>Learn to construct with a purpose in mind. Selects tools and techniques needed to shape, assemble and join materials.</p>	<p>Begin to understand some of the tools, techniques and processes involved in food preparation. Children have basic hygiene awareness.</p>
Year 1	<p>Seasons / Weather</p> <p>How do I know what season it is?</p>	<p>Stanford in the Vale</p> <p>What is in our village?</p>	<p>Our School</p> <p>I wonder if I would have liked Stanford School a long time ago?</p>	<p>Transport</p> <p>How has transport changed over time?</p>	<p>Castles – Kings and Queens</p> <p>Who is the monarch and where do they live?</p>	<p>The Seaside</p> <p>Why isn't there a beach in Stanford?</p>
	<p>Windmills</p> <p>To explore what windmills are and how they are used.</p> <p>To explore ways of making strong bases.</p> <p>To explore how to make sails for windmills.</p> <p>To be able to design your own windmill.</p> <p>To be able to follow a plan to make a windmill.</p> <p>To be able to evaluate your finished windmill.</p>	<p>Playgrounds</p> <p>To explore the components, materials and features of playground equipment.</p> <p>To be able to explore different ways of joining and strengthening materials to create pieces of playground equipment.</p> <p>To be able to design a piece of playground equipment.</p> <p>To be able to make a piece of playground equipment according to a design.</p> <p>To be able to evaluate a finished product.</p>	<p>Art and Design</p>	<p>Art and Design</p>	<p>Art and Design</p>	<p>Seaside snacks</p> <p>To follow instructions to make sandwiches</p> <p>To make edible boats</p> <p>To make fruit sculptures</p> <p>To make edible cake decorations</p> <p>To create frozen seaside snacks</p> <p>To design a seaside picnic</p>
Year 2	<p>Hot and Cold (Deserts and Antarctica) & Continents</p> <p>Why would a polar bear not live in the desert?</p>	<p>Our Village Church</p> <p>How is St Denys important to the history of the village?</p>	<p>The United Kingdom</p> <p>How are the countries of the UK different from each other?</p>	<p>Kenya</p> <p>I wonder what Nairobi has in common with Stanford?</p>	<p>Brunel</p> <p>How did Isambard Kingdom Brunel change the lives of other people?</p>	<p>Great Fire of London</p> <p>Who was to blame for the Great Fire of London?</p>
	<p>Art and Design</p>	<p>Art and Design</p>	<p>Fabric Bunting</p> <p>To look at different uses for fabric.</p> <p>To understand what bunting is.</p> <p>To understand how bunting is constructed.</p> <p>To design, make and evaluate a piece of bunting.</p>	<p>Kenyan Food</p> <p>To prepare food of African origin safely and hygienically, measuring and weighing ingredients using measuring cups and digital scales.</p> <p>To understand where food comes from.</p> <p>To know what foods are healthy and what are unhealthy.</p>	<p>Bridges – to transport trains on</p> <p>To investigate and research bridges</p> <p>To investigate structures and joins</p> <p>To plan and design a bridge</p> <p>To construct a bridge using a design criteria</p> <p>To evaluate my bridge and the design</p>	<p>Art and Design</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Stone Age-Iron Age</p> <p>What are the secrets of White Horse Hill?</p>	<p>From Normandy to Oxfordshire</p> <p>Would I rather live in Oxfordshire or Normandy?</p>	<p>The Romans</p> <p>How successful were the Romans with invading Britain?</p>	<p>Plants</p> <p>How do plants thrive?</p>	<p>London</p> <p>Why would you want to live in London?</p>	<p>Light & Shadows</p> <p>How are shadows useful?</p>
	<p>Sewn pouches</p> <p>To know about the properties and uses of a range of different fabrics</p> <p>To investigate natural and synthetic fabrics and how their uses changed fashion</p> <p>To understand the importance of recycling and reusing fabric</p> <p>To explore and practise different sewing stitches</p> <p>To design a small fabric pouch using specific criteria</p> <p>To make a small pouch using specific criteria</p>	<p>Art and Design</p>	<p>Art and Design</p>	<p>Seasonal Food</p> <p>To know how seasonal fruits in Britain are grown and processed.</p> <p>To understand why vegetables form an important part of a healthy and varied diet.</p> <p>To show what you have learned about eating seasonal food as part of a healthy, varied diet.</p> <p>To explore and evaluate a range of existing products</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Art and Design</p>	<p>Pneumatics</p> <p>To investigate a variety of familiar objects that use air to make them work.</p> <p>To investigate techniques for making simple pneumatic systems.</p> <p>To be able to gather ideas for creating moving creature/tiy.</p> <p>To be able to design a creature/toy including a moving pneumatic system.</p> <p>To be able to make a creature/toy with a moving pneumatic part.</p> <p>To be able to evaluate a finished product.</p>
Year 4	<p>Anglo-Saxons</p> <p>What changes did the Anglo-Saxons bring to British society?</p>	<p>Electricity</p> <p>How does flipping a switch turn on a light bulb?</p>	<p>Volcanoes & Earthquakes</p> <p>How do volcanoes and earthquakes impact the settlements of humans?</p>	<p>Countries in Europe</p> <p>-Traditional Foods</p> <p>Where does our food really come from?</p>	<p>Rivers and the Water Cycle (focus on the River Thames)</p> <p>Where does our water come from?</p>	<p>Vikings</p> <p>Were the Vikings ruthless killers or peaceful settlers?</p>
	<p>Anglo Saxon Village</p> <p>To research, plan, design, create and evaluate examples of different Saxon homes</p> <p>To follow a design brief to design their own home using specific materials such as cardboard, clay, straw and sticks.</p>	<p>Light up signs</p> <p>To investigate and analyse illuminated signs.</p> <p>To understand how LEDs may be used instead of traditional incandescent bulbs in series circuits.</p> <p>To develop ideas for a decorative illuminated sign.</p> <p>To select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign.</p> <p>To construct a working circuit with one or more lights, and fit it in a decorative illuminated sign.</p> <p>To investigate ways in which computers can be used to program and control lights in a product.</p>	<p>Art and Design</p>	<p>Italian/Spanish food</p> <p>To understand where food comes from.</p> <p>To understand the food groups.</p> <p>To explain why rice and pasta are staple foods.</p> <p>To prepare and cook Italian and Spanish dishes using a range of cooking techniques.</p> <p>To evaluate which countries food you preferred and why.</p>	<p>Art and Design</p>	<p>Art and Design</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Ancient Egypt</p> <p>Why was the Nile the source of Ancient Egypt's success?</p>	<p>Earth and Space</p> <p>Why is the Earth's position in the solar system important?</p>	<p>Our Changing World –Environmental</p> <p>Are our actions damaging the World we share?</p>	<p>Properties and changes of Materials</p> <p>Are all changes reversible?</p>	<p>Ancient Greece</p> <p>What did the Ancient Greeks do for us today?</p>	<p>Greece - today – trade links / economic activity</p> <p>I wonder why Greece is a popular tourist destination?</p>
	<p>Art and Design</p>	<p>Cam toys (space themed)</p> <ul style="list-style-type: none">- Rotating planning- Shooting rocket <p>To investigate toys with moving cam mechanisms</p> <p>To investigate different types of cam mechanisms.</p> <p>To investigate ways of strengthening structures for a moving toy.</p> <p>To be able to design a moving toy with a cam mechanism.</p> <p>To be able to follow a design to create a moving toy with a cam mechanism.</p> <p>To be able to evaluate a finished moving toy</p>	<p>Art and Design</p>	<p>Bread making</p> <p>To investigate and evaluate bread products according to their characteristics.</p> <p>To learn how bread products are an important part of a balanced diet and can be eaten in different ways.</p> <p>To find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects.</p> <p>To be able to design a new bread product for a particular person or event.</p> <p>To be able to make bread based on a plan and design.</p> <p>To be able to evaluate a finished product.</p>	<p>Art and Design</p>	<p>Levers Pulleys and gears</p> <p>To understand how levers work.</p> <p>To understand how pulleys work.</p> <p>To understand how gears work.</p> <p>To design and make a game using a combination of levers, pulleys and gears.</p> <p>To evaluate game thinking about the whether the choice of mechanism was right for the game and why.</p>
Year 6	<p>WWII</p> <p>What was it like to be a child during WWII?</p>	<p>North America</p> <p>Where would you visit on an American road trip?</p>	<p>Evolution and Inheritance</p> <p>What links Mary Anning and Charles Darwin?</p>	<p>The Ancient Maya</p> <p>Savages or Civilised? What were the Ancient Maya really like?</p>	<p>South America</p> <p>Why are the South American rainforests key to earth's survival?</p>	<p>Reach for the Stars</p> <p>What makes a good performance great?</p>
	<p>Art and Design</p>	<p>American Food</p> <p>To find out about the diversity of foods grown in America's diverse climates, and develop cooking skills while following a recipe for a traditional American food.</p> <p>To discover some ways in which indigenous Americans grew, caught, gathered, prepared, and cooked, food.</p> <p>To find out about important, traditional staple foods in America, and how the slave trade influenced American cuisine.</p> <p>To learn about the cultural significance of chillies in Mexican cooking, and about how American food is heavily influenced by food from other cultures.</p> <p>To consider why certain foods are unhealthy if eaten regularly, and recognise the value of eating food together.</p>	<p>Art and Design</p>	<p>Mayan Headdress</p> <p>Through research, identify the importance of headdresses in the Mayan's attire.</p> <p>To highlight and annotate all the good features of a Mayan Headdress</p> <p>To design our own headdress choosing the audience - priest, craftsman or warrior.</p> <p>To make a headdresses.</p> <p>To evaluate a headdress against the original criteria.</p>	<p>Art and Design</p>	<p>Steady Hand game</p> <p>To make an electronic circuit to be built into the game.</p> <p>To make the main wooden body to hold the circuit.</p> <p>To shape the wire into an interesting and fun shape.</p> <p>To make the wire follower.</p> <p>To research children's toys and to produce a both a web -diagram and initial ideas.</p> <p>To write a design brief and an orthographic drawing of the final game.</p> <p>To evaluate the game by either playing with it yourself and making notes as to how successful it is, or by giving it to a small child to play with whilst you make notes as to how the child reacts to the game.</p>



Curriculum Progression Document 2023-24

Design and Technology Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Cooking and Nutrition	To begin to understand some of the tools, techniques and processes involved in food preparation. Children to have basic hygiene awareness. Develop fine motor skills, cutting/chopping. Working as a team, sharing equipment. Develop social skills – food hygiene, food types and healthy eating.	Talk about what he/she eats at home and be able to identify healthy foods. Be able to say where some foods come from and give examples of food which is grown. Use simple tools with adult help/supervision to prepare food safely.	Understand the need for a variety of food in our diet. Understand that food has to be farmed, grown or caught. Use a wider range of cookery techniques to prepare food safely.	Talk about the different food groups and name food from each food group (science curriculum link). Understand that food has to be grown, farmed or caught in the UK, Europe and the wider world. Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.	Understand what makes a healthy and balanced diet and that different food and drink provide different nutrients to keep our bodies healthy & active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques	Understand the main food groups & the specific nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable to eat. Select appropriate ingredients and use a wide range of techniques to combine them.	Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Use information on food labels to inform choices. Research, plan, prepare and cook a savoury dish applying his/her knowledge of ingredients and his/her technical skill.
Vocabulary	Fruit, vegetables, mixing, healthy, recipe, farming, growing, ingredients, pouring	healthy, unhealthy, source, fruit, vegetables, clean, safe, dirty, unsafe, amount, ingredients, recipe, weight, nutrients, vegetarian, dietary requirements		savoury, sweet, recipe, appearance, peeling, chopping, grating, mixing, spreading, kneading, baking, prepare, temperature, taste, texture, hygiene, safety, measure, gram, kilogram, heat/hot, oven, hob, cook, utensil		aroma, cooking time, temperature, storage, handling, recipe, nutrients, substitute, adapting, methods, prepare, cook, savoury, peeling, chopping, slicing, kneading, baking, melting, whisking,, rise, grating, dissolving, juicing, mixing, blending, seasonal, dietary, growing, requirements, reared, vegetarian, vegan, fishing	
Developing, planning and communicating ideas	Begin to use the language of designing and making for example join, build, shape. Learning about planning and how to come up with an idea but try to make it even better. Be able to talk about what they will make and how.	Create simple designs for a product. Use pictures and words to explain what he/she wants to do.	Design purposeful, functional and appealing products for himself/herself and other users based on given design criteria. Generate, develop, model and communicate his/her ideas through drawing, templates, mock-ups, and evidence of using ICT where appropriate.	Use knowledge of existing products to design his/her own functional products. Create designs using annotated sketches, cross sectional diagrams and simple computer programmes.	Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Focus here on introduction to target markets. Create designs using exploded diagrams	Use his/her own market research or client investigation to inform the design of his/her own product. Create prototypes/mock ups to develop ideas and show working.	Use research he/she has done into famous designers to inform the design of his/her own innovative products. Generate and understand specifications. Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross sectional diagrams, exploded diagrams, prototypes, pattern pieces and CAD (computer aided design).
Vocabulary	picture, drawing, use, plan, ideas, draw	purpose, develop, model, template, information, materials, mock up, function, product, media, appeal, prototype, audience		appeal, criteria, research, preference, purpose, intended user, parts, idea, needs and wants, product, annotate, sketch, prototype, patterns, annotations, notes, cross sections, drawings, sketches, realistic, decide, diagram, model		leisure, culture, enterprise, industry, surveys, interviews, appealing, fit for purpose, questionnaires, preference, individuals, groups, design features, needs, wants, functional, research, value, prototype, cross section, sketch, generate, model, develop, step by step, annotate, discuss, decisions, time, plans, guide, cost, resources, clarify, ideas, constraints	

Working with tools, equipment, materials and components to make quality products	To learn to construct with a purpose in mind. Be able to select tools and techniques needed to shape, assemble and join materials. To use tools carefully and safely with purpose. Junk modelling as a way of experimenting with construction with freedom. Explore materials when making, show freedom of experimenting.	Select and use a range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing. Use a range of simple tools to cut and join materials safely.	Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out, cut and shape materials and components using a range of tools.	Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.	Use techniques which require more accuracy to cut, shape join and finish work. For example, cutting internal shapes and slots in framework structures. Use his/her own knowledge of techniques and the functional and aesthetic qualities of a range of materials and plan how to use them.	Make careful and precise measurements so that joints, holes and openings are in exactly the right place. Produce step by step plans to guide his/her making, demonstrating that he/she can apply their knowledge of different materials and processes	Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. Use technical knowledge and accurate skills to problem solve during the making process (QA and QC).
Vocabulary	Join, decorate, fabric, adapt Texture, (materials & tools specific to project)	equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join, function, refine, mechanism, adhesive, template (Materials and tools specific to project)		Fastening, compartment, zip, stiffening, blanket stitch, embroidery, seam allowance, annotated, sketch, aesthetic, mock-up, functional, pleats, (materials & tools specific tom project) series circuit, fault, connection, battery, battery holder, bulb, wire, bulb holder, insulator, conductor, crocodile clip, control, program, system, input, output		design specification, investigate, innovative, wadding, reinforce, top stitch, exploded diagrams, hem, prototype, pattern pieces, (materials and tools specific to project), parallel circuit, toggle switch, push-to-make switch, push-to-break switch, motor, buzzer, monitor control, program, flowchart, design brief	
Evaluating processes and products	Begin to talk about changes made during the making process. What went well or not so well and why that may have been. Develop critical thinking.	Ask simple questions about existing products and products that he/she has made.	Evaluate and assess existing products and those that he/she has made using given design criteria.	Investigate and analyse existing products and those he/she has made considering the design brief and specification.	Consider how existing products and his/her own products might be improved and how they meet the needs of the user	Make detailed evaluations about existing products and his/her own products considering the views of others to improve their work.	Use his/her knowledge of famous designers to further explain the effectiveness of existing products and products he/she has made. Be able to evaluate against a specification.
Vocabulary	What went well, How can it be made better.	evaluate, improve, design, product, criteria, judge, materials, use, idea, improve, final, complete, like, change, dislike, next time, better, worse, different, instead.		criteria, evaluate, product, purpose, user, needs, design, construction, methods, strengths, areas for development, view, preference, reasons, improve, inventor, designer, manufacturer, products, names of inventors		suitable, manufacture, innovate, sustainability, construction, effective, designed, suitable, successful, improvement, intended, impact, materials, products, functional, investigate, methods, analyse, existing, strengths, areas for development, views, developing, criteria, improve, evaluate, quality, inventor, designer, manufacturer, inventors names, website	
Mechanisms and Construction	To learn how to use a range of tools including scissors, stapler, hole punch, rolling pins, pastry cutters. Learn how everyday objects work by dismantling them and investigating as a class. Use of technology box to get used to tools and what they are used for.	Build structures exploring how they can be made stronger and more stable. Explore and use levers.	Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.	Understand how pneumatic systems work. Strengthen frames using diagonal struts.	Understand and experiment with electrical systems and how they may link to their own products	Understand how to use more complex mechanical systems, use of cams. Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger and more stable.	Understand how to use more complex electrical systems. Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately.
Vocabulary	experiment, change, tools, materials, use, make, build, join, shape, tools	slider, lever, pivot, slot, bridge, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, vehicle, wheel, axle, axle holder, cutting, joining, shaping, finishing, fixed, free, moving, tools,		tools, equipment, materials, function, construction, finishing, polishing, painting, smoothing, assemble, stages of making, measure, mark out, cutting, shaping, perimeter, slots, cut-outs, varnishing, sanding.		Pulley, drive belt, spindle, driver, follower, transmit, axle, exploded diagrams, design brief, engineering, survey	

^{CE}Stanford in the Vale Primary School

English 2023-24



Document created in collaboration with Julie Sargent



Curriculum Progression Document 2023-24

English Progression Map							
Curriculum Coverage and Key Vocabulary							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Basic Skills, grammar and Vocabulary	Basic sentence structure Phonics to the end of Level 4	See V,G and P doc Phonics to end of Level 5 (in appendices)	See V,G and P doc Phonics to end of Level 6 (in appendices)	See V,G and P doc (in appendices)	See V,G and P doc (in appendices)	See V,G and P doc (in appendices)	See V,G and P doc (in appendices)
Fiction	Retell and Innovate stories orally: • Stories of interest To write words and sentences based on stories that they have heard.	Retell and Innovate stories orally and in written form: • Traditional tale • Adventure story • Fairy tale Speech bubbles	Retell, innovate and invent stories: • Stories from other cultures • Adventure story • Alternative versions of traditional stories	Narrative – alternative versions • Viewpoint story • Overcoming fear story • Prequels and Sequels	Myths and legends Quest story Adventure story Introducing new characters/incidents to a story Messages from characters to each other	Dilemma story Myths and legends Alternative viewpoints Comic strips/graphic novels Play scripts Sci-fi	Play scripts and dialogue Time slip/flashback Suspense story Historical fiction
Non-fiction	Recount - orally talk about past events in their lives. Instructions - Orally explain how their made something or are going to make something. Non-Chronological Report - Write sentences to include facts. List writing Write cards	Recount • postcard • letter • trip Instructions • messages • signs • sequence Non-Chronological Report • fact file • job description Persuasion Information text • invitation	Non-Chronological Report • guide book • fact file Instructions • directions • sequence • recipe Recount • diary • trip • letter Persuasion • poster • Advert	Non-Chronological Report • modern life • fear of the dark Persuasion • letter • advert • magazine article Explanation • science Recount • trip • diary Instruction • recipe	Explanation • science Instruction • recipe • experiments Recount • trip • diary Report • newspaper Persuasive • flyer • film review • book review	Persuasive • letter • blog Balanced argument Debate Report • newspaper Explanation • science Future Recount • weather forecast Instructions • experiments • recipe	Recount • biography • magazine article Balanced argument Debate Persuasion • blog • letter Report • newspaper Hybrid Texts • website Instructions • how to make something Explanation • science Wiki entry



Curriculum Progression Document 2023-24

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Poetry	<p>Performing</p> <p>performing rhymes and poems</p> <p>Performing poems with repeated phrases</p> <p>Create and include actions</p>	<p>Performing</p> <p>performing rhymes and poems, including from other cultures</p> <p>Performing poems with repeated phrases</p> <p>Create and include actions</p> <p>Creating</p> <p>Group performance poetry with repeated patterns or lines</p> <p>List poems</p> <p>Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc.</p> <p>Adding words/phrases/captions to images</p> <p>Generate rhyming words/phrases</p> <p>Use a scaffolding frame for creating poems</p> <p>All the above could be created as a shared/group write</p> <p>Consider having a poem/rhyme each week to learn/enjoy</p>	<p>Performing</p> <p>Contemporary and classic poetry</p> <p>Lyrics (contractions)</p> <p>Poems with repeated patterns and patterned structure</p> <p>Question and answer poems Simple raps</p> <p>Creating</p> <p>Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive</p> <p>Poems that include commands</p> <p>List poems</p> <p>Question and answer poems</p> <p>Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc.</p> <p>Explore effective/innovative language choices</p> <p>Jokes/riddles/nonsense</p> <p>sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones)</p> <p>Alliterative sentences</p> <p>Innovated patterned structures</p> <p>Analysing</p> <p>Poem review: likes/dislikes/puzzles/patterns</p> <p>Consider publication and presentation</p>	<p>Performing</p> <p>Perform a range of poems exploring intonation, tone, volume and actions.</p> <p>Consider the impact of the above on the listener</p> <p>Perform narrative poems.</p> <p>Explore different voices for narrator and characters.</p> <p>Perform free verse poems</p> <p>Creating</p> <p>Free verse poems</p> <p>Conversation poems</p> <p> kennings</p> <p>Special effects: similes, metaphors, personification etc.</p> <p>Song lyrics (apostrophes)</p> <p>Analysing</p> <p>Read/discuss a range of poems and discuss</p> <ul style="list-style-type: none"> Types of poems they are and how you know. Structure of the poem. Purpose of the poem <p>Poems could be sorted into different forms.</p> <p>Are they easy to sort or are some ambiguous?</p> <p>Summarise poems</p> <p>Poetry analysis/review:</p> <p>Themes/interesting words phrases/type of poem/response/questions you have</p>	<p>Performing</p> <p>Perform a range of poems exploring intonation, tone, volume and actions.</p> <p>Consider the impact of the above on the listener</p> <p>Perform narrative poems.</p> <p>Explore different voices for narrator and characters.</p> <p>Perform free verse poems</p> <p>Creating</p> <p>Narrative poems</p> <p>List poems</p> <p>Haiku</p> <p>Calligrams</p> <p>Song lyrics (apostrophes) Analysing</p> <p>Read/discuss a range of poems and discuss</p> <ul style="list-style-type: none"> Types of poems they are and how you know. Structure of the poem Purpose of the poem <p>Poems could be sorted into different forms.</p> <p>Are they easy to sort or are some ambiguous?</p> <p>Summarise poems</p> <p>Poetry analysis/review:</p> <p>Themes/interesting words phrases/type of poem/response/questions you have</p>	<p>Performing</p> <p>Perform and read aloud a wide range of poems.</p> <p>Consider intonation, tone and volume to show meaning to the audience</p> <p>Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating</p> <p>Structured grammar poem</p> <p>Free verse based on themes/issues etc.</p> <p>Cinquain</p> <p>Concrete poems</p> <p> kennings</p> <p>Consider layout and presentation</p> <p>Analysing</p> <p>Poetry reviews</p> <p>Poetry analysis</p> <p>Recommendations</p> <p>The above could include:</p> <p>Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>	<p>Performing</p> <p>Perform and read aloud a wide range of poems.</p> <p>Consider intonation, tone and volume to show meaning to the audience</p> <p>Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating</p> <p>Blackout poems</p> <p>Use figurative language: similes, metaphors, personification etc.</p> <p>Ballads</p> <p>Comic verse</p> <p>Exploring and using unusual/surprising word combinations</p> <p>Model verb poems (if only)</p> <p>Consider layout and presentation</p> <p>Analysing</p> <p>Poetry reviews</p> <p>Poetry analysis Recommendations</p> <p>The above could include:</p> <p>Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>
Writer's Craft	<p>Sentence construction</p>	<p>Description</p> <ul style="list-style-type: none"> settings people <p>Scary sentences (intro to suspense)</p>	<p>Descriptions</p> <ul style="list-style-type: none"> settings people events <p>Word power</p> <p>Show not tell</p>	<p>Opening techniques</p> <p>Endings</p> <p>Description</p> <ul style="list-style-type: none"> people places emotions events <p>Suspense</p> <p>Personification</p>	<p>Description</p> <ul style="list-style-type: none"> people places settings emotions events <p>Dialogue</p> <p>Personification</p> <p>Characterisation</p> <p>Creating inference</p>	<p>Openings</p> <p>Endings</p> <p>Descriptions</p> <ul style="list-style-type: none"> people places settings emotions events <p>Cliff hangers</p> <p>Suspense</p> <p>Hyperbole (exaggeration)</p> <p> Foreshadowing</p> <p>Humour</p> <p>Flashbacks</p> <p>Dialogue</p> <p>Personification</p> <p>Characterisation</p> <p>Repetition</p>	<p>Opening techniques</p> <p>Endings</p> <p>Description</p> <ul style="list-style-type: none"> people places settings emotions events <p>Cliff hangers</p> <p>Suspense</p> <p>Hyperbole (exaggeration)</p> <p> Foreshadowing</p> <p>Humour</p> <p>Flashbacks</p> <p>Dialogue</p> <p>Personification</p> <p>Characterisation</p> <p>Creating inference</p> <p>Repetition</p> <p>Contrast</p>



Curriculum Progression Document 2023-24

English Progression						
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five
Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar way) 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 		<ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.



Curriculum Progression Document 2023-24

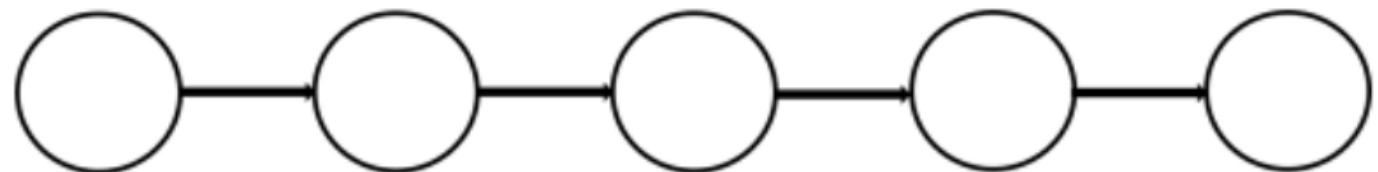
English Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Poetry – Reading - Listen, discuss, respond	<p>Listen and discuss a wide range of poems - Link to own experiences - Join in with predictable phrases - Appreciate rhymes and poems and recite some by heart - Discuss word meanings</p>	<p>Listen and discuss a wide range of poems - Link to own experiences - Join in with predictable phrases - Appreciate rhymes and poems and recite some by heart - Discuss word meanings - Discuss significance of title and events - Participate in discussions</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry - Recognise simple recurring literary language in poetry - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Listen to and discuss a wide range of fiction, poetry - Read books (poems) that are structured in different ways and reading for a range of purposes - Identify themes and conventions in a wide range of books (poems) - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader's interest and imagination - Recognise some different forms of poetry (for example, free verse, narrative poetry) - Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>		<p>Continue to read and discuss an increasingly wide range of poetry - Read books (poems) that are structured in different ways and for a range of purposes - Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions - Recommend books (poems) that they have read to their peers, giving reasons for their choices - Identify and discuss themes and conventions in and across a wide range of writing (poetry) - Make comparisons within and across books (poems) - Learn a wider range of poetry by heart - Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience - Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>	
Poetry – Reading - Understanding	<p>Draw on background knowledge and vocabulary provided</p>	<p>Draw on background knowledge and vocabulary provided - Check text makes sense, correcting inaccurate reading - Infer and predict on the basis of what is said and done and has been ready so far - Explain understanding</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read and correct inaccurate reading - Make inferences on the basis of what is being said and done - Answer and ask questions - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Ask questions to improve their understanding of a text - Draw inferences and justifying inferences with evidence - Identify main ideas drawn from more than one paragraph (verse) and summarising these - Identify how language, structure, and presentation contribute to meaning</p>		<p>Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identify how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for views.</p>	

Poetry – Writing - Composition		<p>Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher. The national curriculum talks about composing sentences and sequences of sentences. Children could compose lines of poems and sequences of lines</p>	<p>Develop positive attitudes towards and stamina for writing by: - writing poetry Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Plan writing by: - discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas</p> <p>Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures - organising paragraphs (verses) around a theme</p> <p>Evaluate and edit by: - assessing the effectiveness of their own and others’ writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency</p> <p>Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by: - assessing the effectiveness of their own and others’ writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Poetry - Writing - Vocabulary, grammar and punctuation		<p>Leaving spaces - Joining words and clauses using and - Capital letters for names of people, places, days of week and the I</p>	<p>Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify [for example, the blue butterfly] - The present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs (verses) as a way to group related material - Expanded noun phrases</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicate grammatical and other features (as appropriate) by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list</p> <p>Layout devices</p>

Narrative	Listen to and discuss stories drawing on what they already know or on background information and vocabulary provided by the teacher Say and write simple sentences.	Listen to and discuss stories drawing on what they already know or on background information and vocabulary provided by the teacher Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Say, compose and sequence sentences Re-read to check for sense Discuss writing with the teacher or other pupils Read writing out loud Use ‘and’ to join clauses Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, ‘I’ as needed	Listen, discuss and give views on a variety of stories Discuss the sequence of events and how they are related Retell an a variety of stories Develop vocabulary, linking to known words and discussing favourite words and phrases Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Write a narrative about experiences and those of others (real and fictional) Have a clear purpose for writing Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Write statements (other sentence types could be used: commands, questions, exclamations) Noun phrases to describe (jagged rocks, majestic forest, tiring journey) Progressive form of verbs to mark actions in progress As appropriate: commas to separate items in a list Conjunctions (because, when, if, when, that, etc.) Adverbs of time to support sequence (first, then, after that, etc.) Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning	Listen to, read and discuss a range of stories and retell some orally Identify themes and conventions Discuss words and phrases that capture the reader’s interest and imagination Drawing inferences such as inferring characters ‘feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Identify main ideas and summarising Discuss how language, vocabulary, structure, and presentation contribute to meaning Discuss stories similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas in advance of writing Compose and rehearse sentences orally (including dialogue) building a varied and rich vocabulary Create settings, character and plot Evaluate own and other’s writing by suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Reading and discuss and increasingly wide range of stories, including different structures and for a range of purposes Recommend stories, giving reasons for their choices Identify and discuss themes and conventions across a wide range of writing Make comparisons with and across books Ask questions to improve understanding Explore meanings of words in context Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Note and develop initial ideas, drawing on reading and research where necessary Consider how authors have developed characters and settings from what has been read, listened to or seen performed. Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Describe settings, characters and atmospheres and integrating dialogue to convey character and advance the action Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others’ writing is Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors
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Non-Fiction – Nonchronological Report	<p>Listen and discuss a wide range of non-fiction and explain their understanding</p> <p>Say and write simple sentences.</p>	<p>Listen and discuss a wide range of non-fiction and explain their understanding</p> <p>Compose oral non-fiction sentences before writing</p> <p>Write sentences/sequence of sentences to describe a subject</p> <p>Sort sentences into subject related material</p> <p>Write labels, captions and sentences</p> <p>Discuss writing with teacher or other pupils</p> <p>Read aloud writing</p> <p>Re-read to check for sense</p> <p>Use ‘and’ to join clauses</p> <p>Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks)</p> <p>Use a capital letter for people, places, days of week and person pronoun, ‘I’ as needed</p>	<p>Listen to, discuss and give view on non-fiction</p> <p>Discuss how items of information are related</p> <p>Answer and ask questions relating to non-fiction</p> <p>Look at different structures of non-fiction and use these to structure own writing</p> <p>Have a clear purpose for writing non-fiction</p> <p>Before writing, say and note key ideas and vocabulary</p> <p>Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession)</p> <p>Write statements (other sentence types could be used: statements, questions, exclamations)</p> <p>Noun phrases describe and specify (nocturnal animals, long, sharp claws, the man in the moon)</p> <p>As appropriate, -er, -est adverbs</p> <p>Conjunctions (and, when, that, but etc.)</p> <p>Commas in lists</p> <p>Evaluate writing for sense, correct verb form, including the progressive (where appropriate)</p> <p>Proof-read for spelling, punctuation and grammar</p> <p>Read aloud with appropriate intonation to support meaning</p>	<p>Read and discuss a wide range of non-fiction that is structured in different ways and for a range of purposes</p> <p>Explore and discuss vocabulary and grammar used Ask questions to develop understanding</p> <p>Identifying main ideas from more than one paragraph and summarising these</p> <p>Identify how language, structure and presentation support meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Discuss and record ideas in advance of writing</p> <p>Evaluate own and other’s writing by suggesting improvements</p> <p>Suggest changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p>	<p>Read and discuss a wider range of non-fiction and reference books with different structures and purposes</p> <p>Recommend non-fiction texts, giving reasons for their choices: This one would be helpful for someone who....</p> <p>Compare non-fiction texts: This one has... so that..., but this one doesn’t... because... Identify how language, structure and presentation contribute to meaning</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve, record and present information from nonfiction</p> <p>Explain and discuss their understanding of what has been read, including through formal presentations, using notes where necessary</p> <p>Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note initial ideas drawing on reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Precising longer passages</p> <p>Evaluate how effective their own and others’ writing is and propose changes to vocabulary, grammar and punctuation to clarify meaning</p> <p>Ensure consistent and correct use of tense throughout, subject verb agreement, appropriate register for writing</p> <p>Proof-read for spelling and punctuation errors</p>
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Non-Fiction – Recount	<p>Say and write simple sentences.</p>	<p>Link what they read or hear to own experiences Retell key stories, fairy stories and traditional tales Discuss the significance of title and events Say and compose sentences about own experiences Sequence and/or write sentences about an event Discuss writing with the teacher or other pupils Read writing out loud Re-read to check for sense Use ‘and’ to join clauses Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, ‘I’ as needed</p>	<p>Discussing the sequence of events in books and how items of information are related Be introduced to non-fiction books that are structured in different ways Write narratives about personal experiences and those of others (real and fictional) Write about real events Write recounts for different purposes Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Write statements (other sentence types could be used: commands, questions, exclamations) Noun phrases to describe and specify Conjunctions May use adverbs of time to support sequence Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning</p>	<p>Read and discuss a variety of recounts that are structured in different ways and have different purposes Explore and discuss vocabulary and grammar used Ask questions to develop understanding Discuss how language, structure and presentation support meaning Discuss and record ideas in advance of writing Evaluate own and other’s writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p>	<p>Read and discuss a wider range of recounts with different structures and purposes Recommend and compare recounts: this one is clear because.... Identify how language, structure and presentation contribute to meaning Distinguish between statements of facts and opinion Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others’ writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors</p>
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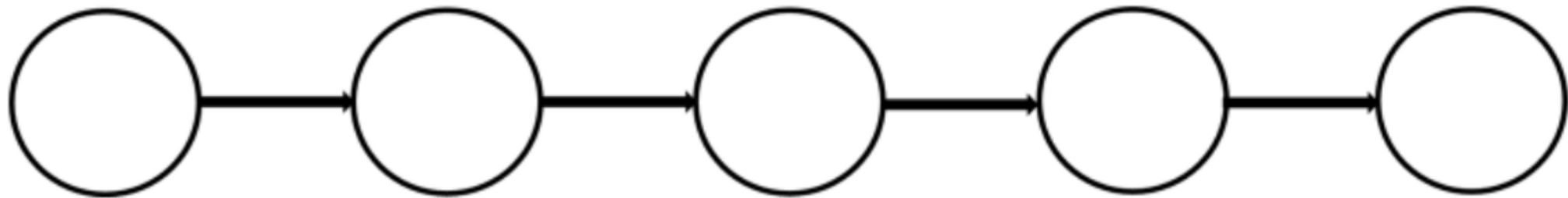




Recount planning frames

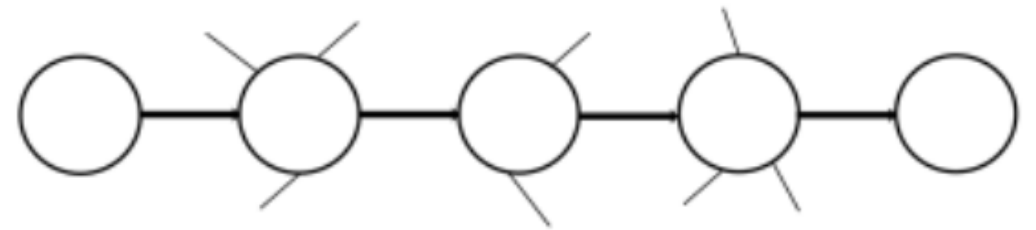
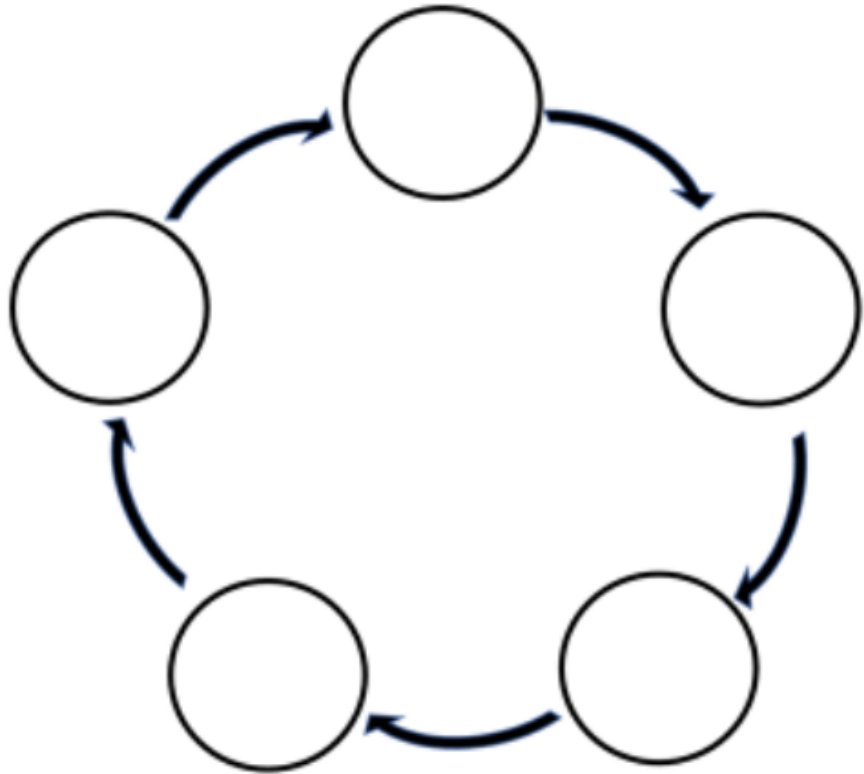
<p>Say and write simple sentences.</p>	<p>Read, follow and understand simple instructions and link these to their own experiences Give oral instructions Discuss the significance of the title Compose instructions orally before writing Sequence instructions and/or write a sequence of instructions Discuss instructions with the teacher or other pupils Read instructions out loud Re-read to check for sense Use 'and' to join clauses Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed</p>	<p>Discuss and give views on instructional writing: clarity, sequence, language, vocabulary, sense Write instructions about real events Have a clear purpose for instructions Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Statements and commands (other sentence types could be used: questions, exclamations) Noun phrases to support clarity/essential information (little glue, blue paper, use a sharp knife) Conjunctions (if, when, so that, etc.) Adverbs of time to support sequence (first, then, after that, etc.) Imperative verb form (fetch, get, etc.) Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning</p>	<p>Read and discuss a variety of instructions that are structured in different ways and have different purposes (Who is this for? Why might you need this?) Explore and discuss vocabulary and grammar used Ask questions to develop understanding Discuss how language, structure and presentation support meaning Discuss and record ideas in advance of writing Increase range of sentence structures Use a wider range of conjunctions to explain (when, if, because, although, etc.) Select nouns and pronouns for clarity and cohesion Adverbs and prepositions to express time and cause (meanwhile, after a while, with, before, until, onto, etc.) Use simple organisational devices such as headings and subheadings Evaluate own and other's writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p>	<p>Read and discuss a wider range of instructions with different structures and purposes Recommend instructions, giving reasons for their choices: This one is clear because... Compare instructions: This one has... so that..., but this one doesn't... because... Identify how language, structure and presentation contribute to meaning Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas Select appropriate grammar and vocabulary, giving attention to enhancing meaning Use modal verbs or adverbs to indicate degrees of possibility (you could..., this will certainly...) As appropriate: commas to clarify meaning; hyphens to avoid ambiguity; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses Colons to introduce a list Punctuating bullet points consistently Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining could be used Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors</p>
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Instruction planning frames



Non-Fiction – Explanation		<p>Talk about how and why things happen</p> <p>Read, follow and understand simple explanations and link these to their own experiences</p> <p>Discuss the significance of the title</p> <p>Say, compose a sentence/sequence of sentences that explains how and why</p> <p>Discuss writing with the teacher or other pupils</p> <p>Read writing out loud</p> <p>Use ‘and’ to join clauses</p> <p>Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, ‘I’ as needed</p> <p>Re-read to check for sense</p>	<p>Discuss and give views on explanation writing: sequence, language, vocabulary, sense</p> <p>Write explanations about real events</p> <p>Have a purpose for writing explanations</p> <p>Before writing, say and note key ideas and appropriate vocabulary</p> <p>Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession, commas in lists)</p> <p>Write statements (other sentence types could be used: questions, exclamations)</p> <p>Conjunctions for cause and effect (because, so that, etc.)</p> <p>Adverbs of time to support sequence (first, then, after that, etc.)</p> <p>Evaluate writing for sense, correct verb form</p> <p>Proof-read for spelling, punctuation and grammar</p> <p>Read aloud with appropriate intonation to support meaning</p>	<p>Read and discuss a variety of explanations that are structured in different ways and have different purposes (Who is this for? Why might you read this?)</p> <p>Explore and discuss vocabulary and grammar used</p> <p>Ask questions to develop understanding</p> <p>Discuss how language, structure and presentation support meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Discuss and record ideas in advance of writing</p> <p>Use simple organisational devices such as headings and sub-headings</p> <p>Evaluate own and other’s writing by suggesting improvements</p> <p>Suggest changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear</p>	<p>Read and discuss a wider range of explanations with different structures and purposes</p> <p>Recommend explanations, giving reasons for their choices: This one is clear because... Compare explanations: This one has... so that..., but this one doesn’t... because...</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note initial ideas, drawing upon reading and research where necessary</p> <p>Select appropriate grammar and vocabulary, giving attention to enhancing meaning</p> <p>Evaluate how effective their own and others’ writing is</p> <p>Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout</p> <p>Ensure appropriate register for writing</p> <p>Proof-read for spelling and punctuation error</p>
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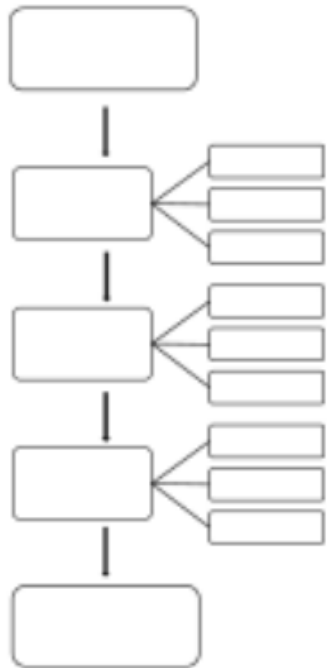
Explanation planning frames

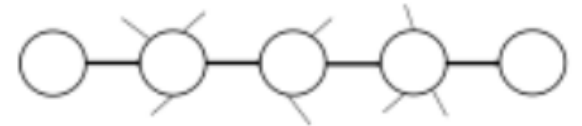
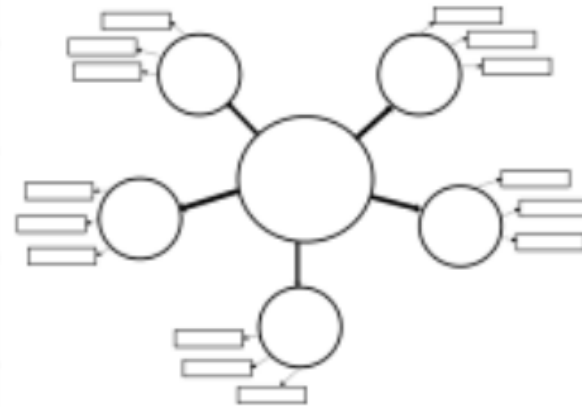


Participate in discussion about what is read to them, taking turns and listening to what other say Explain clearly their understanding of what is read to them (note how the text is encouraging them to think, want or do something) Could say and write a sentence/sentences to encourage other to think, want or do something Discuss their writing with the teacher or other pupils Read their writing out loud Re-read to check for sense Use 'and' to join clauses Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction Discuss and clarify meanings of words, linking new meanings to known vocabulary (note how these words may encourage them to think, want or do something) Making inferences on the basis of what is being said and done (the author wants you to think, want or do... because...) Could write narratives about experiences and real events encouraging others to think, want or do something Have a clear purpose for writing (make the reader, think, want or do something) Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Write statements (other sentence types could be used: questions, commands exclamations) Noun phrases to describe (and entice the reader) Conjunctions Adverbs of time to support sequence Evaluate writing for sense, correct verb form Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning	Read and discuss a range of persuasive texts that are structured in different ways and have different purposes Explore and discuss vocabulary and grammar used and how this may capture the reader's interest/persuade Ask questions to develop understanding Draw inferences Discuss how language, structure and presentation are used to persuade Discuss and record ideas in advance of writing Evaluate own and other's writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Read and discuss a wider range of persuasive texts with different structures and purposes Comment on how effective a persuasive text is, giving reasons for their choices. Compare persuasive texts: This one will appeal more to... because... Draw inferences Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Distinguish between statements of fact and opinion Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas, drawing on reading and research where necessary Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors
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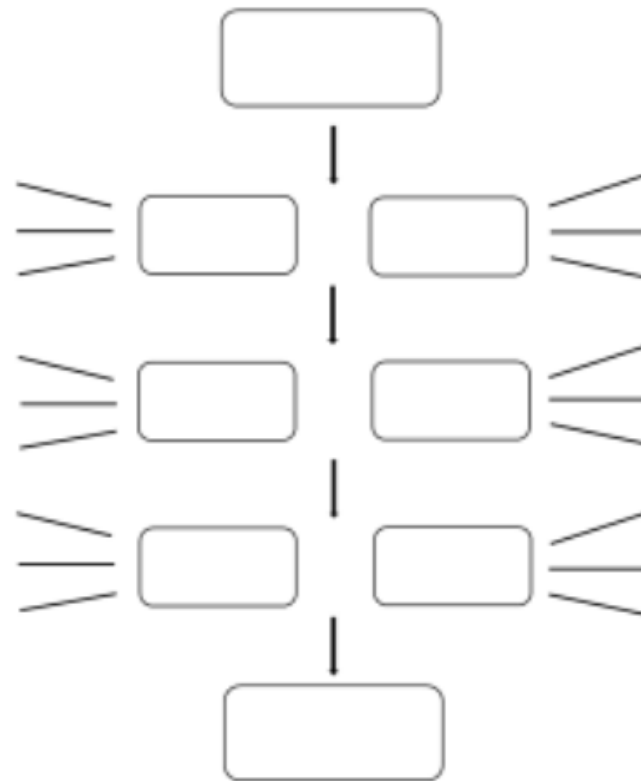
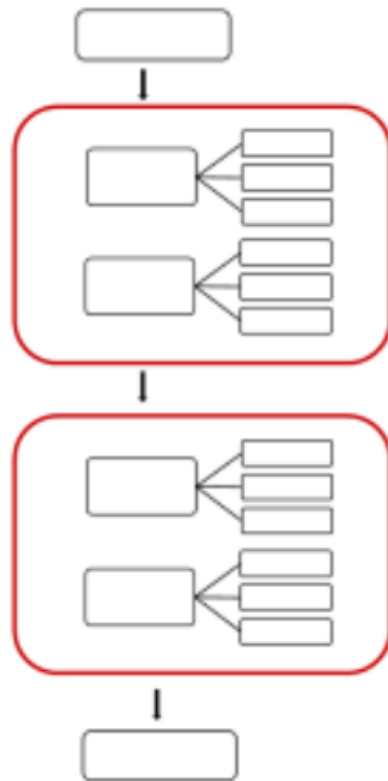
Persuasive planning frames





Discuss a wide range of poems, stories and non-fiction Listen to what others have to say Orally compose a sentence before writing giving an opinion or viewpoint Write a sequence of sentences giving a viewpoint Discuss what they have written with the teacher or other pupils Use 'and' to join clauses Re-read to check for sense Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed	Discuss and give views about a wide range of contemporary and classic poetry, stories and non-fiction Listen to what others have to say in discussion and recognise that others may have different viewpoints Read non-fiction books which are structured in different ways Give viewpoints when writing about personal experiences and real events Have a purpose for writing Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letters and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Write statements (questions could be used) Conjunctions to explain thinking Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning	Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Listen to what others have to say Ask questions to develop understanding Orally summarise key points Discuss how language, structure and presentation support meaning Discuss and record ideas in advance of writing Evaluate own and other's writing by suggesting improvement Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language structure and presentation contribute to meaning Distinguish between statements of fact and opinion In discussion build on their own and others' ideas and challenge views courteously and provide reasoned justifications for their views Explain and discuss what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas, drawing on reading and research where necessary Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors
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Discussion planning frames



	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Word Reading		<ul style="list-style-type: none">- apply phonic knowledge and skills as the route to decode words- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings- read other words of more than one syllable that contain taught GPCs- read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words- re-read these books to build up their fluency and confidence in word reading.	<ul style="list-style-type: none">- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes- read accurately words of two or more syllables that contain the same graphemes as above- read words containing common suffixes- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation- re-read these books to build up their fluency and confidence in word reading.	<ul style="list-style-type: none">- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<ul style="list-style-type: none">- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.		

		Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Comprehension			Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:	Pupils should be taught to: - develop positive attitudes to reading and understanding of what they read by:				
	Range of texts		- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways	- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - recognising some different forms of poetry [for example, free verse, narrative poetry]	- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions		
	Sequencing/ Linking		- being encouraged to link what they read or hear read to their own experience	- discussing the sequence of events in books and how items of information are related				
	Recommending and evaluating							- recommending books that they have read to their peers, giving reasons for their choices
	Vocabulary		recognising and joining in with predictable phrases - discussing word meanings, linking new meanings to those already known - drawing on what they already know or on background information and vocabulary provided by the teacher (understanding)	- recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - drawing on what they already know or on vocabulary provided by the teacher (understanding)	- using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination - explaining the meaning of words in context (understanding)	- exploring the meaning of words in context (understanding)		
	Themes and conventions				- identifying themes and conventions in a wide range of books - identifying how language, structure, and presentation contribute to meaning	- identifying and discussing themes and conventions in and across a wide range of writing		

		Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Comprehension	Comparin g						- making comparisons within and across books	
	Learning and Performing		- learning to appreciate rhymes and poems, and to recite some by heart	- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		- learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
		Pupils should be taught to: - understand what they read, in books they can read independently, by:						
	Monitoring and developing understanding		- drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events	- drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading	- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
	Questioning			- answering and asking questions	- asking questions to improve their understanding of a text		- asking questions to improve their understanding	
	Inferring		- making inferences on the basis of what is being said and done	- making inferences on the basis of what is being said and done	- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence		- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence	
	Predicti ng		- predicting what might happen on the basis of what has been read so far	- predicting what might happen on the basis of what has been read so far	- predicting what might happen from details stated and implied		- predicting what might happen from details stated and implied	
	Summar ising				- identifying main ideas drawn from more than one paragraph and summarising these		- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	

		Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Comprehension		Pupils should be taught to:						
	Discussion Explanation Viewpoint		- participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them.	- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views.		
	Use of language				- identifying how language, structure, and presentation contribute to meaning	- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - identifying how language, structure and presentation contribute to meaning		
	Non-fiction				- retrieve and record information from non-fiction	- distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction		

Collated by Julie Sargent, English Consultant

^{CE}**Stanford in the Vale** **Primary School**

French 2023-24





Curriculum Progression Document 2023-24

French Progression Map							
Curriculum Coverage and Key Vocabulary – Knowledge organisers available on Twinkl for vocabulary							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn 1				Getting to know you	All around Town	Getting to Know You	Let's Visit a French Town
Autumn 2				All About Me	On the Move	All About Ourselves	Let's Go Shopping
Spring 1				Food Glorious Food	Gone shopping	That's Tasty	
Spring 2				Family and Friends	Where in the World?	Family and Friends	This is France
Summer 1				Our School	What's the time?	School Life	All in a Day
Summer 2				Time	Holidays and Hobbies	Time Travelling	Our precocious planet



Curriculum Progression Document 2023-24

French Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Listening and Speaking/Oracy	Demonstrate awareness that some people may speak a different language	Listen and respond to simple songs.	Recognise and understand basic words and greetings e.g. hello, goodbye, yes, no	Children listen attentively to spoken language and show understanding by joining in and responding.			
	Attempt to imitate simple words spoken in a different language.	Attempt to join in with simple songs.	Say basic common words and greetings e.g. hello, goodbye, yes, no	a. repeat modelled words; b. listen and show understanding of single words through physical response; c. repeat modelled short phrases; d. listen and show understanding of short phrases through physical response.		a. listen and show understanding of simple sentences containing familiar words through physical response; b. listen and understand the main points from short, spoken material in French; c. listen and understand the main points and some detail from short, spoken material in French.	
				Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.			
				recognise a familiar question and respond with a simple rehearsed response; ask and answer a simple and familiar question with a response; express simple opinions such as likes, dislikes and preferences; ask and answer at least two simple and familiar questions with a response.		a. engage in a short conversation using a range of simple, familiar questions; b. ask and answer more complex questions with a scaffold of responses; c. express a wider range of opinions and begin to provide simple justification; d. converse briefly without prompts.	
				Children speak in sentences, using familiar vocabulary, phrases and basic language structures.			
				a. name objects and actions and may link words with a simple connective; b. use familiar vocabulary to say a short sentence using a language scaffold; c. speak about everyday activities and interests; d. refer to recent experiences or future plans.		a. say a longer sentence using familiar language; b. use familiar vocabulary to say several longer sentences using a language scaffold; c. refer to everyday activities and interests, recent experiences and future plans; d. vary language and produce extended responses.	
				Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.			
				identify individual sounds in words and pronounce accurately when modelled; start to recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions or give instructions; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.		a. pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b. appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c. start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d. adapt intonation, for example to mark questions and exclamations.	
				Children present ideas and information orally to a range of audiences.			
				a. name nouns and present a simple rehearsed statement to a partner; b. present simple rehearsed statements about themselves, objects and people to a partner; c. present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.		a. manipulate familiar language to present ideas and information in simple sentences; b. present a range of ideas and information, using prompts, to a partner or a small group of people; c. present a range of ideas and information, without prompts, to a partner or a group of people.	
				Children describe people, places, things and actions orally.			
				a. say simple familiar words to describe people, places, things and actions using a model; b. say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c. say one or two short sentences that may contain an adjective to describe people, places, things and actions.		a. say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b. manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c. use a wider range of descriptive language in their descriptions of people, places, things and actions.	

Recognise that a word may not be written in English.

Sometimes recognise very simple frequent words in written form e.g. yes, no

Attempt to copy a simple frequent word.

Children read carefully and show understanding of words, phrases and simple writing.

- a. read and show understanding of familiar single words;
- b. read and show understanding of simple phrases and sentences containing familiar words.

- a. read and show understanding of simple sentences containing familiar and some unfamiliar language;
- b. read and understand the main points from short, written material;
- c. read and understand the main points and some detail from short, written material.

Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

- a. use strategies for memorisation of vocabulary;
- b. make links with English or known language to work out the meaning of new words;
- c. use context to predict the meaning of new words;
- d. begin to use a bilingual dictionary to find the meaning of individual words in French and English.

- a. use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);
- b. use a bilingual dictionary to identify the word class;
- c. use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.

- a. identify individual sounds in words and pronounce accurately when modelled;
- b. start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;
- c. adapt intonation to ask questions;
- d. show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.

- a. read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;
- b. appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- c. start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- d. adapt intonation for example to mark questions and exclamations in a short, written passage.

Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

- a. write single familiar words from memory with understandable accuracy;
- b. write familiar short phrases from memory with understandable accuracy;
- c. replace familiar vocabulary in short phrases written from memory to create new short phrases.

- a. write a simple sentence from memory using familiar language;
- b. write several sentences from memory with familiar language with understandable accuracy;
- c. replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.

Children describe people, places, things and actions in writing.

- a. copy simple familiar words to describe people, places, things and actions using a model;
- b. write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;
- c. write one or two simple sentences that may contain an adjective to describe people, places, things and actions.

- a. write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;
- b. manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;
- c. use a wider range of descriptive language in their descriptions of people, places, things and actions.

Stories, Songs, Poems and Rhymes				<div>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</div> <div><div><div>a. listen and identify specific words in songs and rhymes and demonstrate understanding;</div><div>b. listen and identify specific phrases in songs and rhymes and demonstrate understanding.</div></div><div><div>a. listen and identify rhyming words and specific sounds in songs and rhymes;</div><div>b. follow the text of familiar songs and rhymes, identifying the meaning of words;</div><div>c. read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</div></div></div> <div>Children appreciate stories, songs, poems and rhymes in the language.</div> <div><div><div>a. join in with actions to accompany familiar songs, stories and rhymes;</div><div>b. join in with words of a song or storytelling.</div></div><div><div>a. follow the text of a familiar song or story;</div><div>b. follow the text of a familiar song or story and sing or read aloud;</div><div>c. understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</div></div></div>
Grammar				<div>Children understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</div> <div><div><div>a. show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</div><div>b. name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</div><div>c. recognise and use partitive articles;</div><div>d. name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</div><div>e. name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</div><div>f. use a simple negative form (ne... pas);</div><div>g. show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</div><div>h. recognise and use the first person possessive adjectives (mon, ma, mes);</div><div>i. recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</div><div>j. conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</div><div>k. use simple prepositions in their sentences;</div><div>l. use the third person singular and plural of the verb ‘être’ in the present tense.</div></div><div><div>a. identify word classes;</div><div>b. demonstrate understanding of gender and number of nouns and use appropriate determiners;</div><div>c. explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</div><div>d. name and use a range of conjunctions to create compound sentences;</div><div>e. use some adverbs;</div><div>f. demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</div><div>g. explain and use elision; state the differences and similarities with English;</div><div>h. recognise and use the simple future tense of a high frequency verb; compare with English;</div><div>i. recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it’s formed;</div><div>j. recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</div><div>k. recognise and use a range of prepositions;</div><div>l. use the third person plural of a few high frequency verbs in the present tense;</div><div>m. name all subject pronouns and use to conjugate a high frequency verb in the present tense;</div><div>n. recognise and use a high frequency verb in the perfect tense; compare with English;</div><div>o follow a pattern to conjugate a regular verb in the present tense;</div><div>p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</div></div></div>

Intercultural Understanding	Demonstrate awareness of similarities and differences between... *Myself and others. *families, communities and traditions. * Relation to places.	Demonstrate basic understanding that different countries or cultures may speak different languages. Demonstrate basic understanding that different cultures may have different traditions.	Understand that some people speak a different language to my own. Gain a broad and basic understanding of conventions in different cultures.				

^{CE}**Stanford in the Vale** **Primary School**

Geography 2023-24





Curriculum Progression Document 2023-24

Geography – Termly Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	All About Me Who am I and who are my family?	Let's Celebrate How do people celebrate at this time of year?	Now and Then What toys did my family have when they grew up?	Growing What grows in our garden?	Amazing Animals What happens to caterpillars and tadpoles?	Welcome to Our World How is life different for children around the world?
	bungalow, school, church, zebra crossing, traffic lights, bridge, left, right, forwards, backwards, above, under, tunnel, roundabout, teacher, caretaker, Head Teacher, cleaner, Police Officer, doctor, dentist, map, house, street	RE focus	History focus	Science focus	Science focus	
Year 1	Seasons / Weather How do I know what season it is?	Stanford in the Vale What is in our village?	Our School I wonder if I would have liked Stanford School a long time ago?	Transport How has transport changed over time?	Castles – Kings and Queens Who is the monarch and where do they live?	The Seaside Why isn't there a beach in Stanford?
	seasons, observations, record, temperature, thermometer, United Kingdom, affects, weather forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane, climate, wind, snow, rain, hail, fog, wet, dry, hot, cold, summer, winter, autumn, spring	compass, directions, house, flat, bungalow, cottage, detached, semi-detached, school, village, church, post office, public house/pub, farm, hospital, offices, vets, factory, railway station, leisure centre, buildings, map, street	History focus	History focus	History focus	journey, travel, coastal, rural, cliff, beach, sand, land, difference, similarities, lorry, transports, bus, tram, hill, sea, river, harbour
Year 2	Hot and Cold (Deserts and Antarctica) & Continents <i>Why would a polar bear not live in the desert?</i>	Our Village Church <i>How is St Denys important to the history of the village?</i>	The United Kingdom <i>How are the countries of the UK different from each other?</i>	Kenya <i>I wonder what Nairobi has in common with Stanford?</i>	Brunel <i>How did Isambard Kingdom Brunel change the lives of other people?</i>	Great Fire of London <i>Who was to blame for the Great Fire of London?</i>
	Equator, North Pole, South Pole, Asia, Africa, North and South America, Antarctica Europe, Australia, Indian, Atlantic, Pacific, Arctic Oceans, ocean, desert, Artic, iceberg, shelter, heat, grassland, sun, wet, adapt, hibernate, snow, ice, dry, hot, Antarctic	History focus	Capital city, cathedral, city, compass, cliff, country, English Channel, Irish Sea, island, landmark, mountain, North Sea, population, port, river, town, UK, valley, village	Continent, country, Kenya, Nairobi, human geography, physical geography, equator, landmarks	History focus	History focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Stone Age-Iron Age	From Normandy to Oxfordshire	The Romans	Plants	London	Light & Shadows
	What are the secrets of White Horse Hill?	Would I rather live in Oxfordshire or Normandy?	How successful were the Romans with invading Britain?	How do plants thrive?	Why would you want to live in London?	How are shadows useful?
	History focus	Human features, physical features, settlement, mountain, lake, river, latitude, longitude, contour, region, county	History focus	Science focus	city, capital, population density, ethnicity, Industrial Revolution, commercial, tourism, Parliament, resources, settlement, flood plain, climate, temperate, maritime, low-lying land, Tower of London, Big Ben, Buckingham Palace, St Paul's Cathedral, River Thames, recreation climate zone, relief map, transport, hills, office, factory, harbour, port, lake, underground, map, aerial, clay	Science focus
Year 4	Anglo-Saxons	Electricity	Volcanoes & Earthquakes	Countries in Europe	Rivers and the Water Cycle (focus on the River Thames)	Vikings
	What changes did the Anglo-Saxons bring to British society?	How does flipping a switch turn on a light bulb?	How do volcanoes and earthquakes impact the settlements of humans?	-Traditional Foods Where does our food really come from?	Where does our water come from?	Were the Vikings ruthless killers or peaceful settlers?
	History focus	Science focus	Core, crater, crust, earthquake, epicentre, erupt, lava, molten, magma, mantle, seismic waves, tectonic plates, volcano, extinct, active, dormant, magnitude	Produce, trade links, distribution, climate zones, temperate climate, tropical climate, Mediterranean climate, imported, exported, fair trade, consumer, food miles	River, stream, canal, reservoir, lake, source, channel, tributary, mouth, evaporation, condensation, precipitation	History focus
Year 5	Ancient Egypt	Earth and Space	Our Changing World –Environmental	Properties and changes of Materials	Ancient Greece	Greece - today – trade links / economic activity
	Why was the Nile the source of Ancient Egypt's success?	Why is the Earth's position in the solar system important?	Are our actions damaging the World we share?	Are all changes reversible?	What did the Ancient Greeks do for us today?	I wonder why Greece is a popular tourist destination?
	History focus	Science focus	Food miles, import, non-renewable energy, renewable energy, solar energy, power station, turbine, global warming, export, trade, fair trade, globalisation, border, boundary, deposition, erosion, weathering, headlands, arches, stacks, spits, stumps, acidic, dissolve	Science focus	History focus	population, Athens, Parthenon, Mount Olympus, Mediterranean, Greece, Europe, Ancient, Crete, Aegean Sea, Ionian Sea, euro, tourism, volcanoes, seafaring, Santorini, Milos, settlements, economic activity, borders, mainland, climate, islands, coastline, south-eastern, lakes, peak
Year 6	WWII	North America	Evolution and Inheritance	The Ancient Maya	South America	Reach for the Stars
	What was it like to be a child during WWII?	Where would you visit on an American road trip?	What links Mary Anning and Charles Darwin?	Savages or Civilised? What were the Ancient Maya really like?	Why are the South American rainforests key to earth's survival?	What makes a good performance great?
	History focus	Physical geography, human geography, climate, continent, state, population diversity, population distribution, plateau, erosion, canyon, precipitation, drought, average, agriculture, arable farming, pastoral farming, economic farming, economic factors, census, geology	Science focus	History focus	Brazil, Argentina, Colombia, Peru, deforestation, Machu Picchu, languages, colonisation, Rio Carnival, coffee trade, Amazon, Andes, trade, derelict, economy, tributary, confluence, meander, mouth sources, delta, rainforest, polar, temperate, sub-tropics, tropical	Arts focus



Curriculum Progression Document 2023-24

Geography Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Locational Knowledge	-I can talk about similarities and differences in relation to places.	I can talk about Stanford in the Vale	<ul style="list-style-type: none"> -I can locate and name the continents on a World Map. -I can locate and label the five oceans. - I can name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. -I can name and locate the four countries making up the British Isles, with their capital cities. -I can name the surrounding seas of the United Kingdom. -I can talk about the main features of each of the four countries that make up the United Kingdom. 	<ul style="list-style-type: none"> - I can locate and name the continents on a World Map. - I can name and locate countries and cities of the United Kingdom. - I can name and locate countries of Europe studied within Year 3. - I can share my own views about locations we are studying. 	<ul style="list-style-type: none"> -I can explain my own views about locations, giving reasons. --I can locate geographical regions of areas covered within Year 4 and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. -I can name and locate the countries of Europe. -I can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctica 	<ul style="list-style-type: none"> -I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. -I can identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night). 	<ul style="list-style-type: none"> -I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. -I can name and locate the countries of North and South America. -I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
Place Knowledge	-I can talk about the features of my own immediate environment and how environments might vary from one another.	<ul style="list-style-type: none"> -I can recognise similarities and differences of human and physical geographical features in my own immediate environment. -I can talk about people and places within my local environment. -I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 	<ul style="list-style-type: none"> -I can compare Stanford in the Vale with a contrasting non-European country, through comparing and studying the human and physical geography -I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 	<ul style="list-style-type: none"> -I can compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use. -I can describe geographical similarities and differences through a study of a region of France. 	<ul style="list-style-type: none"> -I can compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time. -I can identify the main physical and human characteristics of the countries of Europe. -I can describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere 	<ul style="list-style-type: none"> -I can understand some of the reasons for geographical similarities and differences between countries. -I can explain how locations around the world are changing and explain some of the reasons for change. - I am beginning to understand and explain geographical diversity across the world. -I can understand similarities and differences through a study of a European Country. 	<ul style="list-style-type: none"> -I can explain and discuss a range of reasons for geographical similarities and differences between countries. -I can explain how locations around the world are changing and explain some of the reasons for change. -I can describe geographical diversity across the world. -I can understand similarities and differences through a study of a region in North and South America.

Human and Physical Geography	<p>-I can make observations of the environment and explain why some things occur and talk about changes.</p>	<p>-I can compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality.</p> <p>-Comparing and contrasting Stanford and it's farmland, with the seaside. -I can talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis.</p> <p>-I can identify land use around the school.</p> <p>-I can use geographical vocabulary such as beach, coast, forest, hill, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</p>	<p>-I can ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place.</p> <p>-I can talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles.</p> <p>-I can compare and contrast the human and physical features of a British locality with a non European locality, including land use differences.</p> <p>-I can use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.</p>	<p>-I can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>-I can describe key aspects of physical geography, including rivers, mountains, of an area in the United Kingdom and an area in a European country.</p> <p>-I can describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country.</p>	<p>-I can ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>-I can describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p>-I can describe key aspects of human geography including settlements and land use.</p>	<p>-I am beginning to collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>-I am beginning to identify and describe how the physical features affect the human activity within a location.</p> <p>-I can identify and describe the main human and physical characteristics of a European country.</p> <p>-I am beginning to understand and explain how countries and geographical regions are interconnected and interdependent.</p> <p>-I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>-I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, , and the water cycle.</p> <p>-I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>-I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>-I can identify and describe how the physical features affect the human activity within a location.</p> <p>-I can identify and describe the main human and physical characteristics of North and South America. -I can explain how countries and geographical regions are interconnected and interdependent.</p> <p>-I can name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time.</p> <p>-I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, , and the water cycle.</p> <p>-I can describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
Geographical Skills and Fieldwork	<p>-I can use everyday language to talk about positions and distance to solve problems.</p> <p>-I can describe my relative position such as behind or next to.</p>	<p>-I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate our village and other settlements studied in Year 1</p> <p>-I can use aerial images and photographs to recognise landmarks and basic physical and human features.</p> <p>-I can use simple fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>-I can use a simple key to recognise physical or human features on a map.</p> <p>-I can create a simple map of my local environment.</p>	<p>-I can use maps, atlases, globes and digital/computer mapping (Google Earth) to identify countries, continents and oceans studied.</p> <p>—I can learn and use the four points of a compass to describe the location of features and routes on a map.</p> <p>-I can use locational and directional language such as: near, far, left, right to describe the location of features on a map.</p> <p>-I can use aerial images and plan perspectives to recognise landmarks and basic physical and human features.</p> <p>-I can devise a simple map, and use and construct basic symbols in a key.</p> <p>-I can use simple grid references eg. (A1, B1)</p> <p>-I can use fieldwork to observe, measure and record the human and physical features in the local area.</p>	<p>-I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>-I can use locational and directional language such as: near, far, left, right to describe the location of features on a map.</p> <p>-I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>-I can use a wider range of resources to identify the key physical and human features of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).</p> <p>-I can use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world (including the use of Ordnance Survey maps)</p> <p>-I can create maps of locations identifying some features using a key.</p>	<p>-I can use maps, atlases and digital/computer mapping to locate countries and describe features.</p> <p>-I can use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <p>-I can use a range of resources to identify the key physical and human features of a location.</p> <p>-I can use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world.</p> <p>-I can create maps of locations identifying some features using a key.</p>	<p>-I can use a few geographical resources to give descriptions and opinions of the characteristic features of a location.</p> <p>-I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features. -I can record the results in different ways.</p> <p>-I can talk about the effectiveness of different geographical representations of a location.</p> <p>-I can use the eight points of a compass, four to six-figure grid references, symbols and keys to build my knowledge of the wider world.</p> <p>-I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</p>	<p>-I can use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>-I can use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features.</p> <p>-I can record the results in a range of ways.</p> <p>-I can analyse and give views on the effectiveness of different geographical representations of a.</p> <p>-I can use the eight points of a compass, four and six-figure grid references, symbols and key to build my knowledge of the wider world.</p> <p>-I can create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.</p>

^{CE}**Stanford in the Vale** **Primary School**

History 2023-24





Curriculum Progression Document 2023-24

History – Termly Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundatio n Stage	All About Me	Let's Celebrate	Now and Then	Growing	Amazing Animals	Welcome to Our World
	Who am I and who are my family?	How do people celebrate at this time of year?	What toys did my family have when they grew up?	What grows in our garden?	What happens to caterpillars and tadpoles?	How is life different for children around the world?
	Parents, brothers, sister, grandparents, auntie, uncle, family, relation, family tree	RE focus	Past, present, old, new, parents, grandparents	Science focus	Science focus	Geography focus
Year 1	Seasons / Weather	Stanford in the Vale	Our School	Transport	Castles – Kings and Queens	The Seaside
	How do I know what season it is?	What is in our village?	I wonder if I would have liked Stanford School a long time ago?	How has transport changed over time?	Who is the monarch and where do they live?	Why isn't there a beach in Stanford?
	Geography focus	Geography focus	Old, new, memories, living memory, timeline, gradparent's time, the older generation, date order, year, decade, century, long ago, changes, different, similar, sources, drawing, remembering photographs	carriage, travel, transports, steam engine, electric cars, petrol, railway, motor	Monarch, coronation, Buckingham palace, ruler, castle, throne, royal, kingdom, ramparts, drawbridge, keep, motte, bailey, moat, battlements	Geography focus
Year 2	Hot and Cold (Deserts and Antarctica) & Continents	Our Village Church	The United Kingdom	Kenya	Brunel	Great Fire of London
	Why would a polar bear not live in the desert?	How is St Denys important to the history of the village?	How are the countries of the UK different from each other?	I wonder what <i>Nairobi</i> has in common with Stanford?	How did Isambard Kingdom Brunel change the lives of other people?	Who was to blame for the Great Fire of London?
	Geography focus	Christianity, chronology, church, era, gravestone, history detectives, investigate, memorial, newspapers, oral history, research, significant, St. Paul's Cathedral, St. Denys	Geography focus	Geography focus	Bakery, London, river Thames, eye-witness, embers, fire-hooks, fire-break, flammable, St. Paul's Cathedral, Thomas Farriner, Samuel Pepys, King Charles II	Victorians, engineers, great western railway (GWR), museum, artefact, workers village, 19 th century, engine, medical fund society, population, Isambard Kingdom Brunel, Daniel Gooch, factory

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Stone Age-Iron Age	From Normandy to Oxfordshire	The Romans	Plants	London	Light & Shadows
	What are the secrets of White Horse Hill?	Would I rather live in Oxfordshire or Normandy?	How successful were the Romans with invading Britain?	How do plants thrive?	Why would you want to live in London?	How are shadows useful?
	Stone age, broze age, iron age, roundhouse, hillfort, bronze, iron, tribe, prehistoric, archaeologist, celts, wattle and daub	Geography focus	Celts, citizen, conquest, emperor, empire, legion, rebellion, roman empire, tribe	Science focus	Geography focus	Science focus
Year 4	Anglo-Saxons	Electricity	Volcanoes & Earthquakes	Countries in Europe	Rivers and the Water Cycle (focus on the River Thames)	Vikings
	What changes did the Anglo-Saxons bring to British society?	How does flipping a switch turn on a light bulb?	How do volcanoes and earthquakes impact the settlements of humans?	-Traditional Foods Where does our food really come from?	Where does our water come from?	Were the Vikings ruthless killers or peaceful settlers?
	Angles, Christianity, romans, Saxons, settlement, settle, invade, pagan, jutes, warrior, runes, danegeld	Science focus	Geography focus	Geography focus	Geography focus	Longboat, longhouse, chieftain, Berserker, Danegeld, thing, feast, raid, trade, Yggdrasil, rune, farmer-warrior, pagan, Danelaw, Asgard, Jark, Karl, figurehead, chainmail, Valhalla
Year 5	Ancient Egypt	Earth and Space	Our Changing World –Environmental	Properties and changes of Materials	Ancient Greece	Greece - today – trade links / economic activity
	Why was the Nile the source of Ancient Egypt’s success?	Why is the Earth’s position in the solar system important?	Are our actions damaging the World we share?	Are all changes reversible?	What did the Ancient Greeks do for us today?	I wonder why Greece is a popular tourist destination?
	Afterlife, ancient, archaeologist, architecture, artefacts, chronology, circa, civilisation, culture, deities, fertile, hierarchy, hieroglyphics, irrigation, mummification, papyrus, pharaoh, preserve, pyramids, sarcophagus, society, tomb, trade	Science focus	Geography focus	Science focus	Democracy, Acropolis, city-state, Parthenon, Marathon, Olympics, citizen, philosopher, alphabet, tragedy, Agora, Hellenistic, Phalanx, Aristocrat, mythology, column, hoplite, peninsula, oracle, terraced, peasantry,	Geography focus
Year 6	WWII	North America	Evolution and Inheritance	The Ancient Maya	South America	Reach for the Stars
	What was it like to be a child during WWII?	Where would you visit on an American road trip?	What links Mary Anning and Charles Darwin?	Savages or Civilised? What were the Ancient Maya really like?	Why are the South American rainforests key to earth’s survival?	What makes a good performance great?
	Air raid, Anderson shelter, allies, axis, blackout, blitz, blitzkrieg, civilians, evacuation, evacuee, host family, identity card, propaganda, rationing, siren, underground, Nazi party, RAF, Luftwaffe, WRVS	Geography focus	Science focus	Maize, codex/codices, hieroglyphics, sacrifice, jade, cacao, scribe, civilisation, pyramids, rituals, Mesoamerica, settlements	Geography focus	Arts focus



Curriculum Progression Document 2023-24

History Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Chronological Understanding	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Sequence events in their life Sequence photographs from different time periods in their life Describe key memories Identify objects old and new Describe differences between old and new objects/artefacts Begin sequencing photographs of key events studied	Sequence photographs of key events studied Sequence key facts of an event studied Describe significant memories linked to national life (i.e. family weddings/royal weddings)	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from the period studied on time line Use terms related to the period and begin to date events Understand more complex terms E.g. BC/AD	Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
Historical Terms	Know some reasons why people's lives were different in the past	Recognise the difference between past and present in their own and others' lives Talk about and recall facts about the lives of significant people e.g. Neil Armstrong Identify and discuss key events linked to the significant people studied Know and recount episodes from stories about the past	Talk about and recall key information about significant people from the past Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times	Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	Use evidence to reconstruct life in time studied Introduce the idea of empathy through a study of people's behaviour and characteristics and beliefs Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	Study different aspects of different people - differences between men and women Recognise the beliefs, behaviour and characteristics through a critical lens Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Understand beliefs, behaviour, characteristics and motives of people, recognising that not everyone shares the same views, feelings and values of empathy. Compare beliefs and behaviour with another time studied Communicate and provide an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied

Interpretations of History	To listen to stories to find out about the past; To use books and stories to find out;	Use stories to encourage children to distinguish between fact and fiction	Compare two versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories (i.e. 1st,2nd and 3rd class accounts from the Titanic)	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc.	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events and how reliable they are	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
Historical Enquiry	To look at pictures and artefacts and to identify old and new Talk about the lives of the people around them and their roles in society	Begin to sort artefacts ‘old’ and ‘new’ Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant sources to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information from sources Use the library and internet for research with increasing confidence	Compare and evaluate primary and secondary sources through a critical lens Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Collate knowledge from several sources in a fluent account

^{CE}Stanford in the Vale Primary School

Maths 2023-24





Curriculum Progression Document 2023-24

Maths Progression Map							
Curriculum Coverage and Key Vocabulary							
Autumn	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Getting to know you	Number - Place Value (within 10)	Number - Place Value	Number - Place Value	Number - Place Value	Number - Place Value	Number – Place Value
	Just like me!	Number - Addition and Subtraction (within 10)	Number - Addition and Subtraction	Number - Addition and Subtraction	Number - Addition and Subtraction	Number - Addition and Subtraction	Number – Addition, subtraction, multiplication and division
	It’s me 1 2 3!	Geometry – shape	Geometry - Shape	Number - Multiplication and Division	Measurement - Area	Number - Multiplication and Division A	Number – Fractions A
	Light and Dark				Number - Multiplication and Division	Number – Fractions A	Number – Fractions B
							Measurement – Converting units
Spring	Alive in 5!	Number - Place Value (within 20)	Measurement - Money				Number - Multiplication and Division B
	Growing 6, 7, 8	Number - Addition and Subtraction (within 20)	Number – multiplication and division	Measurement – length and perimeter	Measurement – length and perimeter	Number – Fractions B	Number - Algebra
	Building 9 and 10	Number - Place Value (within 50)	Measurement – length and height	Number – fractions A	Number - Fractions	Number - Decimals and Percentages	Number – Decimals
		Measurement - Length and Height	Measurement – mass, capacity and temperature	Measurement –mass and capacity	Number – Decimals A	Measurement – Perimeter and Area	Number – Fractions, decimals and percentages
		Measurement - Mass and Volume				Statistics	Measurement – Area, perimeter and volume
							Statistics
Summer	To 20 and beyond	Number - Multiplication and Division	Number - fractions	Number – fractions B	Number – Decimals B	Geometry - Shape	Geometry - Shape
	First, then, now	Number - Fractions	Measurement - Time	Measurement- money	Measurement- Money	Geometry - Position and direction	Geometry – Position and direction
	Find my pattern	Geometry - Position and Direction	Statistics	Measurement – time	Measurement- Time	Number - Decimals	
	On the move	Number - Place Value (within 100)	Geometry – position and direction	Geometry - Shape	Geometry - Shape	Number – Negative Numbers	
		Measurement - Money		Statistics	Statistics	Measurement – Converting Units	
		Measurement - Time			Geometry - Position and direction	Measurement - Volume	



Curriculum Progression Document 2023-24

Maths Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Place Value: Counting	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count numbers to 100 in numerals, count in multiples of 2s, 5s and 10s.	Count in steps of 2, 3 and 5 from 10, and in tens from any number, forward and backward	Count from 0 in multiples of 4, 8, 50 and 100, find 10 or 100 more or less than a given number.	Count in multiples of 6, 7, 9, 25 and 1000. Count backwards through zero to include negative numbers.	Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Count forwards and backwards with positive and negative whole numbers, including through zero.	
Place Value: Represent	Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Identify and represent numbers using objects and pictorial representations. Read and write numbers to 100 in numerals. Read and write numbers from 1 to 20 in numerals and words.	Read and write numbers to at least 100 in numerals and in words. Identify, represent and estimate numbers using different representations, including the number line.	Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words.	Identify, represent and estimate numbers using different representations. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	Read, write (order and compare) numbers to at least 1000000 and determine the value of each digit. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	Read, write, (order and compare) numbers up to 10000000 and determine the value of each digit
Place Value: Use PV and compare		Given a number, identify one more and one less.	Recognise the place value of each digit in a two-digit number (tens, ones). Compare and order numbers from 0 up to 100, use <, > and = signs.	Recognise the place value of each digit in a three digit number (hundreds, tens, ones). Compare and order numbers to 1000.	Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones). Order and compare numbers beyond 1000.	Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.	Read, write, order and compare numbers up to 10000000 and determine the value of each digit.

Place Value: Problems and Rounding			Use place value and number facts to solve problems.	Solve number problems and practical problems involving these ideas.	Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	Interpret negative numbers in context. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. Solve number problems and practical problems that involve all of the above.	Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.
Addition and Subtraction: Recall, Represent, Use		Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20.	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Estimate the answer to be calculation and use inverse operations to check answers.	Estimate and use inverse operations to check answers to a calculation.	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	
Addition and Subtraction: Calculations		Add and subtract one digit and two digit numbers to 20, including zero.	Add and subtract numbers using concrete objects, pictorial representations, and mentally including: <ul style="list-style-type: none"> - A two digit number and ones. - A two digit number and tens. - Two two digit numbers. - Adding three one digit numbers. 	Add and subtract numbers mentally including: <ul style="list-style-type: none"> - A three digit number and ones. - A three digit number and tens. - A three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers.	Perform mental calculations, including with mixed operations and large numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations.

Addition and Subtraction: Solve Problems		Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge of mental and written methods.	Solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction.	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division and a combination of these including understanding the meaning of the equals sign.	Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
Multiplication and Division@ Recall, Represent, Use			Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	Recall and use multiplication facts for the 3, 4 and 8 multiplication tables.	Recall multiplication and division facts for multiplication tables up to 12×12 . Use place value known and derived facts to multiply and divide mentally including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations.	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	Identify common factors, common multiples and prime numbers. Use estimation to check answers to calculations and determine, in the context of a problem, an approximate degree of accuracy.

Multiplication and Division: Calculations			Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	Multiply numbers up to 4 digits by a one or two-digit number using formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers.
Multiplication and Division: Solve Problems		Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Solve problems, including involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	Solve problems involving addition, subtraction, multiplication and division.

Multiplication and Division: Combined Operations						Solve problems involving, addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	Use their knowledge of the order of operations to carry out calculations involving the four operations.
Fractions: Recognise and Write		Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Recognise, find, name and wrote fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{e}{4}$ of a length, shape, set of objects or quantity.	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators.	Count up and down in hundredths; recognise that hundredths arise when diving an object by one hundred and dividing tenths by 10.	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (for example $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$)	
Fractions: Compare			Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominator.	Recognise and show using diagrams, families of common equivalent fractions.	Compare and order fractions whose denominators are all multiples of the same number.	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions >1
Fractions: Calculations			Write simple fractions for example, $\frac{1}{2}$ of 6 = 3	Add and subtract fractions with the same denominator within one whole (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)	Add and subtract fractions with the same denominator.	Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions writing the answer in its simplest form (for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) Divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$)

Fractions: Solve problems				Solve problems that involve all of the above.	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.		
Decimals: Recognise and Write					Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.	Read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	Identify the value of each digit in numbers given to three decimal places.
Decimals: Compare					Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places.	Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places.	
Decimals: Calculations and Problems					Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	Solve problems involving numbers up to three decimal places.	Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. Multiply one-digit numbers with up to two decimal places by whole numbers. Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.

Fractions, Decimals and Percentages					Solve simple measure and money problems involving fractions and decimals to two decimal places.	Recognise the percent symbol (%) and understand that percent relates to ‘number of parts per hundred,’ and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, $\frac{3}{8}$)
Ration and Proportion							Solve problems involving the relative sizes if two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 260) and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra		Solve one-stop problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Solve problems, including missing number problems.			Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.

Measurement: Using measures		<p>Compare, describe and solve practical problems for:</p> <p>Lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Mass/weight (for example, heavy/light, heavier than/lighter than).</p> <p>Capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).</p> <p>Time (for example, quicker, slower, earlier, later).</p> <p>Measure and begin to record the following:</p> <p>Lengths and heights</p> <p>Mass/weight</p> <p>Capacity and volume</p> <p>Time (hours, minutes, seconds)</p>	<p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>	<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>	<p>Convert between different units of measure (for example, kilometre to metre; hour to minute).</p> <p>Estimate, compare and calculate different measures.</p>	<p>Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.</p>	<p>Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.</p> <p>Convert between miles and kilometres.</p>
Measurement: Money		<p>Recognise and know the value of different denominations of coins and notes.</p>	<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p>Estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>Use all four operations to solve problems involving measure (for example, money).</p>	
Measurement: Time		<p>Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p>Compare and sequence intervals of time.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p>	<p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events (for example, to calculate the time taken by particular events or tasks).</p>	<p>Read, write and convert time between analogue and digital 12 and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>Solve problems involving converting between units of time.</p>	<p>Use, read, write and convert between standard units, converting measurements of time from smaller unit of measure to a larger unit, and vice versa.</p>

Measurement: Perimeter, Area, Volume				Measure the perimeter of simple 2d shapes.	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares.	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes. Estimating volume (for example, using 1cm ³ blocks to build cuboids (including cubes)) and capacity (for example, using water).	Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units (for example, mm ³ and km ³).
Geometry: 2d Shapes		Recognise and name common 2d shapes (for example, rectangles (including squares), circles and triangles).	Identify and describe the properties of 2d shapes, including the number of sides and line symmetry in a vertical line. Identify 2d shapes on the surface of 3d shapes, (for example, a circle on a cylinder and a triangle on a pyramid). Compare and sort common 2d shapes and everyday objects.	Draw 2d shapes.	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2d shapes presented in different orientations.	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Use the properties of rectangles to deduce related facts and find missing lengths and angles.	Draw 2d shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
Geometry: 3d shapes		Recognise and name common 3d shapes (for example, cuboids (including cubes), pyramids and spheres).	Recognise and name common 3d shapes (for example, cuboids (including cubes), pyramids and spheres). Compare and sort common 3d shapes and everyday objects.	Make 3d shapes using modelling materials; recognise 3d shapes in different orientations and describe them.		Identify 3d shapes, including cubes and other cuboids, from 2d representations.	Recognise, describe and build simple 3d shapes, including making nets.

Geometry: Angles and Lines				<p>Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify lines of symmetry in 2d shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p>	<p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees.</p> <p>Identify:</p> <ul style="list-style-type: none"> - Angles at a point and one whole turn (total 360°) - Angles at a point on a straight line and ½ a turn (total 180°) - Other multiples of 90° 	<p>Find unknown angles in any triangles, quadrilaterals, and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>
Geometry: Position and Direction		Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).		Describe positions on a 2d grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shapes had not changed.	Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics: Present and Interpret			Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	Interpret and present data using bar charts, pictograms and tables.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	Complete, read and interpret information in tables, including timetables.	Interpret and construct pie charts and line graphs and use these to solve problems.
Statistics: Solve Problems			Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.	Solve one-step and two-step questions (for example, ‘How many more?’ And ‘How many fewer?’) using information presented in scaled bar charts and pictograms and tables.	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Solve comparison, sum and difference problems using information presented in a line graph.	Calculate and interpret the mean as an average.

^{CE}**Stanford in the Vale** **Primary School**

Music 2023-24





Curriculum Progression Document 2023-24

Music Progression Map							
Curriculum Coverage and Key Vocabulary							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Charanga Units	Me! My Stories Everyone! Our World Big Bear Funk Reflect, Rewind, Replay	Hey You Rhythm In The Way We Walk and The Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind, Replay	Hands, Feet, Heart I Wanna Play in a Band Zootime Friendship Song Reflect, Rewind & Replay	Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds The Dragon Song Bringing Us Together Reflect, Rewind, Replay	Mamma Mia Glockenspiel 2 Stop! Lean On Me Blackbird Reflect, Rewind, Replay	First Access Guitar Lessons provided by OCC Music Services	Happy Classroom Jazz 2 A New Year Carol You've Got A Friend Music and Me Reflect, Rewind, Replay
Musical Styles	A Wide Variety of Musical Styles as an introduction	Old School Hip-Hop Reggae Blues, Baroque, Latin, Bhangra, Folk, Funk Bossa Nova Pop	Afropop, South African Rock Reggae Pop Classical	RnB Reggae Pop Disco	Pop Grime Gospel The Beatles/Pop	Range of Musical Styles	Pop/Neo Soul Bacharach and Blues Classical or Urban Gospel 70s Ballad/Pop
Vocabulary	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	rhythm ,pitch, dynamics, timbre, pulse, rhythm, tempo, texture, structure, crotchet, quaver, minim, rests, treble clef, time signature, finger position, posture, 5-note melody, neck, fretbar, fret, fretboard, strings, pegs, bridge, body, picking, open string, strumming, tuning, pentatonic, pick,	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.



Curriculum Progression Document 2023-24

Music Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Listen and Appraise	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>Identify music in a historical context</p> <p>Maintain steady pulse and tempo while listening to music</p> <p>Identify musical instruments used in particular recordings</p> <p>Understanding of the instrumental families-strings, woodwind, brass, and percussion</p> <p>Identify different styles of music</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
Singing	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm)</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm)</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p>	<p>Accurately matching pitch with voice</p> <p>Describe and sing differences in pitch using correct musical language</p> <p>Breath control from diaphragm and sustain focused sound/tone</p> <p>Memorisation of melodies and lyrics of simple songs</p> <p>Use of musical dynamics while singing</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>

Playing	<p>Perform any nursery rhymes or songs adding a simple instrumental part.</p>	<p>Treat instruments carefully and with respect. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. Listen and clap back, then listen and clap your own answer. Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p>	<p>Treat instruments carefully and with respect. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. Listen and clap back, then listen and clap your own answer. Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p>	<p>To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Listen and clap back, then listen and clap your own answer. Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using three different notes.</p>	<p>To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple, medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading by making sure everyone plays in the playing section of the song Take it in turns to improvise using three different notes.</p>	<p>Correct finger position and playing technique Produce a clear and focused tone Demonstrate correct instrumental posture Identify names of lines and spaces in the treble clef Clap correct rhythmic values of crotchets, quavers, minims, and rests Identify treble clef sign and time signatures of 4/4 & 3/4 Correctly clap rhythms from flash cards/powerpoint Play five note melodies from written notation Correctly assemble musical instrument and name the parts Transport and store musical instrument with care Appropriate maintenance of instrument</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part using one of the differentiated parts – a one note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To lead a rehearsal session. Take it in turns to improvise using three different notes. Improvise with a feeling for the style of Bossa Nova using the notes D, E, G, A + B (pentatonic scale)</p>
Compose		<p>Help to create a simple melody using one, two or three notes Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help to create a simple melody using one, three or five notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create a five note melody based on a given rhythmic pattern Improvise a two measure melody based on three to five notes Create a melody based on a theme while working in a small group</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>

Perform	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>add ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>To add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>Understand how to prepare for a musical concert</p> <p>Maintain a steady pulse/beat in a concert</p> <p>Play for an audience</p> <p>Small group performances in class</p> <p>Play correct melody in the play and copy activities</p> <p>Use of musical dynamics while performing</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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^{CE}Stanford in the Vale Primary School

Physical Education 2023-24





Curriculum Progression Document 2023-24

PE Progression Map							
Curriculum Coverage							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn 1	Fine Motor skills	Dance BBC Let's move - Seasons	Swimming	Invasion games 1 LCP unit 10 - Dodgeball	Gymnastics balances LCP unit 15	Gymnastics balances/counter balaces LCP unit 27 –	Gymnastics flight LCP unit 28
	Gross motor skills	Gymnastics LCP unit 5 lesson 1-6	Gymnastics LCP unit 5 lessons 1 - 6	Gymnastics LCP unit 14 - movement	Dance Alfred the Great BBC Teach	Striking/Fielding games softball	Invasion games Rugby
Autumn 2	Gymnastics Twinkl – Gym in the Jungle	Dance - Houses and Homes	Dance – LCP - Animals	Dance BBC Let's Move – British Folk dancing and maypole dancing	Gymnastics Movement Twinkl planning	Dance – curriculum focus	Swimming
	Fine and gross motor skills	Games LCP unit 3 lessons 1 – 6	Invasion games Bench ball	Invasion games Handball	Invasion games 2 LCP unit 11 hockey	Personal improvement Circuit training Twinkl planning	Dance North American Dance
Spring 1	Ball skills Twinkl – Best of Balls	Games LCP unit 3 lessons 7-12	Gymnastics LCP unit 6 - lessons 7-12 travelling/sequences	Swimming	Invasion games Basketball	Invasion games LCP unit 23 football	Invasion games Netball LCP unit 24
	Fine and gross motor skills	Gymnastics LCP unit 5 lesson 7-12	Throwing and catching Twinkl planning	Gymnastics Rolling Twinkl planning	OAA LCP unit 20	OAA LCP unit 30	Gymnastics Twinkl movement
Spring 2	Dance BBC Let's move - The Enormous Turnip	Swimming	Games LCP unit 4 lesson 1 – 6	Personal improvement Circuit training Twinkl planning	Dance – curriculum focus	Net/Wall Games LCP unit 26 tennis	Personal improvement Circuit training Twinkl planning
	Fine and gross motor skills	Invasion games Bench ball	Personal improvement Circuit training Twinkl planning	Net/Wall games Tennis LCP unit 13	Personal improvement Circuit training Twinkl planning	Gymnastics Movement Twinkl planning	Net/Wall games Sitting Volleyball
Summer 1	Gymnastics Twinkl – Jumping Jack and Rock 'n' Roll	Striking/Fielding Football rounders PC planning	Dance BBC Let's Move – Great Fire of London	Athletics LCP unit 17	Striking/Fielding games rounders	Invasion games Frisbee	Striking/Fielding games Cricket LCP unit 25
	Fine and Gross Motor Skills	Running and jumping Twinkl planning	Games LCP unit 4 lessons 7-12 Ball Skills	Striking/Fielding games Cricket LCP unit 10	Swimming	Dance – curriculum focus	Dance Samba/Rio carnival BBC teach
Summer 2	Athletics Twinkl – The Olympics	Personal improvement Circuit training Twinkl planning	Athletics Animal Olympics Twinkl planning	OAA LCP unit 19	Net/Wall games Volleyball	Swimming	Athletics Twinkl planning
	Fine and Gross Motor Skills	Dance BBC Let's move - Seaside	Striking/Fielding games Rounders	Dance Light and shadows – Peter Pan	Athletics LCP unit 18	Athletics LCP unit 29	OAA



Curriculum Progression Document 2023-24

PE Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Invasion Games – Rules, strategies and tactics	<p>Know that you must follow the rules</p>	<p>Know simple rules in PE sessions</p>	<p>Begin to know rules to simple ‘well known’ activities (i.e. Football, Rugby)</p>	<p>Know the rules and play fairly</p> <p>Apply taught rules to specific games and activities</p> <p>Rugby –non contact (tags)</p> <p>Netball – footwork</p> <p>Basketball – double dribble</p> <p>Football – only kick the ball (fouls)</p> <p>Hockey – flat side of stick</p>	<p>Know rules to follow fairly in more complex games that have multiple rules</p> <p>Understand the rules that are taught to them during the PE sessions and be able to apply them in game situation (i.e. passing back in rugby)</p> <p>Rugby – pass back</p> <p>Netball – distance when marking</p> <p>Basketball – 2 steps</p> <p>Football – only kick the ball (fouls)</p> <p>Hockey –ball not touch feet</p>	<p>Know the rules to all regular games played/that they have been taught.</p> <p>Rugby – Stay on pitch with ball.</p> <p>Netball – Ball not allowed to travel across all 3 thirds</p> <p>Basketball – No contact rules</p> <p>Football – Know rules about taking throw ins and corners</p> <p>Hockey – only 1v1 tackling</p>	<p>Fully know rules to games played and identify similarities between new/ alternative games and games that they already know</p> <p>Know, use and apply the basic rules consistently and fairly. Know how to implement a range of tactics in games.</p> <p>Know the rules to games taught previously and start to recognise and apply similar rules in other games (i.e. footwork in Netball and Ultimate Frisbee)</p> <p>Rugby – Know the offside rule</p> <p>Netball – Advanced footwork (regrounding 2nd step when passing/ shooting)</p> <p>Basketball – Travelling</p> <p>Football – Know the offside rule</p> <p>Hockey –penalty corner rules.</p>



Curriculum Progression Document 2023-24

PE Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Invasion Games – Finding Space	<p>Know what a space is and how to identify if you are in one (when static)</p> <p>Move into space</p> <p>Move an object in space (roll a ball, spin a hoop)</p>	<p>Know how to find space and move into it with control</p> <p>Identify where the space is and move towards it.</p> <p>Be able to reassess if the space is taken.</p>	<p>Know how to move into space with equipment/ a purpose</p> <p>Move into a specific space for a reason (to be away from other people, to score a point etc)</p>	<p>Know how to find space in a game to help out the team</p> <p>Rugby – Stay behind player with ball</p> <p>Netball – find space to be passed to</p> <p>Basketball – Find space to be passed to</p> <p>Football – Find space to be passed to</p> <p>Hockey – Find space to be passed to</p>	<p>Know how to and organise the positions with the team to give opportunities to find spaces in games.</p> <p>Where possible in games arrange positions on the field/court to maximise space</p> <p>Rugby – Run towards spaces.</p> <p>Netball – find space to be passed to</p> <p>Basketball – Find space to be passed to</p> <p>Football – Find space to be passed to</p> <p>Hockey – Find space to be passed to</p>	<p>Know and be able to move away from the opposition. Stop the opposition finding space.</p> <p>Explore ways of marking and stopping the oppositions attacks.</p> <p>Always try to find space, however well you are being marked.</p> <p>Rugby – Know formations</p> <p>Netball – Dodging and moving techniques</p> <p>Basketball – Dodging and moving techniques</p> <p>Football – Know positions on pitch for attacking and defending</p> <p>Hockey – Know positions on pitch for attacking and defending</p>	<p>Know the impact that finding space has.</p> <p>Have a larger overview of the game as a whole and understand that having your team in space creates opportunities to succeed.</p> <p>Rugby – Know formations</p> <p>Netball – Side on marking</p> <p>Basketball – Side on marking</p> <p>Football – Maintain positions to maximise space</p> <p>Hockey – Maintain positions to maximise space</p>

Invasion Games – Motor Competence – passing/hitting/kicking/throwing	<p>Know how to move a ball in different ways</p> <p>Rolling, Hitting and Kicking an object in different directions (in the air, along the ground, to a partner)</p>	<p>Know how to move a ball/object with control</p> <p>Move an object in a controlled ways, keeping the object/ball under control.</p>	<p>Know how to pass a ball/object with accuracy</p> <p>Move an object with control to a specific location/ person.</p>	<p>Know how to throw and catch various objects with control and accuracy. Know how to maintain possession of a ball.</p> <p>Throw and catch consistently well knowing the correct techniques.</p> <p>In possession apply skills to keep the ball/ object.</p> <p>Rugby –pass from hip Netball – chest pass secure Basketball – chest pass secure Football – pass with side of foot Hockey – pass with flat side of stick</p>	<p>Know how to Strike/Pass (and field) with control</p> <p>Rugby – pass backwards Netball – chest pass secure Basketball – chest pass secure Football – pass top of foot Hockey – pass with correct grip</p>	<p>Know how to Strike/Catch/Pass a thrown/bowled/volleyed ball with accuracy and consistency</p> <p>Rugby – Pass on the move to either sides Netball – Pass to partner who is on the move Basketball – Pass to partner who is on the move Football – pass with both feet a ball that is moving Hockey – pass and control a moving ball</p>	<p>Know the impact of an accurate pass.</p> <p>Rugby – pass to partner on the move Netball – chest pass secure Basketball – chest pass secure Football – pass top of foot Hockey – pass with correct grip</p>
Invasion Games – Teamwork	<p>Know in PE/Sport you have to work together</p> <p>Work with a partner Take turns Basic communication</p>	<p>Know that games often have more than one team. Understand how to complete basic activities as a team.</p> <p>Be aware of the terms opponent and teammate.</p>	<p>Know the difference between opponent and teammate.</p> <p>Work together to develop targets for small games. Can lead others in small games.</p>	<p>Know how to pass to teammates when appropriate.</p> <p>Communicate with teammate Know when to move and when to pass</p> <p>Rugby – For all below, communicate position and pass the ball in the games Netball – Basketball – Football – Hockey –</p>	<p>Know how to be an effective team member. Know appropriate tactics to cause problems for the opposition.</p> <p>Rugby – For all below, communicate position and pass the ball in the games Netball – Basketball – Football – Hockey -</p>	<p>Know how to work alone or with team mates in order to gain points/possession.</p> <p>Rugby – For all below, work as part of a team to gain points, and come up with ideas about how to win. Netball – Basketball – Football – Hockey -</p>	<p>Know how to organise a team effectively in different games and different situations (e.g. attack and defence may differ) I know when to lead and when to follow.</p> <p>Rugby – For all below, implement tactics as a team to attack and defend, as an individual know when something is not working and implement changes Netball – Basketball – Football – Hockey -</p>

Invasion Games – Developing own performance	Know that you completed a task accurately	Know how you did at various activities	Know how to and set basic targets to improve own performance	Know how to and set targets based on feedback from others. Rugby – For all below, after any ‘games’ discuss positives and what we need to do better next time Netball – Basketball – Football – Hockey -	Know how to lead a team effectively – giving instruction how to improve Rugby – For all below, after any ‘games’ discuss positive and what we need to do better next time Netball – Basketball – Football – Hockey -	Know how to uphold the spirit of fair play and respect in all competitive situations Rugby – For all below, allow children to self referee the games/activities and monitor the attitude of the players. Netball – Basketball – Football – Hockey -	Know how to and show resilience and a positive attitude in all areas of PE, to their own performance and to the performances of others. Be a role model. Know how to pick out what they and others do well and suggest ideas for practices. Rugby – show determination and resilience as a part of the sessions. Overcome barriers and influence others in a positive way. Netball – Basketball – Football – Hockey -
Vocabulary	Jump, jog, hop, ball, control, move, throw, travel, skip, gallop, bounce, catch, kick	Defender Points, Dribbling, Attacker, Score, Partner, Far, Aim, Safely, Direction, Balance, Send	Received, Send, Teammate, Chest Pass, Possession, Goal, Dodge, Bounce Pass, Overarm, Collect, Target, Underarm, Dribble, Distance	Receiver, Footwork, Rebound, Tracking, Interception, Mark, Travelling, Playing Area	Outwit, Opposition, Opponent, Contact, Pivot, Court, Field, Pitch	Tactics, Control, Foul, Pressure, Onside, Offside, Support, Obstruction	Consecutive, Consistently, Dictate, Contest, Formation, Conceding,

Gymnastics – perform movements	<p>Know how to maintain basic balances</p> <p>Practise balances in different situations – some still and some across equipment</p>	<p>Know how to control body in Gymnastics</p> <p>Maintain balance and control when moving across apparatus or when trying more complex still balances</p>	<p>Know how to create own movements from a brief</p> <p>Attempt different styles of movement when given instructions ie on the floor, only using 2 body parts etc</p>	<p>Know how strength and flexibility improve performance</p> <p>Muscle knowledge and how to use them become important as well as small ‘tricks’ such as staring at one spot when balancing</p>	<p>Know a wide range of shapes/ movements</p> <p>Practise and improve taught movements and alter them to make them their own</p>	<p>Know how to create complex shapes and movements</p> <p>Recap movements AND shapes taught last year. Use them as a basis for creating their own movements and applying them to sessions</p>	<p>Know why some shapes and more effective than others and when to use different types of moves (balances, pauses, movements)</p> <p>Thinking about when shapes/moves can be used and how they would fit into their session/sequence to be most effective</p>
Gymnastics - sequencing	<p>Know how to copy moves that link together</p> <p>Learn basic moves that can be stringed together, at the teachers command, in various orders</p>	<p>Know what a sequence is and copy basic sequences</p>	<p>Know how to create a sequence</p>	<p>Know how to adapt sequences</p>	<p>Know how to create a sequence in pairs/ groups</p>	<p>Know how to extend sequences and add complexity</p>	<p>Know how to link sequences to other things ie music, a set theme etc.</p>
Gymnastics – developing own and other’s performance	<p>Know how a move should be copied</p>	<p>Know how to copy moves accurately</p>	<p>Know when someone has created a sequence</p> <p>Say something that they like in a person’s sequence/ movements</p>	<p>Know how to comment on a sequence and suggest changes</p>	<p>Know how improve own/each others balance (with complex shapes/movements)</p>	<p>Know how to improve upon a planned sequence – how do you make changes for the better?</p>	<p>Know how to match movements to a theme or music</p>
Vocabulary	<p>Move, Copy, Over, Shape, Space, Rock, Around, Safely, Sideways, Travel, Forwards, Backwards</p>	<p>Action, Jump, Roll, Level, Direction, Speed, Point, Balance, Tension</p>	<p>Link, Pathway, Sequence, Tuck, Straddle, Speed, Star, Pike, Balance, Tension</p>	<p>Flow, Explore, Create, Matching, Interesting, Combine, Control, Contrasting. Strength, Posture, Improve, Evaluate, Refine, Canon, Unison, Mirroring, Point, Patch</p>	<p>Quality, Perform, Inverted, Technique, Apparatus, Extension, Rotation, Level, Evaluate, Improve, Points</p>	<p>Symmetrical, Rotation, Aesthetics, Canon, Asymmetrical, Synchronisation, Progression, Dynamics, Combination, Contrasting, Control Mirroring, Matching Accurately, Refine Evaluate, Display</p>	<p>Formation, momentum, Counter Balance, Fluently, Counter Tension, Stability, Dynamics Combination Canon Criteria Performance</p>

Dance – copying/creating moves – movement to music	Know how to change speed to music Know how to copy simple singular dance moves and repeat	Know how to move to music Know how to copy a series of dance moves	Know how to change speed rhythm and level	Know how to improvise freely. Know how to create moves from a theme or stimulus	Know how to create a set of repeatable moves to a chose piece of music	Know how to make moves flow, have clarity and are accurate	Know how to add their own style to music they choose
Dance – creating sequences/dances	Know how to join together learnt moves	Make up a short dance	Know how to link moves together	Know how to create phrases with a partner or small group	Know how to lead a group in a dance	Know how to compose own dances in a creative way	Know how to develop a dance sequence in a specific style
Dance – performance	Know how to perform given moves	Know how to perform own dance moves	Know how to show a feeling/mood or theme	Remember, repeat and perform phrases	Know how to use dance to convey a theme or idea	Perform to an accompaniment	Know how to plan a full performance in their chosen style, with their chosen music
Vocabulary	Move, Copy, Shape, Space, Safely, Around, Travel, Sideways, Forwards, Backwards	Counts, Pose, Level Slow, Fast, Balance, Travel, Stillness	Mirror, Action, Pathway, Direction, Speed, Timing, Space, Rhythm	low, Explore, Create, Perform, Match, Feedback, Expression, improvisation, Travel, Stillness,	Action, Reaction, Unison, Represent, Dynamics, Control, Pattern, Expression, Sequence	Formation, Posture, Performance, Canon, Relationship, Unison, Variation, Fluency, Spatial awareness, compositions, Transitions	Structure, Connect, Choreograph, Contrast, Structure, Fluently, Connect, Interpret, Exploration, Dynamics, Motif, Rhythm

Athletics - movement	Know basic movement skills like being able to run and jump with control and care	<p>Begin to explore how to run, throw, catch and jump in different ways</p> <p>Explore different methods of movement, how can we throw in different ways, how can we do our highest jumps</p>	<p>Know how to run, throw, catch and jump competently</p> <p>Continue to look at ways of moving but begin to find a consistent method that produces the best results such as how will I throw, where will my arm be, how will I stand at the start of a race, etc</p>	<p>Show control, accuracy and coordination in Athletic movements</p> <p>Begin to make movements more controlled, arm movements are controlled in races and jumps, body movements are controlled when throwing, etc</p>	<p>Know how to run over a variety of distances</p> <p>Much more focus on types of running, styles of running and movements based on the length of the race, setting small distance</p>	Know how to control take off and landings to show accuracy	<p>Combine athletic techniques with control and precision</p> <p>For example hurdling (Run and Jump), Vortex (run and throw) etc</p> <p>Know how to demonstrate stamina. Know how to choose the best place for running over a variety of distances.</p>
Vocabulary	Walk, Jog, Throw, Target, Jump, Run, Hop, Skip, Fast, Pass	Far, Hop, Aim, Fast, Slow, Bend, Improve, Direction, Travel	Sprint, Jog, Distance, Height, Take Off, Landing, Overarm, Underarm	Speed, Power, Strength, Accurately, Higher, Pace, Control, Faster, Further, High, Low, Step, Jump, Leap, Hop, Throw, Aim	Power Stamina, Officiate, Perseverance, Determination, Accuracy, Personal Best, Control, Stance, Diagonal, Leading Leg, Approach, Target	Technique, Flight, Rhythm, Stride, Accuracy, Take off, Stamina, Time, Performance, Distance, Time, Position, Measure, Control, Height	Rotation, Force, Compete, Trajectory, Momentum, Continuous Pace, Transfer of Weight, Throwing, Release, Evaluate, Distance, Accuracy, hurdles, landing leg.
OAA				<p>Know how to follow a map in a familiar context.</p> <ul style="list-style-type: none"> - use clues to follow a route. -follow a route safely. 	<p>Know how to follow a map in a (more demanding) familiar context.</p> <ul style="list-style-type: none"> - follow a route within a time limit. - orientate a map. -use a compass and digital devices to orientate myself. 	<p>Know how to follow a map in an unknown location.</p> <ul style="list-style-type: none"> - use clues and a compass to navigate a route. - change my route to overcome a problem. -use new information to change my route. 	<p>Know how to plan a route and a series of clues for someone else.</p> <ul style="list-style-type: none"> -plan with others taking account of safety and danger. - select appropriate equipment for OAA. -use a range of devices in order to orientate myself.
OAA - teamwork					<p>Know how to lead a team.</p> <ul style="list-style-type: none"> -be an effective team member. - show resilience when plans do not work. - use my initiative to try new ways of working. 		<p>Know how to embrace leadership/ team roles.</p> <ul style="list-style-type: none"> - gain the commitment and respect of my team. -remain positive even in the most challenging of circumstance. -show empathy towards others and offer support without being asked. -seek support from the team and experts if in any doubt.
Vocabulary				Rules, Route, Trust, Navigate, Grid, Discuss, Plan, Map, Teamwork, Direction, Communicate	Leader, Inclusive, Effectively, Orientate, Symbol	Collaborate, Tactical, Control Card, Collective, Orienteering, Navigation, Location	Location, Boundaries, Critical Thinking, Symbol, Cooperatively, Strategy, Compass, Orienteer, Scale

Personal Improvement – Fitness Circuits					Understand the need for warming up and working on body strength, tone and flexibility. To recognise the activities and exercises that need including in a warm up. To show an understanding of safe exercising. To understand how stamina and power help people to perform well in different athletic activities.	To understand the importance of warming up and cooling down. To say, in simple terms, why activity is good for their health, fitness and well-being. To plan practices and warm ups to get ready for playing safely. To understand how stamina and power help people to perform well in different athletic activities.
Vocabulary			Strength, Accurately, Distance, Balance, Control	Technique, Coordination, Healthy, Progress, Muscle, Stamina	Technique, Momentum, Rhythm, Agility, Drive, Power	Generate Force, Continuous, Measure, Flexibility, Analyse, Record
Swimming	Beginner Submerge and regain feet in the water Breathe in sync with an isolated kicking action from poolside. Use arms and legs together to move effectively across a short distance in the water. Glide on front and back over short distances. Float on front and back for short periods of time. Confidently roll from front to back and then regain a standing position.		Developer Confidently and consistently retrieve an object from the floor with the same breath. Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. Combine gliding and floating on front and back over an increased distance. Float on front and back using different shapes with increased control. Comfortably demonstrate sculling head first, feet first and treading water.		Intermediate Confidently combine skills to retrieve an object from greater depth. Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. Confidently demonstrate good technique in a wider range of strokes over increased distances. Combine gliding and transitioning into an appropriate stroke with good control. Confidently link a variety of floating actions together demonstrating good technique and control. Select and apply the appropriate survival technique to the situation.	
Vocabulary	Exit, Enter, Front, Travel, Rules, Safely, Kicking Back	Pulling, Splash, Unaided, Gliding, Floating, Breathing	Sculling, Crawl, Breaststroke, Submersion, Rotation, Backstroke	Stroke, Huddle, Alternate, Survival, Treading Water, Buoyancy	Exhale, Flutter Kick, Surface, Somersault, Personal Best, Inhale	Endurance, Propel, Continuous, Streamline, Synchronised, Retrieve

CE Stanford in the Vale Primary School

Personal, Social, Health and Relationships and Sex
Education 2023-24





Curriculum Progression Document 2023-24

PSHE Progression Map							
Curriculum Coverage and Key Vocabulary							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Being in my world	<p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily</p>	<p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that their views are important</p> <p>Understand that their choices have consequences</p> <p>Understand their own rights and responsibilities with their classroom</p>	<p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p>	<p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Know that the school has a shared set of values</p>	<p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p>	<p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>
Vocabulary	<p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p>	<p>Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.</p>	<p>Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.</p>	<p>Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.</p>	<p>Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>	<p>Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p>	<p>Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.</p>

Celebrating difference	Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship	Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different	Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying	Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this Know that conflict is a normal part of relationships Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that some words are used in hurtful ways and that this can have consequences	Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first impressions can change	Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world	Know that there are different perceptions of 'being normal' and where these might come from Know that being different could affect someone's life Know that power can play a part in a bullying or conflict situation Know that people can hold power over others individually or in a group Know why some people choose to bully others Know that people with disabilities can lead amazing lives Know that difference can be a source of celebration as well as conflict
Vocabulary	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.

Dreams and Goals	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group working looks like</p> <p>Know how to share success with other people</p>	<p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know what dreams and ambitions are important to them</p> <p>Know how they can best overcome learning challenges</p> <p>Know that they are responsible for their own learning</p> <p>Know what their own strengths are as a learner</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work out the steps they need to take to achieve a goal</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p>	<p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know about a range of jobs that are carried out by people I know</p> <p>Know that different jobs pay more money than others</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p>	<p>Know their own learning strengths</p> <p>Know how to set realistic and challenging goals</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know a variety of problems that the world is facing</p> <p>Know how to work with other people to make the world a better place</p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what their classmates like and admire about them</p>
Vocabulary	<p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p>Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals</p>	<p>Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.</p>	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.</p>	<p>Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p>	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p>	<p>Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.</p>

Healthy me	<p>Know the names for some parts of their body</p> <p>Know what the word ‘healthy’ means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know when and how to wash their hands properly</p> <p>Know what to do if they get lost</p> <p>Know how to say No to strangers</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease / illness</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can keep them safe</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know what makes them feel relaxed / stressed</p> <p>Know how medicines work in their bodies</p> <p>Know that it is important to use medicines safely</p> <p>Know how to make some healthy snacks</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p>	<p>Know how exercise affects their bodies</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that there are leaders and followers in groups</p> <p>Know that they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p>	<p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know basic emergency procedures including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people’s lives and know that people can develop eating problems / disorders related to body image pressure</p> <p>Know what makes a healthy lifestyle</p>	<p>Know how to take responsibility for their own health</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know about different types of drugs and their uses</p> <p>Know how these different types of drugs can affect people’s bodies, especially their liver and heart</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Know what it means to be emotionally well</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p>
Vocabulary	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.	Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, ‘Legal highs’, Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.

Relationships	Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school community	Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is	Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own	Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe	Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends	Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family
Vocabulary	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.	Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.	Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.

Changing me	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that learning brings about change</p>	<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual’s control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</p>
Vocabulary	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>	<p>Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>	<p>Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy</p>	<p>Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam’s Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p>	<p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam’s Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>



Curriculum Progression Document 2023-24

Social and Emotional Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Being in my world	<p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p>	<p>Understanding that they are special</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p>	<p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p>	<p>Identify the feelings associated with being included or excluded</p> <p>Can make others feel valued and included</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Can make others feel cared for and welcomed</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Be able to make others feel welcomed and valued</p> <p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive rolemodel</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p>
Celebrating difference	<p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Identify some ways they can be different and the same as others</p> <p>Recognise similarities and differences between their family and other families</p> <p>Identify and use skills to make a friend</p> <p>Identify and use skills to stand up for themselves</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p>	<p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Explain how being bullied can make someone feel</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Know how to stand up for themselves when they need to</p> <p>Recognise that they shouldn't judge people because they are different</p> <p>Understand that everyone's differences make them special and unique</p>	<p>Be able to show appreciation for their families, parents and carers</p> <p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>Try to accept people for who they are</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Be comfortable with the way they look</p> <p>Identify when a first impression they had was right or wrong</p> <p>Be non-judgemental about others who are different</p>	<p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Develop respect for cultures different from their own</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>

Dreams and Goals	<p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Resilience</p> <p>Recognise how kind words can encourage people</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Celebrate an achievement with a friend</p> <p>Recognise their own feelings when faced with a challenge</p> <p>Recognise their own feelings when they are faced with an obstacle</p> <p>Recognise how they feel when they overcome an obstacle</p> <p>Can store feelings of success so that they can be used in the future</p>	<p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Recognise other people's achievements in overcoming difficulties</p> <p>Imagine how it will feel when they achieve their dream / ambition</p> <p>Can break down a goal into small steps</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Can identify the feeling of disappointment</p> <p>Can identify a time when they have felt disappointed</p> <p>Be able to cope with disappointment</p> <p>Help others to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Have a positive attitude</p> <p>Enjoy being part of a group challenge</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Appreciate the opportunities learning and education can give them</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p> <p>Empathise with people who are suffering or living in difficult situations</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p>
	<p>Recognise how exercise makes them feel</p> <p>Recognise how different foods can make them feel</p> <p>Can explain what they need to do to stay healthy</p> <p>Can give examples of healthy food</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Can explain what to do if a stranger approaches them</p>	<p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p> <p>Keep themselves safe</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Recognise how being healthy helps them to feel happy</p>	<p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Express how it feels to share healthy food with their friends</p>	<p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Respect their own bodies and appreciate what they do</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and knowhow to be assertive</p>	<p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Accept and respect themselves for who they are</p> <p>Respect and value their own bodies</p> <p>Be motivated to keep themselves healthy and happy</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Recognise that people have different attitudes towards mental health / illness</p> <p>Can use different strategies to manage stress and pressure</p>
Healthy me							

Relationships	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p> <p>Can use Calm Me when angry or upset</p>	<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can show skills of friendship</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify the feelings associated with trust</p> <p>Can identify who they trust in their own relationships</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>	<p>Can identify the responsibilities they have within their family</p> <p>Can use Solve-it-together in a conflict scenario and find a win-win outcome</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job/ less fortunate</p> <p>Understand that they are connected to the global community in many different way</p> <p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p>	<p>Can suggest strategies for building selfesteem of themselves and others</p> <p>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies for staying safe online/ social media</p> <p>Can say how to report unsafe online / social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p>
Changing me	<p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Recognise that changing class can illicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify positive memories from the past year in school/ home</p>	<p>Understand and accepts that change is a natural part of getting older</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p>	<p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/ uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can say what they are looking forward to in the next year</p>	<p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have any worries</p> <p>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>	<p>Can appreciate their own uniqueness and that of others</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can express any concerns they have about puberty</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p> <p>Have strategies for managing the emotions relating to change</p>	<p>Can celebrate what they like about their own and others' self- image and body-image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about having children when they are an adult</p> <p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>	<p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>Can celebrate what they like about their own and others' self- image and body-image</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>

^{CE}**Stanford in the Vale** **Primary School**

Religious Education 2023-24





Curriculum Progression Document 2023-24

RE Progression Map – ODBE Scheme of Learning

Curriculum Coverage

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn 1	Are all families the same?	Is everybody special? CP Christianity	Who should you follow? Or What are the best reasons for following a leader? CP Christianity/Judaism	Do Christians have to take communion? CP Christianity	What do Muslims believe about God? NP Islam	How do different Murtis help different Hindus understand God? NP Hinduism	Are saints encouraging role models? CP Christianity
Autumn 2	Christmas Divali	Which is more important to celebrate, Christmas or Harvest? Slight tweak to CP Christianity	Does everyone celebrate the New Year? CP Christianity/Judaism	Is light a good symbol for celebration? CP Hinduism/Christian/Judaism	Does the Christmas narrative need Mary? CP Christianity	Does God communicate with man? CP Christianity	Is 'God made man' a good way to understand the Christmas story? CP Christianity
Spring 1	Have religious artefacts changed?	Does creation help people to understand God? CP Christianity/Judaism	Do religious symbols and artefacts mean the same to everyone? Slight tweak to CP Christianity/Judaism	Is a Hindu child free to choose how to live? CP Hinduism	Does the community of the Mosque help Muslims lead better lives? CP Islam	Is a holy journey necessary for believers? Old Y4 planning Christianity/Hinduism	Do clothes express belief? CP Islam
Spring 2	Does an Easter garden need a cross?	Should everyone follow Jesus? Or What makes Jesus important to Christians? CP Christianity	How should church celebrate Easter? CP Christianity	Does Easter make sense without Passover? CP Christianity/Judaism	Should believers give things up? Slight tweak to CP Christianity and Islam	Was the death of Jesus a worthwhile sacrifice? CP Christianity	Is the resurrection important to Christians? CP Christianity
Summer 1	Rites of Passage (baptism, weddings etc)	Are some stories more important than others? CP Christianity/Judaism	Can stories change people? CP Judaism	Does Jesus have authority for everyone? CP Christianity	Did Jesus really do miracles? Slight tweak to CP Christianity = non-religious texts	Are you inspired? CP Christianity	Can we know what God is like? Slight tweak to CP Christianity/Hinduism/Islam – origins of the religion
Summer 2	Religions that are prominent in different countries	Do we need shared special places? CP Judaism	How should you spend the weekend? CP Judaism	Can made up stories tell the truth? NP Hinduism	Does prayer change things? CP Christianity/Hinduism	What's best for our world? Does religion help people to decide? Slight tweak on CP Christianity/Hinduism = humanitarian and non-faith groups	Does it matter what people believe about creation? Multi-faith CP



Curriculum Progression Document 2023-24

RE Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Knowing it... Core knowledge and understanding of texts, stories and key beliefs	They will begin to understand and value the differences of individuals and groups within their own community.	Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism) Recall a variety of religious stories used for different purposes	Give a simple account of some of the core beliefs and symbols of the religions and nonreligious world views studied Retell a selection of key stories, making links to the core beliefs	Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.) Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)	Describe the lives of the most important religious figures and their place within the belief system Suggest meaning for the various kinds of writing found within sacred texts	Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders Use technical & religious language to identify the different writings within sacred texts	Recognise the role of inspiration in the creation of sacred texts and the lives of leaders Explain the connections between sacred texts and beliefs using theological terms
Living it... Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally	Children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.	Give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area Identify some elements of practice that arise from these beliefs	Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot) Give examples of how beliefs are linked to worship and prayer	Identify the key practices of a faith and some of the differences between denominations or sects Describe how beliefs influence worship and guide lifestyle choices	Make links between the texts studied and the practice of faith in the community and family Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God	Make clear links between the texts and concepts studied and common practice across denominations Describe the actions of believers in their communities, locally and globally that demonstrate commitment	Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death Show how inspiration might play a part in how believers interpret the texts
Linking it... Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives	Children will have opportunity to develop their emerging moral and cultural awareness.	Talk about their own experiences in the light of the religious knowledge gained Express their own opinions appropriately Talk about the differences that beliefs make to the way believers live Make simple comparisons to their own lives Ask questions about the beliefs and practices of others		Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of religious figures and current leaders Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave		Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be Compare religious and non-religious responses to the big questions of life	



Curriculum Progression Document 2023-24

RE Knowledge Progression and Key Vocabulary							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Enquiry about the Nature of religion & belief	a) Talk about festivals celebrated by other people at different times of the year (Harvest, Divali, Christmas, Chinese New Year, Easter, Eid)	a) Talk about signs and symbols that are important to them and other people b) Talk about the importance of story and the questions that stories raise c) Ask their own questions about God, special people, places and occasions d) Show respect for different beliefs and opinions e) Use appropriate examples to support their ideas and opinions		a) Compare simple Christian, Jewish and Hindu ideas about God b) Ask important questions about prayer, worship, miracles and pilgrimage c) Link their own ideas about how to live a good life to the teachings of Christianity, Judaism and Hinduism d) Show how signs and symbols can communicate important beliefs e) Use appropriate examples to support their ideas and opinions		a) Describe and explain different ideas about human relationships with reference to 3 faiths explored b) Ask important questions about religious experience & revelations and moral choices referring to the faiths studied c) Ask and suggest answers about important questions about life after death with reference to the faiths studied d) Describe and explain the different views of sacred space, sacred text and sacred people with reference to 2 faiths e) Use appropriate examples to support their ideas and opinions	
Knowledge and Understanding of Christianity	a) I can describe special events in the Christian calendar (Harvest, Christmas, Easter)	a) Recall and recognise the important stories of Christianity – Creation, Christmas & Easter b) Recall key Christian beliefs about Jesus and some of the stories he told c) Say something about how and why Christians care for the world d) Say something about how Christians demonstrate their relationship with God e.g. through baptism and celebrations e) Use appropriate examples to support their ideas and opinions		a) Describe some of the different ways that Christians express their beliefs by belonging to a church/congregation/community b) Describe some of the things that Christians learn about Jesus from the New Testament especially the Gospel stories of his birth & resurrection, his miracles and the stories he told c) Describe the importance to a Christian of prayer and commemoration (e.g. Communion and Lent) d) Describe the links a Christian might make between Easter and the Passover story e) Make links between the Christmas & Easter stories and key beliefs about Jesus (Incarnation & resurrection/salvation) f) Use appropriate examples to support their ideas and opinions		a) Make links between Jesus life and teaching and different form of Christian action e.g. ritual, protest, charity b) Describe and compare different Christian beliefs about how God might communicate with humans exploring concepts of sacred texts, revelation and the Holy Spirit c) Describe and compare different ideas Christians may have about salvation and life after death d) Describe how Christians express beliefs of Jesus as “God made man” and Saviour in art and worship e) Use appropriate examples to support their ideas and opinions	

Key Vocabulary	Harvest, Christmas, Christian Jesus, Mary, Joseph, Nativity, Easter, God	Advent, aisle, altar, awe and wonder, baptism, Belief, belonging, Bible, Birth, Chancel, Christianity, Christening, community, Creation, crucifixion, Celebration, commandments, Death, disciples, Easter, Festival, God	Gospel, harvest, Healing, heaven, Holy Spirit, incarnation, Jesus, Last Supper, Lectern, Lord's Prayer, Love, marriage, Miracle, nave, Palm Sunday, Parables, prayer, Pulpit, Relationship with God, Resurrection, rules, Salvation, Symbol	Adoration, Communion, Community, confession, Congregation, Deity, Eternal, Exodus, Freedom,	Forgiveness, grace, Lent, Mary, Pilgrimage, Promise, prophecy, Resurrection, sacred, Salvation, Trinity, Worship	Covenant, Holy Spirit, Incarnation, Kingdom of God Martyr, New Jerusalem, Pentecost, Redeemer, Redemption, Resurrection, Salvation, Saviour, Trinity	
Knowledge and Understanding of other religions and worldviews	a) Why do people do things differently? b) Why does my family/community celebrate events like this and your family/community celebrate events differently or not at all? Which is the 'right' way?	a) Recall stories about key figures from Judaism – Moses & Abraham etc. b) Say how stories are an inspiration for Jews c) Recall the key features of the synagogue, Shabbat and one other festival (Sukkot or Rosh Hashanah) d) Say something about how and why Jewish people care for the world e) Use appropriate examples to support their ideas and opinions		a) Describe what Hindus might learn from Murtis and symbols b) Describe what believers might learn from Hindu stories about Rama & Sita, Krishna, Creation and the Trimurti c) Describe the importance of prayer and worship in Hindu life d) Describe some of the rules and guidance used by Hindus and Jews and how these might be applied to working with others e) Use appropriate examples to support their ideas and opinions		a) Make links between Muslim/Sikh teachings about God and guidance for life b) Describe and compare how important aspects of Muslim/Sikh beliefs are reflected in the buildings and practices of a community c) Describe and compare different ways of demonstrating commitment to a tradition of religion and belief d) Describe and compare different ideas about life after death within Islam/Sikhism e) Use appropriate examples to support their ideas and opinions	
Key Vocabulary	Eid, Muslim, Islam, Ramadan, Fasting, Allah, Divali, Hindu, Chinese New Year, Zodiac, Emporer	Judaism: Abraham, ark, Bimah, covenant, David, G-d, Kosher, Moses, Ner tamid, Rosh Hashanah, Shabbat, Shofar, Sukkah/Sukkot, Synagogue	Hinduism: Arti, aum, Authority, Brahma, Brahman, Devil, Durga, Ganesha, Ganges, Hanuman, Incense, Krishna, Puja, Rama, Shiva, Sita, Trimurti, Vishnu	Judaism: Pesach/Passover, Torah, Shabbat, 10 commandments, Orthodox, Kippur, Mezuzah	Islam: Adhan, Allah, Arabic, Burka, Hajj, Hijab, Jibrel, Kaaba, Makkah, Medina, Mosque, Muhammad (pbuh), Qur'an, Ramadan, Rakah, Salah, Sawm, Shahadah, Tawid, Ummah	Sikh: Amrit, Chauri, Gurdwara, Guru, Granth Sahib, Guru, Ik Onkar, Kachera, Kangha, Kara, Kesh, Khalsa, Kirat Karna, Kirpan, Langar, Mool Mantra, Nam, japna, Sewa, Vand Chhakna, Waheguru	General: Angel, Charity, Donation, Funeral, Heaven, Hell, Holiness, Inspiration, Prophecy, prophet, Revelation, sacred, Sacrifice, Saint/hood, Scripture

^{CE}**Stanford in the Vale** **Primary School**

Science 2023-24





Curriculum Progression Document 2023-24

Science - Termly Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	All About Me <i>Who am I and who are my family?</i>	Let's Celebrate <i>How do people celebrate at this time of year?</i>	Now and Then <i>What toys did my family have when they grew up?</i>	Growing <i>What grows in our garden?</i>	Amazing Animals <i>What happens to caterpillars and tadpoles?</i>	Welcome to Our World <i>How is life different for children around the world?</i>
Foundation Stage				To know how to describe similarities and differences between environments – linked to what grows there.	To know how to show care and concern for living things in the environment. To know how to match animals to their babies. To know how to identify if animals live in our country or other countries. To know how caterpillars and tadpoles grow and change over time. To know how to talk about some of the things I observe such as plants, animals, natural and found objects.	
Enquiry	Seasons / Weather <i>How do I know what season it is?</i>	Stanford in the Vale <i>What is in our village?</i>	Our School <i>I wonder if I would have liked Stanford School a long time ago?</i>	Transport <i>How has transport changed over time?</i>	Castles – Kings and Queens <i>Who is the monarch and where do they live?</i>	The Seaside <i>Why isn't there a beach in Stanford?</i>
Year 1	Seasonal Changes To know how to identify seasonal and daily weather patterns in the UK. To know how to talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis	Everyday Materials To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To know how to compare and group together a variety of everyday materials on the basis of their simple physical properties		Animals, including humans To know how to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To know how to identify and name a variety of common animals that are carnivores, herbivores and omnivores. To know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). To know how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		Plants To know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To know how to identify and describe the basic structure of a variety of common flowering plants, including trees.
Enquiry	Hot and Cold (Deserts and Antarctica) & Continents <i>Why would a polar bear not live in the desert?</i>	Our Village Church <i>How is St Denys important to the history of the village?</i>	The United Kingdom <i>How are the countries of the UK different from each other?</i>	Kenya <i>I wonder what Nairobi has in common with Stanford?</i>	Brunel <i>How did Isambard Kingdom Brunel change the lives of other people?</i>	Great Fire of London <i>Who was to blame for the Great Fire of London?</i>
Year 2			Animals, including humans To know the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Living Things and Their Habitats To know how to compare and contrast the differences between things that are living, dead and have never been alive. To know that most living things live in habitats to which they are suited and describe how habitats provide for the basic needs of different kinds of animals and plants. To know and identify a variety of plants and animals in their habitats, including microhabitats. To know 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.	Uses of Everyday Materials To know about and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plants To know how to observe, describe and record how seeds and bulbs grow into mature plants. To know how to investigate the effects of water, light and suitable temperatures on plants. To know how to set up a comparative test and how to ensure tests are fair.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Stone Age-Iron Age <i>What are the secrets of White Horse Hill?</i>	From Normandy to Oxfordshire <i>Would I rather live in Oxfordshire or Normandy?</i>	The Romans <i>How successful were the Romans with invading Britain?</i>	Plants <i>How do plants thrive?</i>	London <i>Why would you want to live in London?</i>	Light & Shadows <i>How are shadows useful?</i>
Year 3	Rocks To know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To know how to describe in simple terms how fossils are formed when things that have lived are trapped within rock. To know that soils are made from rocks and organic matter		Forces and Magnets To know how to compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance. To know how to observe how magnets attract or repel each other and attract some materials and not others. To know how to describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing. To know how to set up some simple practical enquiries, comparative and fair tests. To begin to know how to recognise when a simple fair test is necessary and help to decide how to set it up. To begin to know how to think of more than one variable factor.	Plants To know how to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. To know how to investigate the way in which water is transported within plants. To know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Animals, including humans and nutrition (DT link) To know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. To know that humans and some other animals have skeletons and muscles for support, protection and movement.		Light To know that we need light in order to see things and that dark is the absence of light. To know that that light is reflected from surfaces. To know that light from the sun can be dangerous and that there are ways to protect their eyes. To know that shadows are formed when the light from a light source is blocked by a solid objects. To know how to investigate patterns in the way that the size of shadows change
Enquiry	Anglo-Saxons <i>What changes did the Anglo-Saxons bring to British society?</i>	Electricity <i>How does flipping a switch turn on a light bulb?</i>	Volcanoes & Earthquakes <i>How do volcanoes and earthquakes impact the settlements of humans?</i>	Countries in Europe -Traditional Foods <i>Where does our food really come from?</i>	Rivers and the Water Cycle (focus on the River Thames) <i>Where does our water come from?</i>	Vikings <i>Were the Vikings ruthless killers or peaceful settlers?</i>
Year 4		Electricity To know about and identify common appliances that run on electricity. To know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To know 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. To know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To know about some common conductors and insulators and associate metals with being good conductors.	Sound To know how sounds are made, associating some of them with something vibrating To know that vibrations from sounds travel through a medium to the ear. To know how to find patterns between the pitch of a sound and features of the object that produced it. To know how to find patterns between the volume of a sound and the strength of the vibrations that produced it. To know that sounds get fainter as the distance from the sound source increases.	Animals including humans To know the simple functions of the basic parts of the digestive system in humans. To know the different types of teeth in humans and their simple functions. To know how to construct and interpret a variety of food chains, identifying producers, predators and prey.	States of Matter To know how to compare and group materials together, according to whether they are solids, liquids or gases. To know some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). To know the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Living things and their habitats To know that living things can be grouped in a variety of ways. To know how to use classification keys to help group, identify and name a variety of living things in their local and wider environment. To know that environments can change and that this can sometimes pose dangers to living things

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Ancient Egypt <i>Why was the Nile the source of Ancient Egypt's success?</i>	Earth and Space <i>Why is the Earth's position in the solar system important?</i>	Our Changing World –Environmental <i>Are our actions damaging the World we share?</i>	Properties and changes of Materials <i>Are all changes reversible?</i>	Ancient Greece <i>What did the Ancient Greeks do for us today?</i>	Greece - today – trade links / economic activity <i>I wonder why Greece is a popular tourist destination?</i>
Year 5		Earth and space To know how to describe the movement of the Earth and other planets relative to the Sun in the solar system. To know how to describe the movement of the Earth relative to the Moon. To know how to describe the Sun, Moon and Earth as approximately spherical bodies. To know how to use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	Forces To know how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To know how to identify the effects of air resistance, water resistance and friction that act between moving surfaces. To know how to recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. To know how to begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Properties and changes of materials To know how to compare and group together everyday materials on the basis of their properties. To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To know how to use knowledge of solids, liquids & gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. To know how to give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metal, wood & plastic. To know and demonstrate that dissolving, mixing and changing of state are reversible changes. To know that some changes result in the formation of new materials and that this kind of change is not usually reversible.	Living things and their habitat To know how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To know how to describe the life processes of reproduction in some plants and animals.	Animals, including humans To know how to explain the stages in growth and development in humans from birth to old age. To know how to research the gestation period of other animals and compare with humans.
Enquiry	WWII <i>What was it like to be a child during WWII?</i>	North America <i>Where would you visit on an American road trip?</i>	Evolution and Inheritance <i>What links Mary Anning and Charles Darwin?</i>	The Ancient Maya <i>Savages or Civilised? What were the Ancient Maya really like?</i>	South America <i>Why are the South American rainforests key to earth's survival?</i>	Reach for the Stars <i>What makes a good performance great?</i>
Year 6	Light To know that light appears to travel in straight lines and explain that objects are seen because they give out or reflect light into the eye. To know how to make periscopes. To know the functions of the eye and how we see. To know how shadows are formed and why they change. To know how to calculate angles of reflection To know how to look at the colour spectrum and create Newton discs	Living things and their habitats To observe life-cycle changes in a variety of living things. To observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world. To know how to classify different living things. To know what microorganisms are and what they do.	Evolution and Inheritance To know that living things have changed over time and that fossils provide information about living things that inhabited the Earth. To know that living things produce offspring of the same kind, but offspring can vary and are not identical to their parents. To know how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Animals, including humans To know the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. To know the impact of diet, exercise, drugs and lifestyle on the way their bodies function. To know the ways in which nutrients and water are transported within animals, including humans.		Electricity To know that the brightness of a lamp or the volume of a buzzer links with the number and voltage of cells used in the circuit. To know how to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. To know how to use recognised symbols when representing a simple circuit in a diagram.



Curriculum Progression Document 2023-24

Science Progression Map

Curriculum Coverage and Key Vocabulary

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Animals, including humans	<p>Children should be able to identify different parts of their body.</p> <p>Have some understanding of healthy food and the need for variety in their diets.</p> <p>Be able to show care and concern for living things.</p> <p>Know the effects exercise has on their bodies.</p> <p>Have some understanding of growth and change.</p> <p>Can talk about things they have observed including animals.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Describe the changes as humans develop to old age.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
Vocabulary	<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>	<p>Fish, Reptiles, Birds, Amphibians, Mammals, Carnivores, Herbivores, Omnivores, Senses, Touch, Sight, Smell, Taste, Hear</p>	<p>Offspring, Reproduction, Growth, Exercise, Breathing, Hygiene, Germs, Disease, Survive, Shelter, Air, Water, Food, Baby, Toddler, Child, Teenager, Adult</p>	<p>Nutrition, Carbohydrate, Fats, Protein, Vitamins and minerals, Skeleton, Vertebrate, Invertebrate, Endoskeleton, Exoskeleton, Muscle, Contract, Relax</p>	<p>Canine, Carnivore, Decay, Digestion, Enamel, Excretion, Faeces, Food chain, Incisor, Intestines, Molar, Nutrition, Oesophagus, Omnivore, Predator, Prey, Producer, Rectum, Saliva, Stomach</p>	<p>Adolescence, Adulthood, Development, Foetus, Gestation, Growth, Hormones, Infancy, Life cycle, Life processes, Menopause, Menstruation, Puberty, Reproduction</p>	<p>Arteries, Atrium, Blood vessels, Carbon dioxide, Circulatory system, Deoxygenated, Heart, Lungs, Nutrients, Organ, Oxygen, Oxygenated, Pulse, Respiration, Veins, Ventricle</p>

Plants	<p>Develop an understanding of growth.</p> <p>Shows care and concern for living things and the environment.</p> <p>Make observations of plants and explain why some things occur, and talk about changes.</p> <p>Can talk about some of the things they have observed, such as plants.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>			
Vocabulary	<p>Leaves, Blossom, Petals, Roots, Buds, Bulb, Trunk, Branches, Stem, Evergreen, garden plants, deciduous wild plants, seeds, wild plants, garden plants.</p>	<p>Leaf, Flower, Petal, Fruit, Root, Seed, Trunk, Branch, Stem, Bark, Deciduous, Evergreen</p>	<p>Seed, Bulb, Germinate, Seedling, Bulb, Bud, Flower, Fruit, Berry, Root, Sun, Shade, Water, Light</p>	<p>Flower, Leaves, Stem/trunk, Roots, Petal, Soil, Function, Reproduction, Seed Dispersal, Pollination, Fertilisation, Absorb, Nutrients, Dissect, Transportation, Life-cycle</p>			

Living things and their habitats	<p>Comments and questions about the place they live or the natural world.</p> <p>Shows care and concern for living things and the environment.</p> <p>Can talk about things they have observed such as plants and animals.</p> <p>Notices features of objects in their environment.</p> <p>Comments and asks questions about their familiar world.</p>		<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p>		<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>
Vocabulary	<p>Living, Dead, never alive, habitats, micro-habitats, food, food chain, leaf, litter, shelter, sea shore, woodland, ocean, rainforest, conditions, desert, damp, shade</p>		<p>Living, Dead, Never been alive, Habitat, Micro habitat, Food chain</p>		<p>Amphibian, Biomes, Bird, Carnivore, Classification key, Criteria, Environment, Excretion, Fish, Habitat, Herbivore, Invertebrate (Yr3 animals), Life processes, Mammal, Microhabitat, Nutrition, Omnivore, Organism, Reproduction, Reptile, Respiration, Sensitivity, Vegetation, Vertebrate (Yr3 animals)</p>	<p>Behaviourist, Naturalist, Seed dispersal, Stigma, Stamen, Life processes, Asexual reproduction, Pollination, Life cycles, Root, Germination</p>	<p>Classification, Classification key, Living, Non-living, Vertebrate, Invertebrate, Amphibian, Bird, Fish, Mammal, Reptile, Environment, Organism, Characteristic</p>

Materials	<p>Children should be able to ask questions about the place they live.</p> <p>Talk about why things happen and how things work.</p> <p>Discuss the things they have observed such as natural and found objects.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>Everyday Materials</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Uses of Everyday Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Magnets</p> <p>Compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>States of Matter</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Properties and Changes of Materials</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	
	<p>Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, bendy/not bendy, waterproof/not waterproof, absorbent, opaque</p>	<p>Wood, Paper, Plastic, Fabric, Glass, Clay, Metal, Water, Rubber, Rock, Wool, Waterproof/absorbent, Hard/soft, Stretchy/stiff, Bendy/floppy, Breaks/tears, Rough/smooth, Shiny/dull, See through/not see through</p>	<p>Transparent, Translucent, Opaque, Flexible, Rigid, Reflective, Non-reflective, Squashing, Bending, Twisting, Stretching, Waterproof/absorbent, Hard/soft, Stretchy/stiff, Bendy/floppy, Breaks/tears, Rough/smooth, Shiny/dull, Flexible, Strong</p>	<p>Forces, Materials, Push/pushing, Pull/pulling, Friction, Magnet, Magnetic force, Poles, Attract, Repel, Contact force, Non-contact force</p>	<p>Solid, Liquid, Gas, Heating, Cooling, Freezing, Freezing point, Melting, Melting point, Temperature, Condensation, Evaporation, Precipitation, Water cycle, Reversible change, Irreversible change, Particles</p>	<p>Materials, Reversible change, Irreversible change, Insoluble, Soluble, Solution, Dissolves, Filtering, Evaporate, Conductor, Condensation, Magnet, Insulator, Permeable, Transparent, Particles, Conductors, Insulators, Thermal</p>	

Light			<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid objects.</p> <p>Find patterns in the way that the size of shadows change.</p>			<p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
Vocabulary			<p>Light, Light source, Light beam, Dark/darkness, Reflection, Opaque, Transparent, Shadow, Translucent, Torch, Mirror, Source, Sunglasses, Protect, Illuminate</p>			<p>Eyes, Filter, Light, Light source, Opaque, Translucent, Transparent, Periscope, Prism, Rainbow, Ray, Reflection, Refraction, Shadow, Spectrum</p>
Electricity				<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
Vocabulary				<p>Electricity, Bulb, Battery, Buzzer, Cells, Circuit, Switch, Wires, Motor, Conductors, Insulators, Electrical appliances, Mains, Component, Current, Energy</p>		<p>Electricity, Bulb, Battery, Buzzer, Cells, Circuit, Switch, Wires, Motor, Conductors, Insulators, Amps, Volts, Component, Current, Energy</p>

Forces	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes</p>			<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	
Vocabulary	Force, Push, Pull, Surface, Attract, Repel, Compass			Forces, Materials, Push/pushing, Pull/pulling, Friction, Magnet, Magnetic force, Poles, Attract, Repel, Contact, force, Non-contact force		Force, Gravity, Air resistance, Water resistance, Friction, Upthrust, Mass, Weight, Gears, Mechanisms, Pulleys, Buoyancy, Fulcrum, Lever	
Rocks				<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>			
Vocabulary				Fossil, Rock, Minerals, Erosion, Soil, Organic matter, Hard rocks, Soft rocks, Permeable, Impermeable, Durable, Density			
Sound					<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>		
Vocabulary					Amplitude, Decibel, Ear, Frequency, Insulation, Medium, Pitch, Sound, Sound, waves, Source, Transmit, Vibration, Volume		

Earth and Space						Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	
Vocabulary						Rotate, Celestial body, Planets, Solar system, Orbit, Moon, Star, Space, Universe, Waxing, Waning, Shadow	
Evolution and Inheritance							Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Vocabulary							Evolution, Inheritance, Genes, Natural selection, Species, Mutation, Adaption, Characteristics, Variation, Palaeontology, Pre-historic, Extinct



Curriculum Progression Document 2023-24

Scientific Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Questioning and enquiry planning	<p>Ask simple questions about the world around them.</p>	<p>Ask simple questions about the world around us.</p> <p>Begin to recognise that they can be answered in different ways.</p>	<p>Ask questions about the world around us.</p> <p>Recognise that they can be answered in different ways.</p>	<p>Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Begin to explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Begin to raise their own questions about the world around them.</p> <p>Begin to make some decisions about which types of enquiry will be the best way of answering questions.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Raise their own questions about the world around them.</p> <p>Make some decisions about which types of enquiry will be the best way of answering questions</p>	<p>Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p> <p>Begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time. Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry.</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p> <p>Begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time.</p> <p>Select the most appropriate ways to answer science questions using different types of scientific enquiry.</p>

Observing + measuring Pattern seeking	<p>Use simple observations and ideas to suggest answers to questions.</p>	<p>Begin to observe closely, using simple equipment.</p> <p>Use simple observations and ideas to suggest answers to questions.</p> <p>To observe simple changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>To say what I am looking for and what I am measuring.</p> <p>To know how to use simple equipment safely.</p> <p>Use simple measurements and equipment with support (eg hand lenses and egg timers).</p> <p>Begin to progress from non-standard units, reading cm, m, cl, l, °C.</p>	<p>Observe closely, using simple equipment.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>To observe changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>To say what I am looking for and what I am measuring.</p> <p>To know how to use simple equipment safely.</p> <p>Use simple measurements and equipment with increasing independence (eg hand lenses and egg timers).</p> <p>Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C.</p>	<p>Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use some new equipment appropriately (eg data loggers).</p> <p>Begin to see a pattern in my results.</p> <p>Begin to choose from a selection of equipment.</p> <p>Begin to observe and measure accurately using standard units including time in minutes and seconds.</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use new equipment appropriately (eg data loggers).</p> <p>Can see a pattern in my results.</p> <p>Can choose from a selection of equipment.</p> <p>Can observe and measure accurately using standard units including time in minutes and seconds.</p>	<p>Begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Begin to identify patterns that might be found in the natural environment.</p> <p>Begin to make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them.</p> <p>Choose the most appropriate equipment and explain how to use it accurately.</p> <p>Begin to interpret data and find patterns.</p> <p>Select equipment on my own.</p> <p>Can make a set of observations and say what the interval and range are.</p> <p>Accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec.</p>	<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Identify patterns that might be found in the natural environment.</p> <p>Make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them.</p> <p>Choose the most appropriate equipment and explain how to use it accurately.</p> <p>Can interpret data and find patterns.</p> <p>Select equipment on my own.</p> <p>Can make a set of observations and say what the interval and range are.</p> <p>Accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec</p>
Investigating	<p>Perform simple tests with support.</p>	<p>Perform simple tests with support.</p> <p>To begin to discuss my ideas about how to find things out.</p> <p>To begin to say what happened in my investigation.</p>	<p>Perform simple tests with support.</p> <p>To begin to discuss my ideas about how to find things out.</p> <p>To begin to say what happened in my investigation.</p>	<p>Set up some simple practical enquiries, comparative and fair tests.</p> <p>Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Begin to think of more than one variable factor.</p>	<p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Can think of more than one variable factor.</p>	<p>Begin to use test results to make predictions to set up further comparative and fair tests.</p> <p>Begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Begin to suggest improvements to my method and give reasons.</p> <p>Begin to decide when it is appropriate to do a fair test.</p>	<p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Suggest improvements to my method and give reasons.</p> <p>Decide when it is appropriate to do a fair test.</p>

Recording and reporting findings	Record findings with an adult.	Gather and record data with some adult support, to help in answering questions. Begin to record simple data. Begin to record and communicate their findings in a range of ways. Can show my results in a simple table that my teacher has provided.	Gather and record data to help in answering questions. Record simple data. Record and communicate their findings in a range of ways. Can show my results in a table that my teacher has provided.	Gather, record, and begin to classify and present data in a variety of ways to help in answering questions. Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Begin to use notes, simple tables and standard units and help to decide how to record and analyse their data. Begin to record results in tables and bar charts.	Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use notes, simple tables and standard units and help to decide how to record and analyse their data. Can record results in tables and bar charts.	Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Begin to report and present findings from enquiries. Begin to decide how to record data from a choice of familiar approaches. Begin to choose how best to present data.	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Report and present findings from enquiries. Decide how to record data from a choice of familiar approaches. Can choose how best to present data.
Identifying, grouping and classifying	Identify and classify with some support.	Identify and classify with some support. To begin to observe and identify, compare and describe. To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.	Identify and classify. Observe and identify, compare and describe. Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.	Begin to identify differences, similarities or changes related to simple scientific ideas and processes. Begin to talk about criteria for grouping, sorting and classifying and use simple keys. Begin to compare and group according to behaviour or properties, based on testing	Identify differences, similarities or changes related to simple scientific ideas and processes. Talk about criteria for grouping, sorting and classifying and use simple keys. Compare and group according to behaviour or properties, based on testing.	Begin to use and develop keys and other information records to identify, classify and describe living things and materials	Use and develop keys and other information records to identify, classify and describe living things and materials.
Research		To begin to use simple secondary sources to find answers. To begin to find information to help me from books and computers with help.	Use simple secondary sources to find answers. Can find information to help me from books and computers with help.	Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.	Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.	Begin to recognise which secondary sources will be most useful to research their ideas.	Recognise which secondary sources will be most useful to research their ideas.

Conclusions	<p>Begin to talk about what they have found out.</p>	<p>Begin to talk about what they have found out and how they found it out.</p> <p>To begin to say what happened in my investigation.</p> <p>To begin to say whether I was surprised at the results or not.</p> <p>To begin to say what I would change about my investigation.</p>	<p>Talk about what they have found out and how they found it out.</p> <p>To say what happened in my investigation.</p> <p>To say whether I was surprised at the results or not.</p> <p>To say what I would change about my investigation.</p>	<p>Am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Am beginning to use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, am beginning to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, am beginning to identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Am beginning to see a pattern in my results.</p> <p>Am beginning to say what I found out, linking cause and effect.</p>	<p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Can see a pattern in my results.</p> <p>Can say what I found out, linking cause and effect.</p> <p>Can say how I could make it better.</p>	<p>Am beginning to report and present findings from enquiries , including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> <p>Begin to use test results to make predictions to set up further comparatives and fair tests.</p> <p>Begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas.</p> <p>Use their results to identify when further tests and observations are needed.</p> <p>Begin to separate opinion from fact.</p> <p>Begin to draw conclusions and identify scientific evidence.</p> <p>Can use simple models. Know which evidence proves a scientific point.</p> <p>Begin to use test results to make predictions to set up further comparative and fair tests.</p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> <p>Use test results to make predictions to set up further comparatives and fair tests.</p> <p>Look for different causal relationships in their data and identify evidence that refutes or supports their ideas.</p> <p>Separate opinion from fact.</p> <p>Can draw conclusions and identify scientific evidence</p> <p>Can use simple models. Know which evidence proves a scientific point</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p>
Vocabulary	<p>Use some simple scientific language.</p>	<p>Use some simple scientific language.</p> <p>Begin to use some science words. Use comparative language with support</p>	<p>Use simple scientific language and some science words.</p> <p>Use comparative language – bigger, faster etc</p>	<p>Begin to use some scientific language to talk and, later, write about what they have found out.</p> <p>Begin to use relevant scientific language.</p>	<p>Use some scientific language to talk and, later, write about what they have found out. Use relevant scientific language.</p> <p>Use comparative and superlative language</p>	<p>Am beginning to read, spell and pronounce scientific vocabulary correctly.</p> <p>Am beginning to use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.</p> <p>Am beginning to confidently use a range of scientific vocabulary.</p> <p>Am beginning to use conventions such as trend, rogue result, support prediction and -er word generalisation.</p> <p>Am beginning to use scientific ideas when describing simple processes.</p> <p>Am beginning to use the correct science vocabulary</p>	<p>Read, spell and pronounce scientific vocabulary correctly.</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.</p> <p>Can confidently use a range of scientific vocabulary.</p> <p>Can use conventions such as trend, rogue result, support prediction and -er word generalisation.</p> <p>Can use scientific ideas when describing simple processes.</p> <p>Can use the correct science vocabulary</p>

^{CE}**Stanford in the Vale** **Primary School**

Appendices



^{CE}**Stanford in the Vale** **Primary School**

French Knowledge Organisers



Key Vocabulary

f = feminine m = masculine

Bonjour !
Hello!

Salut !
Hi!

Au revoir !
Goodbye!

Bonsoir !
Good evening!

Bonne nuit !
Good night!

Bon week-end !
Have a nice weekend!

À bientôt !
See you soon!

À demain !
See you tomorrow!

À tout à l'heure !
See you later!

Monsieur (m)
Mr

Madame (f)
Mrs

Mademoiselle (f)
Miss

Comment t'appelles-tu ?
What's your name?

Je m'appelle Laura.
My name is Laura.

How Are You Feeling?

(ça va) très bien
very well

(ça va) bien
good/fine

comme ci, comme ça
not bad/okay

ça ne va pas très bien
not very well

ça va mal
bad/not well

Et toi ?
And you?

Ça va ?
How are you doing?

Très bien, merci.
Very well, thank you.

Numbers 0 to 10

zéro 0	un 1	deux 2
trois 3	quatre 4	cinq 5
six 6	sept 7	huit 8
neuf 9	dix 10	

Saying Your Age

J'ai huit ans.
I am eight years old.

Quel âge as-tu ?
How old are you?

Key Questions and Answers

Comment t'appelles-tu ?	What's your name?
Je m'appelle...	My name is...
(Comment) ça va ?	How are you doing?
Quel âge as-tu ?	How old are you?
J'ai ... ans.	I am ... years old.
Et toi ?	And you?

Key Knowledge

In French, the phrase 'J'ai ... ans' literally means 'I have ... years' rather than 'I am ... years old'.

Key Vocabulary - Classroom Instructions

asseyez-vous
sit down

levez-vous
stand up

rangez vos chaises
put your chairs under

taisez-vous
be quiet

écoutez
listen

regardez
look

allez-y
off you go

venez au tapis
come to the carpet

répétez
repeat

rangez vos affaires
tidy up your things

Key Vocabulary - Actions

tapez des mains
clap

prenez
take

posez
put down

sautez
jump

courez
run

levez la main
put your hand up

touchez le nez
touch your nose

tapez des pieds
stamp your feet

croisez les bras
cross your arms

marchez
walk/step

Key Vocabulary - My Body

les yeux (m)
eyes

la tête (f)
head

le nez (m)
nose

les oreilles (f)
ears

la bouche (f)
mouth

les genoux (m)
knees

les épaules (f)
shoulders

les pieds (m)
feet

All About Me

Key Vocabulary - Clothes

f = feminine m = masculine

une jupe (f)	un pantalon (m)	un tee-shirt (m)
une chemise (f)	un pull (m)	un short (m)
un maillot de corps (m)	une robe (f)	des chaussures (f)
des chaussettes (f)	un slip (m)	un sweat (m)
des gants (m)	une écharpe (f)	un manteau (m)
un imperméable (m)	des lunettes (f)	une ceinture (f)
un chapeau (m)	des bottes (f)	une montre (f)

Key Vocabulary - Colours

marron

orange

noir

blanc

gris

bleu

vert

rose

violet

jaune

rouge

Key Questions and Answers

C'est de quelle couleur ?
What colour is it?

C'est...
It is...

Qu'est-ce qu'il y a dans l'armoire ?
What is there in the wardrobe?

Il y a...
There is/are...

Qu'est-ce que tu portes ?
What are you wearing?

Je porte...
I'm wearing...
















Key Knowledge and Grammar

Nouns in French are either masculine or feminine. The concept of 'masculine' and 'feminine' is usually unpredictable, so simply remember that all nouns are either **une** [feminine] or **un** [masculine] words e.g. **une jupe** [a skirt], **un pull** [a coat]. Use **des** [some] for plural (both masculine and feminine) nouns.


oui
yes

non
no

et
and

Key Vocabulary - Types of Food				
f = feminine m = masculine				
une pomme (f)	une poire (f)	une prune (f)	une fraise (f)	une orange (f)
				
un gâteau (m)	une glace (f)	un cornichon (m)	un morceau de fromage (m)	du saucisson (m)
				
une sucette (f)	de la tarte aux cerises (f)	une saucisse (f)	une brioche (f)	de la pastèque (f)
				

Qu'est-ce qu'il mange ? What does he eat?







une pomme






trois prunes

Il mange... He eats...

deux poires


quatre oranges

Talking about Food			
j'ai faim I'm hungry	je voudrais I would like	s'il vous plaît please	
merci thank you	voilà here you are	il a très faim he's very hungry	
gourmand greedy		Qu'est-ce que tu aimes ? What do you like?	
eau (f)	savon (m)	serviette (f)	mousse (f)
			
ouvrez open	coupez cut	lavez wash	séchez dry

Describing Food		
vert clair light green	vert foncé dark green	vert vif bright green
		
grand/grande big	petit/petite small	
		


Key Vocabulary - Meet My Family		
m = masculine	f = feminine	pl = plural
Qui est-ce ? Who's this?	Voici... Here/this is... Here/these are...	mon (m) / ma (f) / mes (pl) my
père (m) father	mère (f) mother	parents (pl) parents
frère (m) brother	sœur (f) sister	grand-mère (f) grandmother
grand-père (m) grandfather	tante (f) aunt	oncle (m) uncle
cousin (m) cousin (male)	cousine (f) cousin (female)	neveu (m) nephew
nièce (f) niece	famille (f) family	moi me

Voici ma sœur.
Here is my sister.



Ma sœur s'appelle Laura.
My sister is called Laura.

Comment s'appelle-t-elle ?
What's her name?




Key Vocabulary - Pets

As-tu un animal ?
Do you have a pet?


Je n'ai pas d'animal.
I don't have a pet.

J'ai un chien.
I have a dog.


un chien (m)




un chat (m)




une tortue (f)




un hamster (m)




un poisson (m)




un oiseau (m)




une souris (f)




un cochon d'Inde (m)



un lapin (m)



un serpent (m)



Key Knowledge and Grammar	
le/la/les the	These small words are determiners . They mean 'the'. Use 'le' before a masculine noun like 'gâteau', e.g. Mange le gâteau. <i>Eat the cake.</i> Use 'la' before a feminine noun like 'pomme', e.g. Coupez la pomme ! <i>Cut the apple!</i> Use 'les' before a plural noun like 'mains', e.g. Lavez-vous les mains ! <i>Wash your hands!</i>
du/de la/ des some	These words are used to say 'some'. Use 'du' before a masculine noun like 'chocolat', e.g. Je voudrais du chocolat. <i>I would like some chocolate.</i> Use 'de la' before a feminine noun like 'soupe', e.g. Je voudrais de la soupe. <i>I would like some soup.</i> Use 'des' before a plural noun like 'saucisses', e.g. Je voudrais des saucisses. <i>I would like some sausages.</i>
grand/grande big	These words are adjectives (describing words). They need to agree with the noun they describe. Use 'grand' and 'petit' with a masculine noun like 'chien', e.g. un grand chien/un petit chien <i>a big dog/a small dog</i> Use 'grande' and 'petite' with a feminine noun like 'glace', e.g. une grande glace/une petite glace <i>a big ice cream/a small ice cream</i>


 J'aime
I like

 Je n'aime pas
I don't like

 J'adore
I love


 Je déteste
I hate

À quelle heure ? At What Time?



à douze heures
à onze heures
à dix heures
à neuf heures
à huit heures
à sept heures
à six heures
à cinq heures
à quatre heures
à trois heures
à deux heures
à une heure

À neuf heures, il mange une pomme.
At 9 o'clock, he eats an apple.




In French, to say what you like/dislike, you need to use **le, la** or **les** before the noun, e.g.
J'aime le saucisson et la pastèque. *I like salami and watermelon.*
Je déteste les poires. *I hate pears.*
So, what you're really saying is 'I like *the* salami and *the* watermelon.' and 'I hate *the* pears.'

Key Vocabulary and Grammar - French Alphabet	
The French alphabet has 26 letters, the same as in English. These sound groups should help you with pronouncing the French letters.	
/ey/ = closed 'e' sound, like the é in 'café'	/ee/ = long, closed 'e' sound, as in 'me'
b c d g p t v w	i j x y
/eh/ = open 'e' sound, as in 'effort'	/oo/ = short 'o' sound, as in 'you'
f l m n r s z	q u
/ah/ = open, slightly elongated 'a' sound, halfway between 'cat' and 'cart'	• Letter 'o' is halfway between 'box' and 'though'. • Letter 'e' is halfway between 'up' and 'hurt'.
a k h	e o

Comment ça s'écrit ?	How do you spell/write it?
Ça s'écrit...	It's spelt...
majuscule (f)	capital letter
minuscule (f)	lowercase letter

Key Vocabulary - My Home



une maison (f)
house

un appartement (m)
flat

le jardin (m)
garden

le grenier (m)
attic

l'escalier (m)
stairs

la cuisine (f)
kitchen

la salle à manger (f)
dining room

le garage (m)
garage

le salon (m)
lounge

la chambre (f)
bedroom

la salle de bain (f)
bathroom

l'entrée (f)
hall

le sous-sol (m)
basement

le bureau (m)
study

chez moi
my home

Qu'est-ce que c'est ?
What's this?

Comment t'appelles-tu ?
What is your name?

Je m'appelle Salim.
My name is Salim.

Comment ça s'écrit ?
How do you spell it?

Ça s'écrit: es-majuscule, ah, el, ee, em.
It's spelt: capital S, a, l, i, m.

Our School

Key Vocabulary – What's in the Classroom?

la = feminine (f) le = masculine (m)

Voici Here is/are...



Il (m) / Elle (f) est là. It's there.

Ils (m) / Elles (f) sont là. They're there.



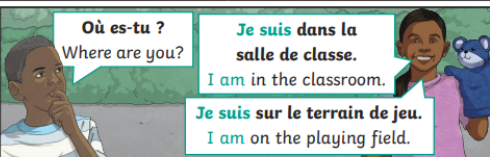
Key Vocabulary – PE Lesson

levez-vous stand up	asseyez-vous sit down	arrêtez stop	marchez walk
courez (sur place) run (on the spot)	sautez jump	sauter à cloche-pied hop	sautillez skip

Our School

Key Language in Context

Qu'est-ce qu'il y a dans ta trousse ?	What's in your pencil case?
J'ai un crayon et une gomme dans ma trousse.	I have a pencil and a rubber in my pencil case.
Aimes-tu la musique ? Do you like music?	Oui, j'aime la musique. Yes, I like music.
Aimes-tu les maths ? Do you like maths?	Non, je n'aime pas les maths. No, I don't like maths.





Key Knowledge and Grammar

Verbs in the infinitive	Verbs are used to talk about an action, a feeling or to describe what is happening. The infinitive is the simplest form of the verb and it always begins with to in English, e.g. to sing, to walk, to run. An infinitive is also easy to recognise in French, as it ends with -er, -ir or -re.
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Key Vocabulary – School Subjects

Qu'est-ce que tu aimes ? What do you like?

J'aime...				Je n'aime pas...	
le français French	l'anglais English	les sciences science	la géographie geography	la musique music	
les maths maths	l'histoire history	l'éducation physique PE	l'informatique ICT	le dessin art	

In French, none of the subject names begin with a capital letter, whereas in English, subjects which are languages do.

Key Vocabulary – What's in Your Pencil Case?

J'ai... dans ma trousse. I have... in my pencil case.

une = feminine un = masculine

une trousse	un taille-crayon	un stylo	une règle
un crayon	un crayon de couleur	une gomme	et

Key Vocabulary – Around School

le terrain de jeu playing field	la bibliothèque library	la salle de musique music room	la cour de récréation playground/yard
le couloir corridor	la grande salle hall	la cantine school canteen	la salle de classe classroom
le bureau school office/ reception	la salle d'informatique ICT room	le bureau du directeur/de la directrice Head Teacher's office (male/female)	la salle des professeurs staff room

Key Vocabulary – What Do You Like to Do?

Qu'est-ce que tu aimes faire ? What do you like to do?				
lire to read	manger to eat	courir to run	chanter to sing	marcher to walk
danser to dance	jouer au foot to play football	jouer au basket to play basketball	parler avec mes amis to talk with my friends	utiliser l'ordinateur to use the computer

Time

Key Vocabulary - Numbers

un 1	deux 2	trois 3	quatre 4	cinq 5
six 6	sept 7	huit 8	neuf 9	dix 10
onze 11	douze 12	treize 13	quatorze 14	quinze 15
seize 16	dix-sept 17	dix-huit 18	dix-neuf 19	vingt 20
vingt-et-un 21	vingt-deux 22	vingt-trois 23	vingt-quatre 24	vingt-cinq 25
vingt-six 26	vingt-sept 27	vingt-huit 28	vingt-neuf 29	trente 30
vingt-et-un 31				

The names of the days and months are not given capital letters in French, unless they are at the beginning of a sentence.

Key Vocabulary - Months of the Year

janvier January	février February	mars March	avril April
mai May	juin June	juillet July	août August
septembre September	octobre October	novembre November	décembre December

Key Vocabulary: Days of the Week

C'est quel jour ? What day is it?	lundi Monday	mardi Tuesday	mercredi Wednesday
jeudi Thursday	vendredi Friday	samedi Saturday	dimanche Sunday



Time

Le calendrier Calendar



Key Knowledge and Grammar

Les dates Dates	In French, dates are given as cardinal numbers, (1, 2, 3, etc.) instead of ordinal numbers (1 st , 2 nd , 3 rd , etc.), e.g. mon anniversaire est le vingt mai (my birthday is the twenty of May) – except for 1 st of the month which is le premier , e.g. mon anniversaire est le premier juin (my birthday is the first of June).
Les verbes Verbs	The key forms of the verb 'to be' that appear in this unit are the following ones: c'est = it is c'était = it was ce sera = it will be

Quelle **est** la date aujourd'hui ?

What **is** the date today?

Quelle **était** la date hier ?

What **was** the date yesterday?

Quelle **sera** la date demain ?

What **will** the date **be** tomorrow?

Aujourd'hui, **c'est** mardi quatre juillet.

Today it **is** Tuesday 4th July.

Hier, **c'était** lundi trois juillet.

Yesterday it **was** Monday 3rd July.

Demain, **ce sera** mercredi cinq juillet.

Tomorrow it **will be** Wednesday 5th July.

French Festivals

la fête du travail	Labour Day
Mardi gras	Shrove Tuesday/ Pancake Day
la fête de Saint-Nicolas	Saint Nicholas' Day
la fête des rois	Three Kings' Day/ Epiphany
le quatorze juillet	Bastille Day (14 th July)

Key Vocabulary			
f = feminine m = masculine			
un magasin (m)	une école (f)	une église (f)	un musée (m)
un café (m)	une piscine (f)	une gare (f)	une pâtisserie (f)
une boulangerie (f)	un supermarché (m)	un cinéma (m)	un parc (m)
un théâtre (m)	un marché (m)	une mosquée (f)	une rivière (f)
une allée (f) a lane	un boulevard (m) a boulevard	une avenue (f) an avenue	une place (f) a square

Numbers		
un 1	quinze 15	soixante-dix 70
deux 2	seize 16	soixante-et-onze 71
trois 3	dix-sept 17	quatre-vingts 80
quatre 4	dix-huit 18	quatre-vingt-un 81
cinq 5	dix-neuf 19	quatre-vingt-dix 90
six 6	vingt 20	quatre-vingt-onze 91
sept 7	vingt-et-un 21	cent 100
huit 8	vingt-deux 22	plus +
neuf 9	trente 30	moins -
dix 10	trente-et-un 31	fois ×
onze 11	trente-deux 32	divisé par ÷
douze 12	quarante 40	zéro 0
treize 13	cinquante 50	
quatorze 14	soixante 60	

Que veut dire 'arbre' ?
What does 'arbre' mean?

Comment dit-on 'hospital' ?
How do you say 'hospital'?

Key Language in Context

Qu'est-ce qu'il y a **dans** ta ville ?
What is there in your town?

À Bordeaux, il y a une gare.

À Nantes, il n'y a pas de piscine.

Quelle est **ton** adresse ? What is your address?

Mon adresse est 23 rue **de la** Ferme, à Nice.

My address is 23 Farm Road, in Nice.

Où habites-tu ?
Where do you live?

J'habite à Marseille.
I live in Marseille.

Key Knowledge and Grammar

Il y a means there is or there are. You can use it before a singular or plural noun:

- Il y a un parc/une gare. (There is a park/train station.)
- Il y a des magasins. (There are some shops.)

Il n'y a pas means there isn't or there aren't. You can use it before a singular or a plural noun (always introduced by 'de'):

- Il n'y a pas de cinéma (there isn't a cinema).
- Il n'y a pas de magasins (there aren't any shops).

Note that Il n'y a pas is followed by 'de' instead of un/une/des.

du/de la/de l'/des are used to say of the in addresses.

- Use du before a masculine noun, e.g. rue du Soleil (road of the Sun).
- Use de la before a feminine noun, e.g. allée de la Plage (lane of the Beach).
- Use de l' before a noun which starts with a vowel or the letter 'h', e.g. boulevard de l' Hôpital (boulevard of the Hospital).
- Use des before a plural noun, e.g. place des Fleurs (square of the Flowers).

mon/ma (my) ton/ta (your) are possessive adjectives and they agree with the noun they go with.

- Use mon and ton with a masculine singular noun, e.g. mon père (my dad), ton frère (your brother).
- Use ma and ta with a feminine singular noun, e.g. ma ville (my town), ta ville (your town).

Exception: With a feminine noun that starts with a vowel or the letter 'h', you must use mon/ton instead of ma/ta, e.g. mon/ton adresse (my/your address).

dans/à are prepositions meaning in.

- Dans means in/inside, e.g. Dans ma ville, il y a deux boulangeries. (In my town, there are two bakeries.)
- Before the name of a town/city, we use à to say in, e.g. J'habite à Paris.

Key Vocabulary – Transport			
f = feminine m = masculine			
une voiture	un autobus	un vélo	à pied
un cheval	un train	un camion	un hélicoptère
un avion	une moto	un taxi	une trottinette

Key Language in Context

Comment vas-tu à l'école ? How do you get to school?

Je vais à l'école **en** autobus.

Ils vont à l'école **à** pied.

Key Vocabulary – Body and Actions			
le bras (m)	le coude (m)	la jambe (f)	la main (f)
courez	marchez	sautillez	sautez à cloche-pied
pliez bend/fold	tendez stretch/extend	liez link/bind	tenez hold
lâchez let go/release	arrêtez stop	Liez les bras ! Link your arms!	Tenez les mains ! Hold hands!

Verb – aller (to go)		
je vais I go	tu vas you go	il/elle va he/she/it goes
nous allons we go	vous allez you (plural) go	ils/elles vont they (m/f) go

Key Vocabulary – Directions			
allez go	tournez turn	tout droit straight on	à droite to the right
à gauche to the left	c'est it is	la première first	la deuxième second
la troisième third	voilà there you are	bien sûr of course	Pour le/la/l'..., s'il vous plaît ? How do I get to the..., please?

Pronunciation

- The last e in the word gauche is silent and the ch is pronounced /sh/.
- The last e in à droite makes the t voiced but in tout droit the t is silent as usual.

Bienvenue à Twinklville

Rue des Arbres

Place de la Mairie

Rue de la Poste

Rue de la Santé

Rue de la Liberté

Rue de la Paix

Rue de la Justice

Rue de la Vérité

Rue de la Sagesse

Rue de la Science

Rue de la Culture

Rue de la Musique

Rue de la Danse

Rue de la Sport

Rue de la Santé

Rue de la Vieillesse

Rue de la Jeunesse

Rue de la Famille

Rue de la Société

Rue de la Nation

Rue de la République

Rue de la Liberté

Rue de la Justice

Rue de la Paix

Rue de la Santé

Rue de la Vieillesse

Rue de la Jeunesse

Rue de la Famille

Rue de la Société

Rue de la Nation

Rue de la République

Key Knowledge and Grammar

The prepositions en and à are used to introduce the type of transport you use to travel to places. Use en for any kind of vehicle (it means by). Use à for anything involving human/animal power (it means on). Just like in English, you will not need the determiner une/une before the transport name.

- e.g. Je vais à l'école en voiture [I go to school by car].
- e.g. Je vais à l'école à pied [I go to school on foot].

The preposition à is used to say where you are going and it means to, e.g. Je vais à la piscine [I go to the swimming pool], Je vais à l'école [I go to the school].

However, remember that when using the preposition à before le (definite article in the masculine singular), à + le becomes au: e.g. le marché is a masculine noun, so you would say Je vais au marché [I go to the market].

In the plural form of French verbs, ils means 'they' for plural males or a group of males/females together. You only use elles for a group consisting purely of females.

Pour la piscine, s'il vous plaît ?
How do I get to the swimming pool, please?

















C'est la troisième à gauche.
It's the third on the left.


Pour la gare, s'il vous plaît ?
How do I get to the station, please?

C'est tout droit.
It's straight on.

Going Shopping

Key Vocabulary – Fruit and Vegetables

f = feminine		m = masculine	
la pomme (f)	la poire (f)	la banane (f)	la fraise (f)
			
la pêche (f)	la prune (f)	les raisins (m)	l'orange (f)
			
l'ail (m)	l'oignon (m)	le chou-fleur (m)	la pomme de terre (f)
			
la carotte (f)	le chou (m)	le poivron (m)	le brocoli (m)
			



Aimes-tu... ?
Do you like...?

J'aime un peu...

J'aime...


J'aime beaucoup...

Je n'aime pas...



Key Knowledge and Grammar

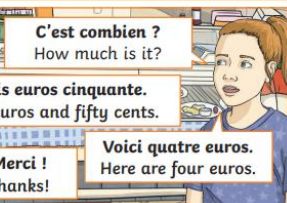
- **Un** and **une** mean 'a/an'. Use **un** before a masculine singular noun and **une** before a feminine singular noun, e.g. **Je voudrais un poivron** [I would like a pepper].
- **Du, de la, des** and **de l'** mean 'some':
 - Use **du** before masculine singular nouns, e.g. **Je voudrais du brocoli** [I would like some broccoli].
 - Use **de la** before feminine nouns, e.g. **Je voudrais de la pastèque** [I would like some watermelon].
 - Use **de l'** before nouns that begin with a vowel, e.g. **Je voudrais de l'ail** [I would like some garlic].
- Use **des** for masculine and feminine plural nouns, e.g. **Je voudrais des pommes de terre** [I would like some potatoes].



C'est combien ?
How much is it?

C'est trois euros cinquante.
It's three euros and fifty cents.

Voici votre monnaie. Merci !
Here is your change. Thanks!



Voici quatre euros.
Here are four euros.

Going Shopping

Key Language in Context

Où puis-je acheter... ? Where can I buy...?

Vous pouvez l'acheter à la bijouterie.
You can buy it at the jeweller's.



Vous pouvez les acheter au magasin de chaussures.
You can buy them at the shoe shop.



The response 'at' in French is either **au** if the shop is masculine, e.g. **au magasin de jouets** [at the toy shop] or **à la** if the shop is feminine, e.g. **à la boulangerie** [at the bakery].

Key Vocabulary – Shops

une robe (f)	un manteau (m)	un pull (m)	un pantalon (m)
			
une chemise (f)	un cardigan (m)	une jupe (f)	une écharpe (f)
			







Avez-vous un pull rouge ?
Do you have a red jumper?

Oui, j'ai un pull rouge.
Yes, I have a red jumper.

Non, je n'ai pas de pull rouge.
No, I don't have a red jumper.

Key Knowledge and Grammar

Colours are **adjectives**. They agree with the **gender** (whether it is masculine or feminine) of the **noun** they describe.

Colour	Masculine form	Feminine form
	blanc	blanche
	violet	violette
	noir	noire
	gris	grise
	bleu	bleue
	vert	verte

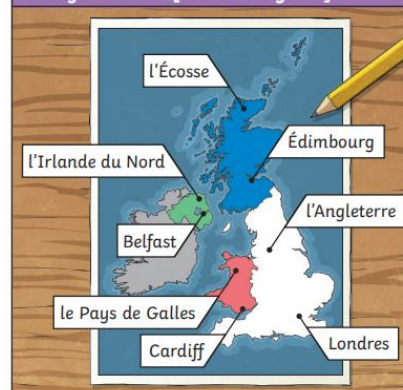
These colours stay the same in the masculine and feminine forms: **orange, rouge, rose, marron, jaune**.

Key Vocabulary – Shops

le magasin de chaussures (m)	la fromagerie (f)	la boucherie (f)	le magasin de jouets (m)	la bijouterie (f)
				
la pâtisserie (f)	le magasin de vêtements (m)	la boulangerie (f)	la confiserie (f)	le marché (m)
				

Where in the World?

Le Royaume-Uni [United Kingdom]





J'habite en Écosse.
I live in Scotland.

Où habites-tu ?
Where do you live?



J'habite au Pays de Galles.
I live in Wales.

Countries that Speak French

There are over 29 countries where French is an official language. Here are some of them...

Canada Suisse Belgique Côte d'Ivoire
France Tunisie Mali Haïti*

Compass Points

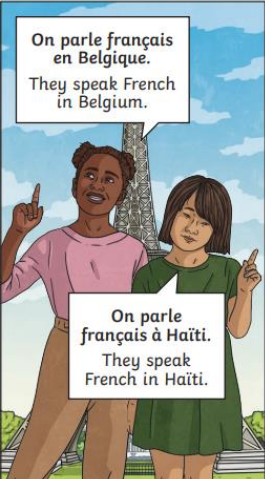





Quelle est la capitale de l'Angleterre ?
What's the capital of England?



Londres est la capitale de l'Angleterre.
London is the capital of England.



On parle français en Belgique.
They speak French in Belgium.



On parle français à Haïti.
They speak French in Haïti.

Note that **en** is used to say **in** before a feminine country but **au** is used to say **in** when the country is masculine.

*If the country is an island like Haïti we say **à**.

Where in the World?

Key Language in Context

L'Australie est **au sud** de l'Équateur.
Australia is **south** of the Equator.

La Colombie est **sur** l'Équateur.
Colombia is **on** the Equator.

L'Angleterre est **au nord** de l'Équateur.
England is **north** of the Equator.

All continents in French are feminine so **en** is used to say **in**:

- La France est **en** Europe.
France is **in** Europe.
- Les États-Unis sont **en** Amérique du Nord.
The United States are **in** North America.

De quel continent vient-il/elle ?
Which continent does he/she/it come from?

Il/elle vient de...
He/she/it comes from...







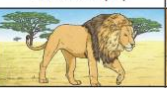







Je suis allé au zoo et j'ai vu un zébra.
I went to the zoo and I saw a zebra.



Je suis allée au zoo et j'ai vu un pingouin.
I went to the zoo and I saw a penguin.

The word **allé** is called a past participle and it has to agree with the subject. So a boy will write **Je suis allé** whereas a girl will write **Je suis allée**.

Key Vocabulary - Animals

f = feminine		m = masculine	
			
une baleine (f)	un bison (m)	un kangourou (m)	
			
un zèbre (m)	un lion (m)	un cobra (m)	
			
un ours brun (m)	un capybara (m)	un panda (m)	
			
un ours polaire (m)	un pingouin (m)	un renne (m)	

Key Vocabulary - Continents

l'Amérique du Nord (f) [North America], l'Amérique du Sud (f) [South America], l'Afrique (f) [Africa], l'Europe (f) [Europe], l'Asie (f) [Asia], l'Antarctique (f) [Antarctica], l'Océanie (f) [Oceania].

What's the Time?

Key Vocabulary – Time

Quelle heure est-il ? What time is it?

Il est une heure. It's 1 o'clock.
Il est deux/trois/quatre heures... It's 2/3/4... o'clock.

Il est onze heures

Il est dix heures

Il est neuf heures

Il est huit heures

Il est sept heures

Il est six heures

Il est cinq heures

Il est quatre heures

Il est trois heures

Il est deux heures

Il est une heure

Il est douze heures

...et quart quarter past...	...et demie half past...	...moins le quart quarter to...
--------------------------------	-----------------------------	------------------------------------

À sept heures,
je me lève.
At 7 o'clock I get up.

À une heure, je mange
mon déjeuner.
At 1 o'clock I have lunch.

Key Vocabulary – My Day

 je me lève	 je mange mon petit déjeuner	 je me brosse les dents	 je vais à l'école	 je mange mon déjeuner
 je rentre chez moi	 je regarde la télévision	 je mange mon dîner	 je fais mes devoirs	 je me couche

Key Vocabulary – What's on TV?

Qu'est-ce qui passe à la télévision... What's on TV...

...à une heure (et quart/et demie/moins le quart) ? ...at (quarter past/half past/quarter to) 1 o'clock?

...à deux/trois/quatre heures (et quart/et demie/moins le quart) ? ...at (quarter past/half past/quarter to) 2/3/4 o'clock?

C'est... It's...

What's the Time?

Key Vocabulary – The School Day

 le dessin (m)	 le français (m)	 l'anglais (m)	 l'informatique (f)	 la musique (f)
 les mathématiques (f)	 les sciences (f)	 l'histoire (f)	 la géographie (f)	 l'éducation physique (f)

← avant

→ après

la journée scolaire the school day	lundi Monday	mardi Tuesday	mercredi Wednesday
jeudi Thursday	vendredi Friday	samedi Saturday	dimanche Sunday

Jeudi, l'anglais est avant les mathématiques.
On Thursday, English is before maths.

Mardi, la musique est après l'informatique.
On Tuesday, music is after IT.

Key Knowledge and Grammar

The verb **est** [he/she/it is] changes to **sont** for plural subjects:

- Le dessin **est** avant l'histoire. [Art **is** before history].
- Les mathématiques **sont** avant la géographie. [Maths **is** before geography].*
- *Maths and science are plural subjects in French and use **sont** (are).

Combien de minutes... How many minutes...

de... à...
from... to...

de 06:00 à 06:15 ?

Combien de minutes de six heures à six heures et quart ?
How many minutes from six o'clock until quarter past six?

Il y a quinze minutes.
There are fifteen minutes.

Key Vocabulary – A Maths Lesson on Time

cinq 5	dix 10	quinze 15
vingt 20	vingt-cinq 25	trente 30
trente-cinq 35	quarante 40	quarante-cinq 45
cinquante 50	cinquante-cinq 55	soixante 60

Holidays and Hobbies

Key Vocabulary – Months and Seasons

janvier January	février February	mars March	avril April
mai May	juin June	juillet July	août August
septembre September	octobre October	novembre November	décembre December
l'automne	l'hiver	le printemps	l'été

Key Language in Context

Dans quelle saison **est** juillet ? Which season **is** July in? **Juillet est en été.** July **is** in summer.

Dans quelle saison **sont** janvier et février ? Which season **are** January and February in? **Janvier et février sont en hiver.** January and February **are** in winter.

Key Knowledge and Grammar

- Unlike English, the names of months do not begin with a capital letter, unless they are at the start of a sentence.
- Season names, like English, also do not begin with a capital letter.
- With **printemps** which starts with a consonant, we use **au** to say **in**, e.g. **Avril est au printemps.** [April **is in** the spring.]
- With the other 3 seasons, which start with a vowel or silent letter **h**, we use **en** to say **in**.
- In French, countries are either masculine or feminine. When we say **in** and the country name is feminine we say **en**, when the country name is masculine we say **au**.

aujourd'hui
today

il fait chaud

il fait froid

il fait nuageux

il pleut

il fait du vent

il fait du brouillard

il neige

il gèle

Aujourd'hui en Angleterre,
il fait vingt degrés Celsius. Il fait chaud.
Today **in** England, it's twenty degrees Celsius. It's hot.

Aujourd'hui au Canada,
il fait moins trois degrés Celsius. Il neige.
Today **in** Canada, it's minus three degrees Celsius. It's snowing.

Holidays and Hobbies

Key Vocabulary – Holidays

Où ? Where?
Je vais... I go to...

en France 	au Canada 	au Pays de Galles
en Écosse 	en Belgique 	au Portugal

Comment ? How?

à vélo 	en train 	en bateau 	à cheval
en voiture 	en avion 	en bus 	à pied

Avec qui ? With whom?
avec... with...

ma maman/ mon papa 	ma sœur/ mon frère 	mes sœurs/ mes frères
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Key Vocabulary Key Vocabulary – Sports and Hobbies

la gymnastique 	la lutte 	le hockey 	le ski 	l'équitation
la télévision 	le rugby 	le football 	la course à pied 	la natation
le skateboard 	le cricket 	la danse 	le dessin 	la lecture
l'informatique 	le chant 	le tennis 	les sports sports	les passe-temps hobbies

Quel est ton sport préféré ?
What's your favourite sport?

Mon sport préféré est...
My favourite sport is...

Tu aimes... ? Do you like...?

J'aime...

J'adore...

Je n'aime pas...

Je déteste...

Key Knowledge and Grammar

Mon, ma and **mes** mean **my**. **Mon** is used for masculine nouns, **ma** for feminine nouns and **mes** if the noun is plural (either masculine or feminine).

Je vais au Pays de Galles en voiture avec **ma** sœur.
I go to Wales by car with **my** sister.

Je vais au Portugal en avion avec **mon** papa et **mes** frères.
I go to Portugal by plane with **my** dad and **my** brothers.

Getting to Know You

Key Language in Context: Questions and Answers

Comment t'appelles-tu ? What's your name?	Je m'appelle Elise. I'm called Elise.
Où habites-tu ? Where do you live?	J'habite à Paris. I live in Paris.
As-tu des animaux à la maison ? Have you got any pets at home?	Oui, j'ai deux chats et un chien. Yes, I have two cats and a dog.
Comment vas-tu à l'école ? How do you go to school?	Je vais à l'école à vélo. I go to school by bike.
Quels sports aimes-tu ? What sports do you like?	J'aime le golf mais je déteste la natation. I like golf but I hate swimming.
Que portes-tu ? What are you wearing?	Je porte un manteau. I'm wearing a coat.
C'est de quelle couleur ? What colour is it?	C'est bleu. It's blue.
C'est quel jour aujourd'hui ? What day is it today?	Aujourd'hui, c'est lundi. Today, it's Monday.

Quand je serai grande, je serai monitrice de ski.
When I grow up, I will be a ski instructor.

Quand je serai grand, je serai coureur automobile.
When I grow up, I will be a racing driver.

Key Vocabulary – Jobs

f = feminine m = masculine	Je suis... I am Je serai... I will be		
professeur (m) professeuse (f)	médecin (m/f)	coiffeur (m) coiffeuse (f)	fermier (m) fermière (f)
aviateur (m) aviatrice (f)	moniteur de ski (m) monitrice de ski (f)	artiste (m/f)	pompier (m/f)
soldat (m/f)	coureur automobile (m) coureuse automobile (f)	dentiste (m/f)	les métiers jobs

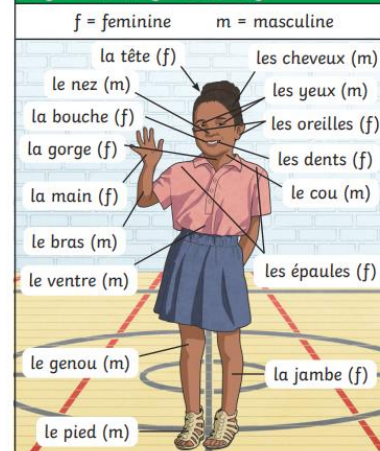
Key Knowledge and Grammar

Jobs in French need to **agree in gender and number** with the person they are describing. Also, in French there is no determiner before the job name.

- **Je suis dentiste** (I am a dentist.)
- **Je serai pompier.** (I will be a firefighter.)

All About Ourselves

Key Vocabulary – The Body



Key Vocabulary – What Do I Look Like?

les cheveux raides	les cheveux ondulés	les cheveux bouclés	les cheveux blonds
les cheveux courts	les cheveux mi-longs	les cheveux longs	les cheveux roux
les cheveux bruns	les cheveux gris	les cheveux blancs	les cheveux châtain
les yeux bleus	les yeux verts	les yeux marron	les yeux gris

J'ai les cheveux mi-longs, bouclés et bruns et les yeux marron.
I have mid-length, dark, curly hair and brown eyes.

J'ai les cheveux longs, raides et blonds et les yeux verts.
I have long, straight, blonde hair and green eyes.

Qu'est-ce qui ne va pas ? What's the matter?

To say what's wrong, use **J'ai mal...** (I've got a sore...) followed by **à la** for feminine nouns, **au** for masculine nouns, **à l'** for nouns beginning with a vowel or h, and **aux** for plural nouns (both masculine and feminine).

J'ai mal à la gorge. I've got a sore throat.	J'ai mal au genou. I've got a sore knee.	J'ai mal à l'oreille. I've got a sore ear.	J'ai mal aux dents. I've got sore teeth.
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Getting to Know You

Key Knowledge and Grammar – Alphabet and Pronunciation

The French alphabet has 26 letters, the same as in English. These sound groups should help you with pronouncing the French letters. Remember that accents generally change the way a letter is pronounced.

ey sound	eh sound	ah sound	
b c d g p t v w	f l m n r s z	a k h	
ee sound	oo sound	Halfway between 'box' and 'though'	Halfway between 'up' and 'hurt'
i j x y	q u	o	e

	accent aigu
	accent grave
	accent circonflexe
	tréma
	cédille

Je m'appelle Jérôme.
My name is Jérôme.

Comment ça s'écrit ?
How do you spell it?

Ça s'écrit: j-majuscule, e-accent aigu, r, o-accent circonflexe, m, e.
It's spelt: capital j, e with an acute accent, r, o with a circumflex, m, e.

Comment ça s'écrit ? How do you spell/write it?

Ça s'écrit...	It's spelt...
majuscule (f)	capital letter
minuscule (f)	lowercase letter

Key Vocabulary – Feelings

Comment ça va ? How are you? Je suis... I am...			
agacé (m) agacée (f)	heureux (m) heureuse (f)	impatient (m) impatiente (f)	anxieux (m) anxieuse (f)
étonné (m) étonnée (f)	content (m) contente (f)	fâché (m) fâchée (f)	triste (m/f)
gêné (m) gênée (f)	effrayé (m) effrayée (f)	fier (m) fière (f)	fatigué (m) fatiguée (f)

All About Ourselves

Key Language in Context

Comment te sens-tu aujourd'hui ? How are you (feeling) today?
Je suis... I am...

content/contente	triste	énervé/énervée	surpris/surprise
fatigué/fatiguée	fier/fière	désolé/désolée	fâché/fâchée

Key Knowledge and Grammar

- When a masculine adjective ends in **é** or a consonant, the feminine adjective has an extra **e** at the end.
- When a masculine adjective ends in **e**, the feminine adjective stays the same.
- The adjective **fier** also has an accent when it is feminine.

Key Vocabulary – Fashion

une jupe (f) skirt	un pull (m) jumper	un tee-shirt (m) t-shirt	une robe (f) dress
un pantalon (m) trousers	des chaussures (f) shoes	une chemise (f) shirt	des chaussettes (f) socks

Key Vocabulary – What Are You Doing?

Qu'est-ce que tu fais ? What are you doing?





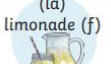
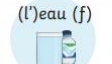


Je lève la main.	Je croise les bras.	J'ouvre la fenêtre.	Je ferme la porte.
Je range la table.	Je lis un livre.	J'écris une phrase.	J'aide mon ami(e).

Key Knowledge and Grammar








French verbs must be conjugated according to every subject. In this unit, you learn three forms of the verb **porter** [to wear]:

- **Je porte une robe rouge.** [I wear a red dress.];
- **Qu'est-ce que tu portes ?** [What do you wear?];
- **Il/elle porte un tee-shirt blanc.** [He/she wears a white t-shirt.].
- Any colour adjectives used to describe clothes have to 'agree' grammatically.
- If the noun is masculine, the colour adjective doesn't change.
- If the noun is feminine, add an **e** to the end of the colour adjective (unless it already ends in **e** like **jaune**), e.g. **une jupe bleue** [a blue skirt].
- If the noun is plural, add an **s** to the end of the colour adjective, e.g. **des pulls bleus** [some blue jumpers] (masculine plural) and **des jupes bleues** [some blue skirts] (feminine plural).
- **Marron** [brown] does not change and is an exception to the rule.





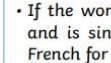
That's Tasty

Key Vocabulary – Drinks			
f = feminine m = masculine			
Une bouteille de...	Un verre de...	Une tasse de...	
A bottle of...	A glass of...	A cup of...	
(le) thé (m)	(le) café (m)	(le) café au lait (m)	(le) chocolat chaud (m)
			
(la) limonade (f)	(l')eau (f)	(le) jus d'orange (m)	(le) coca (m)
			

Key Vocabulary – Breakfast

Pour mon petit déjeuner, je voudrais...			
For my breakfast I would like...			
une baguette (f)	un croissant (m)	un yaourt (m)	des céréales (m)
			
un pain au chocolat (m)	de la confiture (f)	du lait (m)	
			


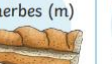


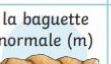



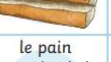
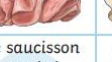


That's Tasty

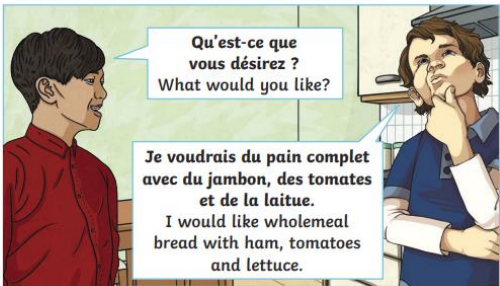
Key Vocabulary – Pizza Ingredients				
Je voudrais du/de la/de l'/des... sur ma pizza.				
I would like some... on my pizza.				
(la) purée de tomates (f)	(le) fromage (m)	(l') ananas (m)	(le) bacon (m)	(les) champignons (m)
				

Key Language in Context

À quelle heure est-ce que le restaurant ouvre/ferme ? At what time does the restaurant open/close?	À deux heures et demie. At half past two.
Qu'est-ce que vous désirez sur votre pizza ? What would you like on your pizza?	Je voudrais de la purée de tomates, du fromage et des champignons sur ma pizza. I would like some tomato puree, some cheese and some mushrooms on my pizza.
Qu'est-ce que vous désirez boire ? What would you like to drink?	Je voudrais un verre de limonade. I would like a glass of lemonade.



Key Vocabulary – Sandwiches			
le sandwich (m)	le pain aux herbes (m)	le rosbif (m)	la laitue (f)
			
la baguette normale (m)	le jambon (m)	le poulet (m)	le concombre (m)
			
le pain complet (m)	le saucisson sec (m)	l'oignon (f)	les tomates (f)
			






Key Knowledge and Grammar

- There are special rules to follow when saying **some**:
- If the word is masculine (**le**), doesn't start with a vowel and is singular, such as **le jambon**, then the French for **some** is **du**, e.g. **du jambon** [**some** ham].
 - If the word is feminine (**la**), doesn't start with a vowel and is singular, such as **la purée de tomates**, then the French for **some** is **de la**, e.g. **de la purée de tomates** [**some** tomato puree].
 - If the word starts with a vowel (masculine or feminine) and is singular, such as **l'ananas**, then the French for **some** is **de l'**, e.g. **de l'ananas** [**some** pineapple].
 - If the word is plural (masculine or feminine), such as **les tomates**, then the French for **some** is **des**, e.g. **des tomates** [**some** tomatoes].

J'aime... 	délicieux amer sucré salé chaud froid croquant mou savoureux collant crémeux	délicieuse amère sucrée salée chaude froide croquante molle savoureuse collante crémeuse	delicious bitter sugary salty hot cold crunchy soft tasty sticky creamy
Je n'aime pas... 			
parce qu'il/elle est... because it is...			

Family and Friends




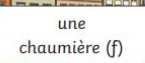


Key Vocabulary – Meet the Family			
Voici... Here/this is... Here/these are... 	mon (masculine)/ ma (feminine)/mes (plural) my 	son (masculine)/ sa (feminine)/ses (plural) his/her 	
mère (f) mother	père (m) father	frère (m) brother	sœur (f) sister
grand-père (m) grandfather	grand-mère (f) grandmother	mari (m) husband	femme (f) wife
cousin (m)/cousine (f) cousin (male/female)	oncle (m) uncle	tante (f) aunt	neveu (m) nephew
nièce (f) niece	petit-fils (m) grandson	petite-fille (f) granddaughter	grands-parents (m pl) grandparents
fil(s) (m) son	fil(le) (f) daughter	parents (m pl) parents	enfants (m pl) children



Key Vocabulary – Adjectives

mignon/mignonne cute	dangereux/dangereuse dangerous	effrayant/effrayante scary
beau/belle beautiful	amusant/amusante funny	amical/amicale friendly







Family and Friends

Key Vocabulary – I Live...		
J'habite dans... I live in...		
un appartement (m)	une maison (f)	un château (m)
		
une chaumière (f)	une ferme (f)	une caravane (f)
		

Key Vocabulary – Adjective

grand/grande big	de taille moyenne medium-sized	petit/petite small
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Key Vocabulary – In My House...			
le jardin (m)	le salon (m)	la cuisine (f)	
			
la salle de bain (m)	la chambre (f)	le grenier (m)	
			

Le fauteuil est dans le salon. The armchair is in the living room. 	Le four est dans la cuisine. The oven is in the kitchen. 	Le lit est dans la chambre. The bed is in the bedroom. 
--	--	--

Key Language in Context

J'adore la souris parce qu'elle est mignonne.	I love the mouse because it is cute.
Je déteste le lion parce qu'il est effrayant.	I hate the lion because it is scary.

School Life

Key Vocabulary – Classroom Objects				
f = feminine		m = masculine		
la porte (f)	l'armoire (f)	l'évier (m)	la table (f)	
la chaise (f)	l'ordinateur (m)	la bibliothèque (f)	la fenêtre (f)	
la colle (f)	le crayon (m)	la règle (f)	la gomme (f)	
le taille-crayon (m)	les ciseaux (m)	le stylo (m)	le crayon de couleur (m)	
à côté de	au-dessus de	sous	à gauche de	à droite de
next to	above	under	to the left of	to the right of

Key Vocabulary – Shapes			
un triangle (m)	un carré (m)	un rectangle (m)	un pentagone (m)
un hexagone (m)	un octogone (m)	un losange (m)	un cerf-volant (m)
Combien de côtés a le carré ? How many sides does the square have?			
Il a quatre côtés. It has four sides.			
Key Language in Context			
Où est la fenêtre ? Where is the window?	La fenêtre est à côté de la porte. The window is next to the door.		
Où sont les ciseaux ? Where are the scissors?	Les ciseaux sont à gauche du taille-crayon. The scissors are to the left of the pencil sharpener.		
Où sont les crayons ? Where are the pencils?	Les crayons sont sous la table. The pencils are under the table.		

School Life

Key Vocabulary – My Favourite Subject			
le dessin (m) art	la géographie (f) geography	les sciences (f) science	l'anglais (m) English
la musique (f) music	les mathématiques (les maths) (f) maths	l'éducation physique (f) PE	le français (m) French
l'informatique (f) ICT	l'histoire (f) history	In French, the subject names don't begin with capital letter. In English, subjects which are languages do.	

Key Language in Context

Quelle matière préfères-tu ?
Which subject do you prefer?

J'aime mieux les sciences.
I like science best.

Quelle est ta matière préférée ?
Which is your favourite subject?

Ma matière préférée est l'histoire.
My favourite subject is history.

Excusez-moi, est-ce que je peux boire de l'eau s'il vous plaît ?
Excuse me, can I drink water, please?

Dans cinq minutes.
In five minutes.

5 mins

Key Vocabulary – Can I...?			
Excusez-moi, est-ce que je peux..., s'il vous plaît ? Excuse me, can I..., please?			
aller aux toilettes (to) go to the toilet	lire un livre (to) read a book	boire de l'eau (to) drink water	faire un dessin (to) do a drawing
oui/non yes/no	plus tard later	pas pour le moment not at the moment	dans cinq minutes in five minutes

Key Language in Context

Phrases that express position like **à côté de** [next to] or **au-dessus de** [above] often use the preposition **de** [of]. Remember that **de** changes depending on the word that follows:

masculine (le) → du in front of a vowel (l') → de l'
feminine (la) → de la plural (les) → des

Verbs

- Est [Is]. Sont [Are].
- J'aime... [I like...]. J'aime mieux... [I like... best/prefer...].

Adjectives

- Remember that the adjective **préféré/préférée** [favourite] has to agree in gender with the preceding noun.

Time Travelling

Key Vocabulary – Numbers		
cent 100	deux-cents 200	trois-cents 300
quatre-cents 400	cinq-cents 500	six-cents 600
sept-cents 700	huit-cents 800	neuf-cents 900
mille 1000	deux-mille 2000	trois-mille 3000
quatre-mille 4000	cinq-mille 5000	six-mille 6000
sept-mille 7000	huit-mille 8000	neuf-mille 9000
plus moins fois divisé par égale		
1 0 0 0 + 2 0 0 + 7 0 + 5 = 1275		
Mille plus deux-cents plus soixante-dix plus cinq égale mille-deux-cent-soixante-quinze.		

Key Vocabulary – Verb Avoir (To Have)

j'ai I have	tu as you have (informal, singular)	il/elle a he/she/it has
nous avons we have	vous avez you have (plural/singular formal)	ils/elles ont they have (m/f)

Elle a **plus de** cent ans.
It's **more than** 100 years old.

Il a **environ** sept-cent-trente ans.
It's **around** 730 years old.

J'ai **presque** dix ans.
I'm **nearly** 10 years old.

Key Knowledge and Grammar

- In French, the verb **avoir** [to have] is used to talk about age. The expression **J'ai _____ ans** literally means 'I have _____ years' rather than 'I am _____ years old'.
- The second person singular of **you** (**tu**) is informal and should only be used to address children, close friends or by an adult to a child. The French use the same word **vous** both for plural **you** and formal **you**. It is very impolite for a younger person to address an adult as **tu** unless they are very close family.
- When a noun is plural, we must choose the correct form of the verb. For all-male groups, use **ils**; all-female groups use **elles**; a mixture of male/female or masculine/feminine takes **ils**.

Time Travelling

Key Vocabulary – Verb Être (To Be)

Quelle est la date ?
What's the date?

Hier, c'était mardi, treize décembre.
Yesterday was Tuesday 13th December.

Aujourd'hui, c'est mercredi, quatorze décembre.
Today is Wednesday 14th December.

Demain, ce sera jeudi, quinze décembre.
Tomorrow will be Thursday 15th December.

Quelle est votre date de naissance ?
What's your date of birth?

Je suis né le 5 mars 2002.
I was born on 5th March 2002.

Je suis né à Sheffield.
I was born in Sheffield.

Où êtes-vous né ?
Where were you born?

Key Knowledge and Grammar

To say when someone was born, use the correct form of the verb **être** (to be) followed by **né**, which is called the past participle. This needs to agree with the gender and number of the subject, e.g. **elle est née en 2005** (she was born in 2005), **ils sont nés à Londres** (they were born in London).

Key Vocabulary – Verb Être (To Be)

je suis I am	tu es you are (informal, singular)	il/elle est he/she/it is
nous sommes we are	vous êtes you are (plural/singular formal)	ils/elles sont they are (m/f)

Voici l'empereur Napoléon. Il est né le quinze août dix-sept-cent-soixante-neuf et il est mort le cinq mai dix-huit-cent-vingt-et-un.

This is the emperor Napoleon. He was born on 15th August 1769 and he died on the 5th May 1821.


Key Knowledge and Grammar

- The years up to 1099 and 2000+ are said just as numbers (e.g. 721 = **sept-cent-vingt-et-un**), although any round numbers usually include **l'an** before them (e.g. 850 = **l'an huit-cent-cinquante**, 2010 = **l'an deux-mille-dix**).
- The years 1100 to 1999 are often said like old-fashioned English dates (such as seventeen hundred and eighty-nine), as two pairs of 2-digit numbers, with **cent** between, (e.g. 1789 = **dix-sept-cent-quatre-vingt-neuf**, 1340 = **treize-cent-quarante**), but they can also be said just as numbers (e.g. 1730 = **mille-sept-cent-trente**).

Let's Visit a French Town

Who Lives Where?		
Où habites-tu ? Where do you live? J'habite à... I live in...		
j'habite I live	tu habites you live (informal, singular)	il/elle habite he/she/it lives
nous habitons we live	vous habitez you live (plural/ singular formal)	ils/elles habitent they live (m/f)

Where is...?



la banque (f)	la mairie (f)	la patinoire (f)	l'office du tourisme (m)
le restaurant (m)	la boucherie (f)	Où est la banque ? Where is the bank?	
la bibliothèque (f)	à côté de next to	en face de opposite	La banque est en face de la mairie. The bank is opposite the town hall.

Let's Visit a French Town

Ordinal Numbers			
premier (m)/ première (f) first	deuxième second	troisième third	quatrième fourth
cinquième fifth	sixième sixth	septième seventh	dernier (m)/ dernière (f) last

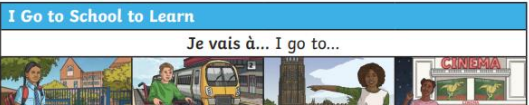
Key Knowledge and Grammar

- Ordinal numbers indicate the order in a list or collection, e.g. first, second, third.
- Only **premier/première** and **dernier/dernière** have a masculine and feminine form. For all other ordinal numbers, you usually add the ending **ième** to the number.
- Numbers ending in **f** also change their spelling to **v**, e.g. **neuf** (nine), **neuvième** (ninth).
- If the number ends in **e**, e.g. **douze** (twelve), remove the **e** before adding **ième**, e.g. **douzième** (twelfth).

Quantities			
plus grand(e) que bigger than	plus petit(e) que/moins grand(e) que smaller than	de plus que more than	de moins que less than

I Go to School to Learn

Je vais à... I go to...




l'école (f)	la gare (f)	l'église (f)	le cinéma (m)
la piscine (f)	le parc (m)	la mosquée (f)	la librairie (f)
pour... to/for...			
apprendre to learn	acheter un livre to buy a book	prier to pray	nager to swim
regarder un film to watch a film	prendre le train to catch the train	faire une promenade to go for a walk	

Key Knowledge and Grammar


Remember that **à** and **de** both change depending on the noun that follows:

masculine (le)	au	du
feminine (la)	à la	de la
in front of a vowel (l')	à l'	de l'

Je vais au cinéma pour regarder un film.
I go to the cinema to watch a film.



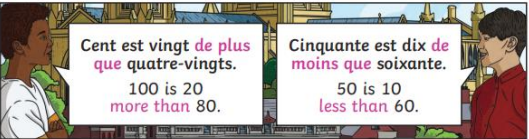
Welcome to My Home!



une maison (f)		un appartement (m)	
l'entrée (f)	le salon (m)	l'escalier (m)	le garage (m)
le sous-sol (m)	le bureau (m)	la salle à manger (f)	la cuisine (f)
la salle de bain (f)	le grenier (m)	le jardin (m)	la chambre (f)
l'armoire (f) wardrobe	le tapis (m) rug	la télévision (f) television	le canapé (m) sofa
le fauteuil (m) armchair	le four (m) oven	la table (f) table	la chaise (f) chair

Cent est vingt **de plus** que quatre-vingts.
100 is 20 **more than** 80.

Cinquante est dix **de moins** que soixante.
50 is 10 **less than** 60.



Let's Go Shopping

Key Vocabulary – French Money



cinq euros	dix euros	vingt euros	cinquante euros
un euro	deux euros	cinquante centimes	vingt centimes
dix centimes	cinq centimes	deux centimes	un centime

Key Vocabulary – Shopping Conversations


Bonjour, Madame/Mademoiselle/Monsieur
Hello, madam/miss/sir

Je voudrais... I would like...	le/la/les the (m/f/plural)	un/une a/an (m/f)	du/de la/de l'/des some (m/f/plural)
C'est combien ? How much is it?	C'est... euros. It's... euros.	Voici... Here is...	Voici votre monnaie. Here is your change.
s'il vous plaît please	Merci (beaucoup). Thank you (very much).	Au revoir ! Goodbye!	

Let's Go Shopping

Key Vocabulary – At the Shops

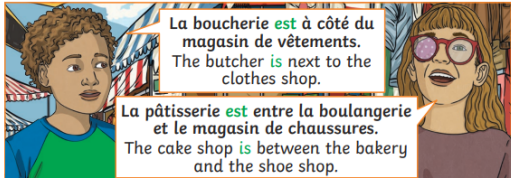
Où est... ? Where is...?



le magasin de chaussures (m)	la fromagerie (f)	la boucherie (f)
la boulangerie (f)	la pâtisserie (f)	la bijouterie (f)
le magasin de jouets (m)	le magasin de vêtements (m)	la confiserie (f)
à côté de next to Remember that if a noun is feminine, use de la. If the noun is masculine, use du.		entre between

La boucherie **est** à côté du magasin de vêtements.
The butcher **is** next to the clothes shop.

La pâtisserie **est** entre la boulangerie et le magasin de chaussures.
The cake shop **is** between the bakery and the shoe shop.



Key Knowledge and Grammar

Money

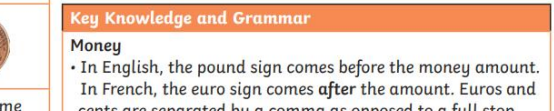
- In English, the pound sign comes before the money amount. In French, the euro sign comes **after** the amount. Euros and cents are separated by a comma as opposed to a full stop.
- It's more common to say **C'est deux euros quarante** (It's 2,40€), although it is also acceptable to say **C'est deux euros quarante centimes**.

Numbers

- When the number is a multiple of 100, there is an **s** on cents, e.g. quatre-cent (400). However, if there are other numbers after the hundred, then there is no **s** on the end of cent, e.g. quatre-cent-cinquante (450).
- There is an **s** on vingts in quatre-vingts (80) but if there are other numbers after vingt, then there is no **s** at the end, e.g. quatre-vingt-dix (90).



Key Vocabulary – All About Clothes



un manteau (m)	une jupe (f)	une chemise (f)	un pull (m)
bleu/bleue	blanc/blanche	jaune	noir/noire
rouge	vert/verte	gris/grise	violet/violette
marron	orange	rose	foncé – dark clair – light

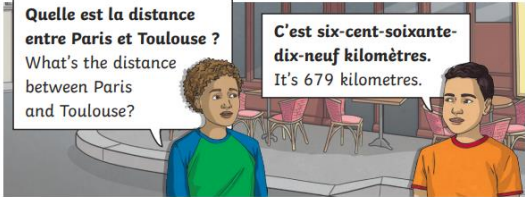
Key Knowledge and Grammar

Adjectives

- In French, almost all adjectives go after the noun, e.g. un pull **bleu** (a blue jumper).
- Some colours have a feminine form when describing a feminine noun e.g. une jupe **bleue** (a blue skirt).
- If you add 'dark' or 'light' to the colour, it does not need to change to agree in gender or number, e.g. une jupe **vert foncé** (a dark green skirt), une chemise **rose clair** (a light pink skirt).

This is France

Key Vocabulary – Neighbours



Key Language in Context

L'Espagne est un voisin **de la** France. Spain is a neighbour **of** France.
La France est un voisin **du** Luxembourg. France is a neighbour **of** Luxembourg.

Key Vocabulary – Nationalities

J'habite **au** Canada. Je suis canadien. I live **in** Canada. I am Canadian.

Country	Nationality
la France (f)	français (m)/française (f)
le Canada (m)	canadien (m)/canadienne (f)
la Suisse (f)	suisse (m/f)
la Belgique (f)	belge (m/f)
le Luxembourg (m)	luxembourgeois (m)/luxembourgeoise (f)

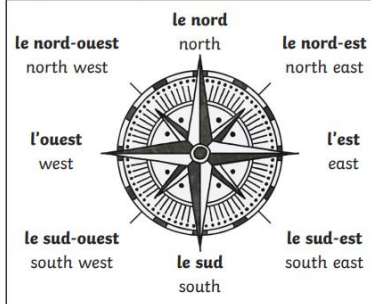
J'habite **en** Belgique. Je suis belge. I live **in** Belgium. I am Belgian.

Key Knowledge and Grammar

- Countries are nouns which means they are either masculine or feminine.
- If the country's name is masculine, the form of **de** to use is **du**. If it is feminine, then **de la** needs to be used. Regardless of gender, if the country's name begins with a vowel, then **de l'...** needs to be used.
- To say **to** or **in**, use **au** for masculine countries that start with a consonant and **en** for feminine countries or countries that start with a vowel.

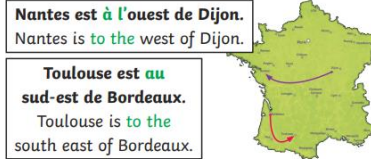
This is France

Key Vocabulary – Directions



Key Knowledge and Grammar

All compass points are masculine, so when saying **to the**, the word **au** is used, with the exception of **l'ouest** and **l'est**. As these words begin with a vowel, **à l'...** is needed.



Key Vocabulary – What to Do in Paris

À Paris, on peut... In Paris, one can...		
...visiter les bâtiments célèbres. ...visit famous buildings.	...marcher le long de la Seine. ...walk along the River Seine.	...se déplacer en métro. ...travel on the metro.
...se reposer dans le parc. ...rest in the park.	...aller à un spectacle musical. ...go to a musical show.	...manger un repas délicieux. ...eat a delicious meal.
...visiter les édifices religieux. ...visit religious buildings.	...aller au marché. ...go to a market.	...aller à un défilé de mode. ...go to a fashion show.

Key Vocabulary – Famous People

Raymond Blanc **est** un chef célèbre. Raymond Blanc **is** a famous chef.

Marie Curie **était** une scientifique célèbre. Marie Curie **was** a famous scientist.

un directeur/une directrice – manager/manageress
un acteur/une actrice – actor/actress
un empereur/une impératrice – emperor/empress
un joueur/une joueuse de foot – footballer (m/f)
un/une scientifique – scientist (m/f)
un homme/une femme politique – politician (m/f)
un/une chef – chef (m/f)
un/une artiste – artist (m/f)
un soldat – soldier (this is used for both m/f)
un chanteur/une chanteuse – singer (m/f)

Key Knowledge and Grammar

- Two forms of the verb **être** (to be) are used here: **est** (is) and **était** (was).
- The adjective **célèbre** (famous) stays the same for masculine and feminine jobs.

All in a Day

Key Vocabulary – Time

Quelle heure est-il ?
What time is it?

Il est midi/minuit
Il est onze heures
Il est dix heures
Il est neuf heures
Il est huit heures
Il est sept heures
Il est six heures
Il est une heure
Il est deux heures
Il est trois heures
Il est quatre heures
Il est cinq heures

moins cinq
moins dix
moins le quart
moins vingt
moins vingt-cinq
et demie
cinq
dix
et quart
vingt
vingt-cinq

À quelle heure... ? At what time...?		
<p>...manges-tu ton petit déjeuner ? ...do you eat your breakfast?</p>	<p>...rentres-tu à la maison ? ...do you go home?</p>	<p>...manges-tu ton déjeuner ? ...do you eat your lunch?</p>
<p>...vas-tu au lit ? ...do you go to bed?</p>	<p>...fais-tu tes devoirs ? ...do you do your homework?</p>	<p>À... At...</p>

All in a Day

Key Vocabulary – At the Airport

arrivées arrivals	départs departures	provenance arriving from	décollé departed
à l'heure on time	en avance early	arrivé arrived	en retard delayed

Key Vocabulary – School Subjects

Le lundi/Le mardi/Le mercredi/Le jeudi/Le vendredi ... On Mondays/On Tuesdays/On Wednesdays/On Thursdays/On Fridays...		
...la première leçon est... ...the first lesson is...	la géographie (la géo) (f)	la dernière leçon est... ...the last lesson is...
le français (m)	le dessin (m)	l'anglais (m)
l'anglais (m)	l'éducation physique (f)	l'informatique (f)
les mathématiques (les maths) (f)	la musique (f)	l'histoire (f)
les sciences (f)	la culture religieuse (f)	À ... At ...

Key Language in Context


À quelle heure est-ce que l'avion de Londres est arrivé ? At what time did the plane from London arrive ?	À quelle heure est-ce que l'avion pour Nice est parti ? At what time did the plane to Nice leave ?
À quelle heure est-ce que l'avion de Bordeaux arrivera ? At what time will the plane from Bordeaux arrive ?	À quelle heure est-ce que l'avion pour Marseille arrivera ? At what time will the plane to Marseille arrive ?
À vingt-deux heures cinquante-cinq. 	À dix-neuf heures dix.

Je préfère les sciences. I prefer science.
Je préfère l'histoire. I prefer history.

Quelle matière préfères-tu ?
Which subject do you prefer?

Our Precious Planet

Quels défis écologiques y a-t-il dans ta ville ?
What environmental challenges are there in your town?



Qu'est-ce que tu vas faire ?
What are you going to do?

Key Vocabulary – A Helping Hand

Je vais... I'm going... Je voudrais... I would like...			
recycler	éteindre la lumière	fermer le robinet	utiliser les poubelles
circuler à pied	ramasser les déchets	planter des arbres	protester

Key Vocabulary – What Challenges Can I See?

Dans ma ville... In my town...

...il y a beaucoup de... ...there is/are a lot of...	...il n'y a pas beaucoup de... ...there isn't/aren't a lot of...
pollution de l'air	pollution de l'eau
pollution lumineuse	circulation
déchets	poubelles
zones industrielles	verdure

Key Knowledge and Grammar

- To talk about the near future and say what you are going to do in French, you use **je vais** (I am going) followed by another verb in the infinitive, e.g. **je vais recycler** (I am going to recycle).
- To talk about what other people are going to do, you need to use the correct form of the verb **aller** (to go) followed by another verb in the infinitive:
Tu vas fermer le robinet. (You are going to turn off the tap.)
Il/Elle va protester. (He/She is going to protest.)
Ils/Elles vont planter des arbres. (They (m/f) are going to plant some trees.).
- To talk about things that you would like to do in the future, use **je voudrais** (I would like) followed by a verb in the infinitive, e.g. **je voudrais ramasser** les déchets. (I would like to pick up the rubbish.).

Our Precious Planet

Key Vocabulary – The Bigger Picture

Je pense que... I think that...

mes professeurs my teachers	les habitants the residents	le conseil d'école the school council	le gouvernement the government
...vont... ...are going...		...va... ...is going...	
installer des panneaux solaires	installer des poubelles	et and	aussi also
		mais but	
		en plus what's more	dans le futur in the future
			pour aider to help

Key Vocabulary – Let's Make a Plan

Voici mon exposé. Je vais parler...
Here is my presentation. I'm going to talk...

...de notre planète ... about our planet

...de l'environnement
... about the environment

...de ma ville ... about my town

...des actions écologiques
... about environmental actions

...des défis écologiques
... about environmental challenges

Merci beaucoup.
Thank you very much.

Merci à tous.
Thank you all.

Je vous remercie de votre attention.
Thank you for your attention.


Key Vocabulary – The Bigger Picture

- Remember to smile and make eye contact with your audience!
- Don't cross your arms or put your hands in your pockets.
- Breathe slowly to help pace your speaking.
- Hold your notes at waist level – don't look down the whole time and try to look up as often as you can.
- Take a short pause after a comma or full stop. Take a longer pause at the end of a paragraph or before moving on to a new point.
- Lastly, make sure you are loud enough for your audience to hear you!

Dans ma ville, il y a beaucoup de déchets mais il n'y a pas beaucoup de poubelles.
In my town, there is a lot of rubbish but there aren't a lot of bins.

Pour aider, je vais ramasser les déchets. Aussi, je voudrais recycler.
To help, I'm going to pick up the rubbish. Also, I would like to recycle.

Dans le futur, je pense que les habitants vont protester.
In the future, I think that the residents are going to protest.



^{CE} **Stanford in the Vale** **Primary School**

VGP document



Appendix 2

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

	Year 1	Year 2
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma

All terms in bold should be understood with the meanings set out in the Glossary

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

	Year 3	Year 4
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]	The grammatical difference between plural and possessive <i>-s</i> Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day</i> , <i>I heard the bad news.</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial

All terms in bold should be understood with the meanings set out in the Glossary

Appendix 2

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

	Year 5	Year 6
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>].
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]
Terminology for	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

All terms in bold should be understood with the meanings set out in the Glossary

^{CE}**Stanford in the Vale** **Primary School**

Twinkl Phonics



phonics Whole Scheme Overview



Level 1

Level 1 Me and My Family

Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
1 My House	Sleepy Sofa Sounds	1	Let's Shake	2
	Sounds Around the House	6	Bubbles in the Bath	3
	Crash the Truck Has a Box	1	Pyjama Palaver	5
	Ted's Footsteps	2	Silly Socks	5
	Happy Sounds	3	Rabbit Rock and Roll	4
2 My Family	Family Footsteps	2	Sound Bingo	1
	Listen to My Family	1	Auntie's Awful Soup	5
	Things We Do	3	My Noisy Family	1
	Family Chatter	6	My Musical Family	2
	A Family Walk	4	Trip to the Shops	5
3 My Local Area	What Do You Hear?	1	Drum Sounds	2
	Sounds Where I Live	4	I Heard...	1
	The Pied Piper	3	What Can I Find?	5
	Corners of My Town	5	Local Rhymes	4
	At the Bus Stop	2	Sound Trumpets	6
4 Pets	Pet Sounds	6	Rhyming Pairs	4
	Which Pet?	2	Guess the Pet	1
	Keep the Beat	3	Pets at the Vet's	5
	Clog the Dog	4	Musical Pets	2
	The Pet Shop	5	Pet Movements	3
5 Things I Like to Do	Who's Under There?	6	Loud or Quiet?	1
	Move and Groove	3	Little Drummers	2
	I Like to Dance	2	Copy Me	3
	Funny Sounds	6	I Like to Explore	1
	Missing Rhyme	4	Dana Dinosaur's Word Walk	5
6 All About Me	I Like Being Me	4	My Listening Ears	1
	I Am Happy	4	My Sound	2
	My Body	4	My Noisy Feet	3
	My Name Is	5	Silly Mouth Dance	6
	How Are You	2	What I Like to Eat	6
	Feeling Today?			

Level 1

Traditional Tales

Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
7 Goldilocks and the Three Bears	Baby Bear's Rhyme	4	Goldilocks and the Three Bears Sound Lotto	1
	Goldilocks, Please Be Quiet!	1	Goldilocks' Movements	2
	Story Sounds	6	Lumpy Bumpy Porridge	4
	Sounds Around Us	1	Odd Objects	5
	Sound Corners	5	Move It!	3
8 Little Red Riding Hood	Forest Sounds	1	Sound Story	2
	Whose Footsteps?	2	Forest Sounds Bingo	1
	Basket or Pocket?	5	Hidden in the Trees	5
	Mind the Wolf	4	Little Red Riding Hood's Basket	4
	Forest Animals	6	Follow the Sound	3
9 The Gingerbread Man	Warm-Up Routine	3	Sound Bingo	1
	Syllable Clap	4	Musical Kitchen	2
	The Noisy Kitchen	1	I Spy...	5
	Catch Him!	6	Which Animal?	1
	Gingerbread Man on the Run Song	3	Noisy Story	6
10 The Three Little Pigs	Sound Story	1	Piggy Patterns	3
	Let's All Share	5	Wolf's Rhyming Party	4
	Sh! Quiet	1	Pigs and Friends	6
	Little Pig Radio	2	Where Are You?	3
	Pass It On	6	Piggy Percussion	4
11 The Enormous Turnip	Sound Story	1	Acting Out	6
	Pull the Turnip Song	4	I Know a Word	4
	Instrument Party	2	On the Turnip Truck	5
	Soupy Sounds	3	Turnip Taps	4
	Down on the Farm	1	Turnip Bingo	5
12 Jack and the Beanstalk	Sleeping Giant	1	Can You Hear Footsteps?	2
	Giant Song	4	In the Bag	5
	We Are Giants	3	Gifts for Everyone	1
	What's That?	6	Magic Bean Shakers	2
	A Noisy Story	6	Fee, Fi, Fo, Fum!	5

Level 1
People Who Help Us

Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
13 Firefighters	The Firefighter's Song	4	Rescue Us!	5
	Firefighter Footsteps	2	Fire Station Bingo	1
	Time for Lunch	5	Up the Ladder	4
	Rhyming Rescue	4	The Musical Fire Station	2
	Sound Story	6	Who Was That?	3
14 Police	To the Rescue	6	Police Sound Lotto	1
	Chief in Charge	3	Detectives	2
	Lost Property	5	Meet the Police Officers	5
	Walking the Beat	3	Police Chase	4
	Sergeant Silas' Van	1	Crime Solvers	4
15 Doctors	Hoppy Poppy's Plasters	4	Pass the Sound	6
	Keeping the Beat	4	Hospital Sounds	1
	Dana's Children's Ward	5	Medicine Mix	4
	Ambulance Arrivals	6	Find the Doctor	2
	Poorly Ted	2	Hospital People	5
16 Teachers and School Staff	Guess Who?	4	Playground Helper	1
	Lollipop Person	2	Whose Shoes?	3
	Sound Walk	1	Missing Instruments	2
	Arthur Needs a Rest	6	Cook's Spaghetti	5
	The Caretaker's Busy Day	3	Who Made That Sound?	1
17 Vets	Name That Pet!	5	The Vet's Busy Day	1
	Whose Pet Is This?	4	Night-Time at the Vet's	2
	Copy Cats	3	It's a Dog's Life	6
	The Vet Says...	6	Playful Pets	5
	A Visit from the Vet	2	Silly Pets	4
18 Dentist	This Is the Way...	4	Crash at the Dentist's	1
	In the Dentist's Chair	5	In the Mirror	6
	The Dentist Says...	3	Toothy Toolkit	4
	Hoppy Poppy Spies	4	Dentist Sound Bingo	1
	Pass the Sound	6	Dentist Dana	5

Level 1
Animals

Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
19 Farm Animals	Noisy Farm	1	Long and Short	6
	Duck, Duck, Sheep	6	Down on the Farm	5
	The Farmer Claps Her Hands	3	Find the Farmer	2
	Old MacDonald	6	Farm Rhyming Pairs	4
	Barn Corners	2	Stamp around the Farm	4
20 Jungle Animals	What a Jungle Noise!	6	Jungle Sounds	1
	The Tiger and the Ant	3	Gorilla Beat	4
	The Animal Beat	4	Guess My Jungle Animal	2
	Noisy Jungle Song	6	Who's Hiding in the Jungle?	7
	Jungle Sound Story	6	Jungle I Spy	7
21 Under the Sea	All Aboard the Submarine	6	Splish, Splash, Splosh	1
	Deep Down in the Sea	5	Hoppy Poppy Goes Snorkelling	4
	Once I Caught...	3	Watery Sounds Bingo	1
	I Spy Under the Sea	5	Gone Fishing!	7
	Dancing in the Deep	2	Sounds from the Sea	2
22 Minibeasts	Move Like a Minibeast	4	Bug in a Rug	2
	Incy Wincy Spider	4	Playdough Bugs	5
	Busy Bees	6	Bug Art	7
	Spider's Web	5	Caterpillar Capers	3
	Spiders Everywhere	7	Earwigging	1
23 Arctic Animals	Pam's Snowy Ride	6	Robot Rick's Arctic Pics	7
	Arctic Band	2	Arctic or Not?	1
	The Hare Hopped over the Iceberg	4	Arctic Animal Claps	4
	Arctic I Spy	7	Rhyming Icebergs	4
	Brrrilliant Body Sounds	3	Fishing in the Arctic	5
24 Safari Animals	Who's Hiding under There?	6	Watch Me Roar!	6
	Don't Wake the Lions	2	The Rhino and the Meerkat	5
	Hoppy Poppy's Zoo	4	Animals in Action	2
	Whose Dinner?	4	Night-Time Safari	1
	On Safari	3	Safari Map	7

Level 1 Places to Visit		Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
	25 Seaside		Into the Sea Song	4	What Is at the Seaside?	5
			Sounds at the Seaside	1	On the Beach	7
			Sounds like the Sea!	3	Sandcastles	7
			Tongue Twister!	5	In the Rock Pool	5
			Pam Visits the Seaside	6	Syllable Suitcase	4
	26 Park		Hark in the Park	1	Ted's Walk in the Park	2
			Silly See-Saw Song	5	Hidden Treasure	5
			Captain Stomp's Percussion Game	3	Sandpit Blends	7
			Which Slide?	6	Robot Rick Packs a Picnic	7
			Finish My Rhymes	4	Hop, Little Poppy	4
	27 Shopping Centre		Mrs Shopalot's Song	1	Pam's Glad Rags	6
			Dana's Toy Shop	5	Costume Capers	6
			Captain Stomp's Shoe Shop Shuffle	3	Robot Rick's Shopping Trip	7
			Robot Rick's Letter Lunch	7	Ted's Fussy Customers	2
			Coffee Shop Chants	4	Our Sound Shops	5
	28 In the Woods		Woodland Song	4	Woodland I Spy	7
			What's That Woodland Sound?	1	Wild Music	2
			Woodland Sound Story	6	What Has Badger Lost?	5
			Woodland Map	7	Woodland Words	7
			Noisy Wellie Walk	2	Cross the River	7
	29 Cafe		Busy Day at the Cafe	1	Rick's Lunch	7
			What's for Breakfast?	4	Crash's Cafe	1
			Thirsty Customers	3	Cafe Bingo	7
			I'm a Little Teapot	4	Delicious Dishes	5
			Pancakes, Please	6	Under the Cafe Table	2
	30 Garden Centre		Flower Fun	7	Plant Pot Percussion	1
			Rhyming Roses	4	Sound Sequence	3
			Pam's Seeds	6	Bag It Up	4
			What's in the Basket?	7	Tidy Up	5
			Plant Party	2	Silly Plants	5

Level 1 Fantasy		Week	Large Group Activity	Aspect Focus	Small Group Activity	Aspect Focus
	31 Superheroes		Super Strong Tongues	6	Sounds in the City	1
			Super Stomp Saves the Day	3	Charge Up	5
			Headquarters Help	4	Escape from Jail	7
			Superhero Syllables	4	Odd One Out	4
			What's in the Box?	7	Superheroes in the Sky	2
	32 Castle		Grand Old Duke of York	4	Cross the Moat	7
			Mr Knight's Noisy Night	2	Watch Me Roar!	6
			Castle Rhymes	4	Castle Alliteration	5
			The Queen's Jewels	7	Who Am I?	6
			Castle I Spy	5	Catch the Dragon!	7
	33 Pirates and Mermaids		Crashing Waves	2	Overboard!	5
			What's That Noise?	1	Who Am I?	6
			Noisy Pirates!	3	Pirate Syllables	4
			The Mermaid's Muddle	7	Spyglass	7
			Pirate Rhymes	4	The Pirate's Treasure	7
	34 Space Aliens		Planet Letter	5	Space Litter Pick	7
			Space Picnic	4	Cheeky Aliens	7
			The Odd Aliens	3	Build an Alien	7
			Alien Guess What?	7	Planet Pairs	5
			Alien Rhymes	4	Voices in Space	6
	35 Magical Creatures		I Spy in the Fairy Garden	7	Cheeky Elves	6
			Pixie Party	5	Magical Voices	6
			Tangled-Up Tongues	5	The Pixies' Toadstool	7
			What Did the Fairy Find?	7	Gnomes Like Gold	5
			Silly Centaurs	7	Over the Rainbow	7
	36 Witches and Wizards		Initial Sound Potions	5	Witch's Broomstick Ride	7
			Rhyming Spell	4	The Wizard's Spell	7
			The Wrong Spell	6	Noisy Potions	2
			Robot Rick and the Wizard's Party	7	The Lost Hat	6
			The Witch's Wands	7	Dress the Witch	7



Level 2



Level 2	Week	Sounds	Tricky Words (Reading)	Minibook Titles	
	1	s, a, t, p		Kit and Sam	A...
	2	i, n, m, d		It Is...	A Tin Man
	3	g, o, c, k		Kit and Sam Got...	A Cat and Dog
	4	ck, e, u, r	to, the	Cats and Dogs!	The Sock
	5	h, b, f, ff, l, ll, ss	no, go, l	Let's Go	Tim and Ben
	6	Level 2 Revision		Pop and Puff	The Full Bus



Level 3



Level 3	Week	Sounds	Tricky Words (Reading)	Tricky Words (Spelling)	Minibook Titles	
	1	j, v, w, x	Revision of all Level 2 tricky words		Lots of Jobs	Wet!
	2	y, z, zz, qu, ch	he, she	to, the	The Quiz	Gabi and the Chick
	3	sh, th, th, ng	we, me, be		The King	Sh!
	4	ai, ee, igh, oa	was	no, go, l	We Will Get Them a...	The Boat
	5	oo, oo, ar, or	my		Farmyard Fun	To the Pool
	6	ur, ow, oi, ear	you		Let's Cook	The Farm
	7	air, ure, er	they		Fix the Rocker	The Fort
	8	Recap Sounds from Weeks 1-4	here		The Visit	Here It Is!
	9	Recap Sounds from Weeks 5-7	all, are		Dad's Dinner	The Vet
	10	Trigraphs and Consonant Digraphs	Recap: was, my		Fun at the Park	To the Shop
	11	Letter Sounds and Vowel Digraphs	Recap: we, they		Top Dog Fun	The Dark
	12	Level 3 Revision	Revision of all Level 3 tricky words	the, to, no, go, l	Pip Rabbit	Shark!



Level 4

Level 4	Week	Sounds	Tricky Words (Reading)	Tricky Words (Spelling)	Minibook Titles	
	1	CVCC Words	said, so	he, she, we, me, be	Felt and Wilf	Let's Camp!
	2	CCVC Words	have, like, come, some	was, you	Trip to Everest	Gran's Trip
	3	Adjacent Consonants	were, there, little, one	they, are, all	The Camping Trip	The Vest
	4	Polysyllabic Words	do, when, out, what	my, here	The Storm	A Trip to the Zoo



Level 5

Level 5	Week	Sounds	Decodable Spellings	Tricky Words (Reading)	Tricky Words (Spelling)	Minibook Titles	
	1	'ay' saying /ai/	day, may, say, play, clay, tray, spray, crayon	could, should	said, so	Fun with Jay	The Night Away
	2	'oy' saying /oi/	toy, boy, joy, enjoy, destroy, annoy, employ, royal	would, want	have, like	The Royal Visit	The Dog Toy
	3	'ie' saying /igh/	pie, lie, tie, die, cried, tried, spied, fried	oh, their	some, come	Keeping Fit	A Restful Day
	4	'ea' saying /ee/	sea, bead, read, seat, meat, heap, treat, least	Mr, Mrs	were, there	The Sea Park	A Trip Down the Stream
	5	'a_e' saying /ai/	snake, game, cake, ate, same, make, name, came	love, your	little, one	Gifts and Cake	The Cake Sale
	6	'i_e' saying /igh/, 'o_e' saying /oa/	bike, time, pine, prize, bone, home, note, alone	people, looked	do, when	The Rose Stone	The Campsite Joke
	7	'u_e' saying /oo/ and /yoo/, 'e_e' saying /ee/	use, cube, fume, tube, these, theme, even, complete	called, asked	what, could	A Visit to Albert	The Evening of the Talent Contest
	8	'ou' saying /ow/	our, about, cloud, scout, sprout, proud, sound, ground	water, where	should, would	Kit's Camping Trip	Up in the Clouds
	9	Long Vowel Sounds	apricot, kind, wild, lion, human, gold, hotel, both	who, why	want, their	Otesha and the Golden Lion	Can Sam Find a Game?
	10	'ch' saying /c/ and /sh/	school, Christmas, chemist, chord, echo, chef, parachute, chute	thought, through	Mr, Mrs	Christmas Fun at School	The School Jobs Fair
	11	'ir' saying /er/	stir, girl, bird, shirt, dirt, third, first, thirteen	work, house	love, your	An Amazing Little Girl	Where Is the Bird?
	12	'ue' saying /oo/ and /yoo/	due, venue, fuel, argue, clue, glue, true, blue	many, laughed	people, looked	Wedding Fun!	The Duel and the Statue

Level 5	Week	Sounds	Decodable Spellings	Tricky Words (Reading)	Tricky Words (Spelling)	Minibook Titles	
	13	'ew' saying /oo/ and /yoo/	few, new, dew, stew, blew, chew, grew, drew	because, different	asked, called	Old School Days	Barbecue Stew
	14	'y' saying /ee/	very, family, body, happy, sunny, furry, crunchy, hairy	any, eye	water, where	Mississippi River Boat	A Woodland Wish
	15	'aw' and 'au' saying /or/	saw, paw, draw, yawn, August, launch, laundry, astronaut	friend, also	who, why	A Weekend to Remember	The Awful Picnic
	16	'ow' and 'oe' saying /oa/	low, slow, window, own, toe, hoe, doe, goes	once, please	thought, through	Jurassic Visit	A Day at the Allotment
	17	'wh' saying /w/	white, whisper, whiskers, whine, whale, which, while, wheel	live, coming	work, house	Ben's Trip Back in Time	Whizz, Whirl, Whoop!
	18	'c' saying /s/ and 'g' saying /j/	gem, magic, giant, ginger, cell, city, face, slice	Monday, Tuesday	many, laughed	The Magic Carpet	The Magic Show
	19	'ph' saying /f/	phone, dolphin, elephant, alphabet, photo, microphone, graph, orphan	Wednesday, brother	because, different	Kit and Sam's Animal Project	The Song Contest
	20	'ea' saying /e/	head, bread, ready, deaf, healthy, weather, instead, breakfast	more, before	any, eye	Basketball with Heather	A Pleasant Jog
	21	'ie' saying /ee/	chief, brief, field, shield, priest, shriek, thief, relief	January, February	friend, also	Highfields Estate	Kit and Sam See a Movie
	22	Adding -ed	jumped, looked, gasped, yelled, hunted, started, shouted, wished	April, July	please, once	Alien Topic	Kit's Play Date with Dan
	23	Adding -s and -es	skirts, raincoats, hairbrushes, bracelets, glasses, buses, boxes, wishes	scissors, castle	live, coming	Trip to Kanpur	Off to the Shops
	24	Adding -er and -est to adjectives	louder, fresher, quicker, colder, loudest, freshest, quickest, coldest	beautiful, treasure	Monday, Tuesday	Training Camp	Copycat

Level 5	Week	Sounds	Decodable Spellings	Tricky Words (Reading)	Tricky Words (Spelling)	Minibook Titles	
	25	'tch' saying /ch/	catch, match, fetch, witch, stitch, ditch, crutch, kitchen	door, floor	Wednesday, brother	Patch the Witch	The Dressing-Up Box
	26	Adding -ing and -er to verbs	playing, helping, teaching, singing, player, helper, teacher, singer	favourite, bought	more, before	Let's Rock Out	The Charity Rugby Match
	27	'ear' and 'are' saying /air/	tear, wear, bear, pear, stare, care, share, dare	autumn, gone	January, February	Hare Jump	A Silly Dare
	28	Unspoken 'e'	horse, mouse, bronze, freeze, give, serve, dance, voice	know, colour	April, July	The Queen's Big Day	The Surprise Feast
	29	'ore' saying /or/	more, core, sore, score, shore, adore, before, explore	other, does	scissors, castle	The Athletics Track	Explore the Shore
	30	Adding un-	untie, unwell, undo, unkind, unlock, unfair, unpack, unsafe	talk, two	beautiful, treasure	Unlock the Rainforest	Different Day

Level 6							
Week	Sounds	Decodable Spellings	Common Exeption Words (Spelling)	Grammar Focus	Minibook Titles		
1	'y' saying /igh/	by, try, dry, sky, fly, sly, spy, reply, pylon, python	door, floor	Capital Letters and Full Stops	Minibeast Giants	Laundry Day	
2	'dge' and 'ge' saying /j/	edge, hedge, badge, bridge, change, large, orange, challenge	bought, favourite	Proper Nouns (Names)	Princess Lily Saves the Day	School Challenge Week	
3	Adding -es to words ending in 'y'	flies, cries, spies, replies, babies, teddies, carries, hurries	autumn, gone	Plural Nouns	Superheroes to the Rescue	Spies	
4	'gn' saying /n/	gnome, sign, gnaw, gnat, design, gnarl, gnash, campaign	know, colour	Alphabetical Order (1)	The Gnome	The School Campaign	
5	'kn' saying /n/	knight, knee, knot, knife, knock, know, knapsack, knowledge	other, does	Alphabetical Order (2)	Knights and Dragons	The Hurt Knight	
6	Adding -ed or -ing to words ending in 'y'	copied, copying, worried worrying, annoying, annoyed, studying, studied	talk, two	Verbs	Cheating!	Worried Sam	
7	'wr' saying /r/	wrong, wren, wrist, wrap, write, wrote, wring, wreck	four, eight	Adverbs	The Kite	Shipwreck	
8	'le' saying /l/	bubble, middle, table, apple, little, puddle, giggle, cuddle	world, work	Common Nouns (Revision)	Toddler in a Puddle	The Bubble Bath	
9	Adding -er and -est to words ending in 'y'	happier, happiest, easier, easiest, funnier, funniest, luckier, luckiest	poor, great	Adjectives and Expanded Noun Phrases	We're All Winners	The Vegetable Show	
10	'el' saying /l/	camel, travel, chisel, squirrel, tunnel, funnel, towel, tinsel	break, steak	Commas in Lists	The Desert Dig	The Water Park	

Week	Sounds	Decodable Spellings	Common Exeption Words (Spelling)	Grammar Focus	Minibook Titles		
11	'al' and 'il' saying /l/	festival, total, pupil, April, medal, local, pencil, nostril	busy, clothes	Proper Nouns (Place Names)	The Winter Flower Festival	The Bike Race	
12	Adding -ed and -er to words ending in 'e'	hiked, hiker, timed, timer, braved, braver, baked, baker	whole, listen	Regular Past Tense	We Are Hikers!	The Roller Disco	
13	'eer' saying /ear/	steer, career, volunteer, cheer, sheer, peer, deer, meerkat	build, earth	Regular Present Tense	Careers Week	The Safari Park	
14	'ture' saying /cher/	future, picture, sculpture, nature, vulture, adventure, creature, capture	delicious, fruit	Question Marks and Commands	Trip to the Future	A Visit to the Art Gallery	
15	Adding -est and -y to words ending in 'e'	nicest, bravest, finest, largest, shiny, sparkly, noisy, slimy	learn, search	Exclamations and Statements	A Slimy Adventure	Oakwell Pet Show	
16	'mb' saying /m/	lamb, limb, comb, numb, climb, thumb, crumb, bomb	famous, shoe	Using a Dictionary (1)	Kit's Polar Adventure	One of Those Days!	
17	'a' and 'al' saying /or/	all, call, hall, small, walk, talk, chalk, almost	pretty, neighbour	Coordinating Conjunctions	Chalk and Talk	Snowfall	
18	Adding -ing and -ed to CVC, CCVC words	patting, humming, dropping, shopping, jogged, fitted, clapped, stopped	England, tongue	Irregular Past Tense	Exploring Northern Ireland	A Busy Morning	
19	'o' saying /u/	brother, son, above, wonder, worry, glove, cover, month	group, country	Exciting Words (1)	A Trip to London	A Visit from Uncle Ravi	
20	'ey' saying /ee/	key, monkey, donkey, honey, money, chimney, valley, turkey	heart, dangerous	Exclamation Marks	An Adventure with Bumble-monkey	Abbey Park Farm	
21	Adding -er, -est or -y to CVC and CVCC words	longer, wetter, warmer, hottest, coldest, funny, windy, sunny	special, enough	Improving Sentences (1) Nouns and Adjectives	The Perfect Holiday	The Wettest Day	

Week	Sounds	Decodable Spellings	Common Exception Words (Spelling)	Grammar Focus	Minibook Titles	
22	Contractions	can't, you'll, I've, didn't, we'd, couldn't, should've, could've	aunt, father	Contractions	I've Found 10,000 Ways	When I Was Little
23	'war' saying /wor/, 'wor' saying /wur/	war, ward, warm, towards, world, worst, work, worth	prove, improve	Subordinating Conjunctions	Meeting Florence	Take Your Children to Work Day
24	Adding -ment and -ness	enjoyment, payment, excitement, movement, fairness, kindness, tidiness, happiness	hour, move	Improving Sentences (2) Verbs and Adverbs	The Greek Games	The School Awards
25	's' for /zh/	usual, casual, treasure, pleasure, measure, Asia, visual, closure	sure, sugar	Exciting Words (2) Using a Thesaurus	The Treasure Hunt	Road Closure
26	'wa' saying /wo/, 'qua' saying /quo/	want, watch, wash, swap, quality, squash, squabble, quantity	half, quarter	Possessive Apostrophes	The School Charity Swap Shop	The Bouncy Castle
27	'tion' saying /shun/	action, motion, description, station, section, adoption, portion, fiction	straight, touch	Improving Sentences (3)	Fluff's Animal Rescue	Kit's Action Film
28	Adding -ful, -less and -ly	graceful, wonderful, powerful, breathless, careless, badly, happily, luckily	caught, daughter	Speech Marks	The Year 2 Pantomime	The Charity Fun Run
29	Homophones and Near Homophones	hear, here, there, their, bear, bare, quiet, quite	journey, area	Commas in Speech	Adventures in Wonderland	Shopping
30	Adding dis-	dislike, disappear, disagree, disappoint, disconnect, dishonest, disobey	heard, early	Using a Dictionary (2)	The Dream	The Football Match