

Art and D&T Education Framework and guidance

Timetable	There are 6 lessons of art per term
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 6 lessons
	Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
Objectives	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes
	Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about'
	The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson The objectives can roll over multiple lessons or be one objective per lesson
Activities and	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		TERM 1:	TERM 2:	TERM 3:	TERM 4:	TERM 5:	TERM 6:
Lower KS2	Year 3 outcomes	Stone Age Tools and Weapons (Construction)	Stone Age Pottery (Clay)	Polar Animals Soft Toys (Textiles)	Ancient Egyptian Masks and Vases (Construction)	Abstract Art	Food
		I can describe typical Stone Age tools and weapons	I can understand the design criteria for a Stone Age pot/bowl/plate	I can generate ideas in the form of sketches, prototypes and plans	I can research a number of Egyptian masks, understanding their common features	I can describe the common features of abstract art from looking at Mondrian, Delauney, and Lorraine Williams	I can research a variety of foodstuffs to identify what makes products appealing
		I can articulate the criteria for the design of weapons based on their use and purpose	I can select the most suitable materials to make a pot/bowl/plate	I can articulate the criteria for the design of a soft toy	I can articulate the criteria for the design of an Egyptian mask given its purpose	I can identify a number of works by Mondrian	I can select and use a variety of different cooking tools increasingly accurately
	Year 4 outcomes	I can articulate the criteria for the design of tools based on their use and purpose	I can select the most suitable tool from a range on offer	I can describe the features of polar animals	I can make effective use of a sketchbook to initiate and incubate ideas for future projects	I can demonstrate variety in my drawing and painting	I can choose particular ingredients based on their properties and their aesthetic qualities
		I can generate and develop ideas in the form of prototypes and plans	I can seek the opinions of others to help improve their pottery	I can seek and respond to the opinions of others to help improve their pottery	I can select suitable components for my mask such as cardboard, wood and straw	I can demonstrate increasing control in my drawing and painting	I can match foodstuffs against their target market ascertaining how they are aimed at particular individuals or groups
		I can select suitable materials and components for tools and weapons given my research	I can experience sculpture and show some early skills in managing the medium	I can evaluate my toy against given criteria	I can make innovative choices and combinations of materials to make a mask	I can compare and contrast the works of abstract artists	I can consider how foods vary across different settings and contexts
	I can evaluate my tools and weapons against given criteria	I can experience 3D art tools and materials	I can experience two or three arts such as computer or textiles to make clear progress in one of these	I can experience a range of 3D art tools and materials and make clear progress in one of these areas	I can produce a piece of work inspired by an abstract artist of my choice	I can generate ideas for a food product through sketches and discussions	
Upper KS2	Year 5 outcomes	Victorian Samplers (Textiles/digital art)	Inventions (Construction)	Mountain Cable Cars (Construction)	Ships (Construction)	Sculpture	Food
		I can describe the key features of a Victorian sampler	I can explore a series of common inventions, understanding their inventor and the problem they were to solve	I can explain why cable cars evolved over other potential solutions	I can research the history of ships from early explorers through to Vikings through to modern day	I can describe the work and distinctive style of Barbara Hepworth, Ai Weiwei and Anish Kapoor	I can select and use a variety of different cooking tools increasingly accurately
		I can explain how and why design has developed	I can explain how and why a design has been developed using feedback to refine my plans	I can understand how pulleys and electrical systems are needed in a cable car	I can identify several different ways of propelling a ship (e.g. human, steam, etc)	I can paint a credible sculpture in the style of one of the named artists	I can investigate and analyse a range of existing products
	Year 6 outcomes	I can select suitable materials and components for a sampler to be made	I can use a sketchbook to incubate an idea for an invention	I can select suitable materials and components to make a cable car	I can identify different materials appropriate for different types of ships	I can explain the development and characteristics of sculpture as a particular art form	I can consider how foods vary across cultures, exploring specific exams of foods from different countries
		I can use feedback to refine my plans	I can describe the problem my invention is to solve	I can understand and apply computing to product development (e.g. coding to move the car)	I can select and use suitable materials and components to make a ship	I can take visual inspiration from the work of a range of sculptors when creating my own artistic outcome	I can explore the role food plays in cultures around the world and its importance
		I can articulate how my sample meets the conventions of typical Victorian samplers	I can create a prototype of my invention using suitable materials	I can generate a prototype cable car	I can explore in depth factors most likely to ensure a ship floats	I can explain the characteristics or a particular movement of period	I can generate prototype ideas for a food product
	I can experience computer arts and textiles and make clear progress in both of these	I can, using the feedback of others, refine and develop my invention	I can explore a number of mechanisms that assist the working of a cable car	I can select the most appropriate from a range of mechanisms to enable the working of a ship	I can experience a range of tools for sculpture including clay, soap carving and drawing	I can engage in the iterative process of designing and making a food product	

Computing Education Framework and guidance

Timetable	Computing is taught once per week
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the six lessons per term
	Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
Objectives	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes
	Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about'
	The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson The objectives can roll over multiple lessons or be one objective per lesson
Activities and	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		TERM 1: Online safety	TERM 2: Working with text and images	TERM 3: Creative Multimedia	TERM 4: Technology in our lives	TERM 5: Coding and programming	TERM 6: Coding and programming 2
Lower KS2	Year 3 outcomes	I can protect my password and other personal information	I can insert an image into a document	I can use software to record, create and edit sounds	I can identify ways to communicate with others online	I can make a character (sprite) repeat an action using loops	I can develop a structured program with multiple functions
		I can demonstrate an understanding of age appropriate websites and adverts	I can use a variety of digital art tools such as brushes and pens	I can trim the start and end of an audio or video clip to remove unwanted sections	I can add websites to a favourites list	I can use blocks to make characters (sprites) interact with each other	
		I can agree and follow online safety rules	I can combine text and images to create a clear message or story	I can identify a range of digital audio file formats	I can identify different types of technology in shops and workplaces	I can create a simple animation by changing the way a character (sprite) looks or moves	
	Year 4 outcomes	I can identify what is appropriate and inappropriate behaviour on the internet	I can use text boxes to add and move text independently of other elements	I can use screen capture software	I can explain that websites have addresses (URLs) that we use to visit them	I can use variables in a computer program	I can test my program, correcting errors prior to submitting for feedback
		I can explain why it's important to keep my passwords private and secure	I can use text effects, such as shadows or outlines, to make words stand out in my projects	I can save and retrieve a video file that I have created	I can talk about how technology has changed over time	I can put commands in a sequence to achieve a given outcome	
		I can explain what to do if someone online asks for my personal information	I can align and arrange text and images to improve the layout of my work	I can identify a range of digital video file formats	I can identify how technology is used to help people with disabilities	I can create a simple story by programming multiple characters (sprites) to move, talk, and interact in Scratch or ScratchJr	I can refine and improve a project based on feedback
	Key Vocabulary	Secure, private, suitable	Formatting, font	Pitch, volume, file extension	Digital, network	Loop, repeat	Test, error
		TERM 1: Online safety	TERM 2: Working with text and images	TERM 3: Creative Multimedia	TERM 4: Computer systems	TERM 5: Coding and programming	TERM 6: Handling data
Upper KS2	Year 5 outcomes	I can explain how to act responsibly online	I can resize a digital image	I can use software to combine sound and video	I can identify a range of different uses of a computer	I can use commands to create shapes and patterns in Scratch	I can obtain data from online sources
		I can identify and describe multiple ways to protect my personal information	I can use a range of software to communicate ideas	I can arrange video clips	I can describe what email is and what it is used for	I can program a range of animations in Scratch	I can sort a simple set of data
		I can identify and describe appropriate and inappropriate online content	I can adjust the parameters of digital art tools such as brushes and pens	I can edit video clips	I can describe multiple ways to communicate with others online	I can debug a simple program	I can organise data to be used in other ways
	Year 6 outcomes	I can recognise cyberbullying when it occurs	I can use bullet points and numbered lists to organise text clearly	I can add text to a video file	I can identify different types of computers, such as desktops, laptops, tablets, and their uses	I can use broadcasting in Scratch to make sprites communicate and trigger actions between them	I can present data in a simple chart
		I can explain the dangers of talking to strangers online	I can use layers to organise different elements in a digital drawing	I can add transitions and effects to a video sequence	I can explain the difference between hardware and software	I can use conditional statements in a Scratch program	I can create a formula in a spreadsheet
	I can recognise when online content might be fake or misleading	I can use digital tools to create various styles of digital art	I can export an edited video or audio file in a common format (e.g., MP4, MP3)	I can explain what an operating system is and give examples of popular operating systems	I can explain what a sequence is and why the order of blocks is important in programming	I can perform simple calculations in a spreadsheet	
	Key Vocabulary	Reliable, responsible,	Tool, edit, adjust	Frame, clip, crop, cut	Function, user	Algorithm, debug, conditional	Column, row, cell, worksheet

Geography Education Framework and guidance

Timetable	There are 6 lessons of geography per term
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are six non-negotiable outcomes for each term and these must be covered across the 6 lessons Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1+, 1++ etc) and a milestone grade automatically generated
Objectives	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about' The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson The objectives can roll over multiple lessons or be one objective per lesson
Activities and Resources	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		Theme One: Locality TERM 1 and 2	Theme Two: Continent TERM 3 and 4	Theme Three: Weather TERM 5 and 6
Lower KS2	Year 3 outcomes	UK, Countries and Cities	Journey to the North Pole	Wild World Weather
		I can locate the UK's surrounding seas on a map	I can list the continents of the world	I can differentiate between weather and climate
		I can identify the four countries of the UK and their capital cities	I can identify the UK as a country in Europe and list a number of other countries in the UK	I can describe how the climate of the UK differs to others in the world with a focus on tropical areas
		I can distinguish between Great Britain and the UK	I can explore how animal habitats differ in the North Pole and temperature Europe	I can list a number of natural hazards (tsunamis, hurricanes)
		I can draw a simple map with a key	I can begin to contrast the human and physical geography of the North Pole and the UK	I can understand that the Earth's weather and seasons are impacted by the sun
		I can explain that a map is a representation of a geographical area	I can appreciate that different areas of the world have different weather	I can understand that areas north or south of the Equator have different climates and experience the seasons at different times
		I can begin to understand the concept of scale on a map	I can locate the Equator on a map	I can begin to understand that the Earth has a number of layers down to its core
	Year 4 outcomes	I can draw a map of the UK with the four countries, their capital cities and the surrounding seas	I can explain why the temperature varies with distance from the Equator	I can understand that the Earth is split into tectonic plates
		I can name a number of major UK cities	I can locate the hot and cold areas of the world on a map	I can begin to understand that at the boundaries of these plates, natural hazards are more likely to happen
		I can locate a number of major UK cities on a map	I can describe the physical and human characteristics of the North Pole as an example	I can explain why the UK is not subject to any natural disasters but there are countries much more susceptible (e.g. Japan)
		I can start to identify some key features (e.g. cities, rivers and mountains)	I can explain the physical and human characteristics of the North Pole and how they affect the physical environment of the North Pole	I can describe a tsunami, earthquake and volcano and distinguish between them
		I can, from computer research, describe an area based on the geographical features it has	I can identify a Polar Explorer and explain why humans would have wanted to explore the North Pole and they would do it	I can identify that the Earth's temperature is rising and use terms such as climate change, greenhouse effect and global
		I can describe an area based on the geographical features it has that I can spot on a map	I can explain what key changes there are in the North Pole and their global impact (e.g. melting ice caps and fish stocks)	I can follow a case study of a recent specific natural disaster (e.g. tsunami in Japan or Sri Lanka; earthquake in Nepal)
Upper KS2	Year 5 outcomes	Marvelous Maps	Our European Neighbours	Extreme World
		I can identify key geographical features from a map key such as rivers and mountains	I can list the different continents of the world and pinpoint Europe on a map	I can link global warming to more extreme weather
		I can explain what a contour line is	I can identify the UK on a European map as well as larger European countries such as Russia	I can explain the water cycle with particular reference to the role of rivers
		I can recognise eight compass points	I can explore key human geographical features of one case study European country I	I can explain the impact of global warming on the water cycle and rivers
		I can use four digit grid references to locate key features on a map	I can explore key physical geographical features of one case study European country I	I can explain tectonic plates can cause mountains
		I can identify the main geographical features of a case study region of the UK on a map	I can recognise the Greenwich meridian line on a map	I can explain the Richter scale and how it measures the magnitude of natural disasters
		I can use digital computer mapping to locate a country and describe the features studies	I can identify several natural resources and their distribution across Europe (e.g. oil in the North Sea or Russia)	I can begin to explain some of the warning systems scientists have put in place and how their impact (e.g. alarms)
	Year 6 outcomes	I can explain how contour lines work	I can describe the principle features of some of the bigger European countries such as the Alps and rivers	I can explain flooding as a specific consequence of global warming looking at a specific example
		I can use six digit grid references to locate key features on a map	I can make comparisons between the UK and a European country	I can identify key features of a river e.g. meander, bank, current
		I can identify 5 key symbols on a map key (e.g. churches)	I can explain the concept of time zones in relation to Greenwich median time identifying time differences across Europe	I can explain how tectonic plate boundaries can cause natural disasters, exploring constructive and destructive plate boundaries as an example
		Using a map, I can describe in detail the geographical characteristics of a region of the UK I can undertake fieldwork to observe the human and physical characteristics of a local area	I can identify several key European cities on a map and explain the distribution of key settlements across Europe	I can begin to explore how and why stronger disasters will have more of an impact
			I can identify key tourist destinations across Europe and explain these and the reasoning behind them (e.g. Spain for beaches and the Alps for skiing)	I can recognise how scientists can predict certain natural disasters caused by plate boundaries
			I can explore the use of natural resources across Europe and how these resources are distributed, beginning to see challenges (e.g. oil in Eastern Europe and consumption in the West)	I can begin to explore some of the different mitigation techniques people use for natural disasters such as flood defences or buildings in Japan
		I can use graphs, sketch maps and digital technology to report my fieldwork findings.		

History Education Framework and guidance

Timetable	There are 6 lessons of history per term
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are six non-negotiable outcomes for each term and these must be covered across the 6 lessons
	Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
Objectives	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes
	Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about'
	The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson The objectives can roll over multiple lessons or be one objective per lesson
Activities and Resources	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		TERM 1 and 2	TERM 3 and 4	TERM 5 and 6
Lower KS2	Year 3 outcomes	Stone Age to Iron Age	Ancient Egyptians	The Romans
		I can describe what life in Britain was like during the Stone Age.	I can identify one of the earliest civilisations.	I can understand and explain why the Romans invaded Britain.
		I can describe what life in Britain was like during the Bronze Age.	I can identify when one of the first civilisations existed.	I can understand chronologically when the Romans invaded Britain.
		I can describe what life in Britain was like during the Iron Age.	I can describe the everyday life of Ancient Egyptians.	I can understand where the Roman empire began.
		I can explain how we have gained our knowledge of life during these periods.	I can describe the society of Ancient Egypt.	I can identify some of the benefits the Romans brought.
		I can explain what evidence has survived from these times.	I can describe the achievements of Ancient Egyptians.	I can describe the significance of the Romans.
		I can use historical sources to answer questions.	I can understand how different groups of people contributed to Ancient Egypt's achievements.	I can explain how the Roman invasion impacted life in Britain.
	Year 4 outcomes	I can describe similarities between two or more periods of time [Stone Age, Bronze Age, Iron Age].	I can explain the significance of religion and rituals in Ancient Egypt.	I can understand the importance of mosaics in Roman society and how they were created.
		I can describe differences between two or more periods of time [Stone Age, Bronze Age, Iron Age]	I can infer what objects can tell me about Ancient Egypt.	I can describe the culture, society and everyday life of Romans [e.g. gladiators, chariot racing, armies, religion].
		I can describe how the discovery of metals changed history.	I can explain the significance of the discovery of Tutankhamun.	I can describe the influence of significant people [e.g. Caesar, Claudius].
		I can describe how the achievements during these periods have impacted life now.	I can explain how the achievements of Ancient Egyptians have influenced the western world.	I can describe how the Romans impacted modern life [e.g. numerals, roads, architecture, law].
		I can understand the chronological order of these times.	I can compare two early civilisations [e.g. Islamic, Mayan or Benin].	I can describe the British resistance and identify key people in this rebellion [e.g. Boudicca].
		I can devise and ask some historically valid questions.	I can use appropriate historical terms [e.g. sequence, chronology, duration, civilisation, society, social, sources, artefacts].	I can make connections between different periods of time [Ancient Egypt and the Roman Empire].
Upper KS2	Year 5 outcomes	Famous Inventors and Inventions (Victorians)	The British Empire	Crime and Punishment
		I can describe a key time of change in British history [e.g. Victorian period, invention of railway].	I can describe a key time of change in British history [British Empire].	I can identify the changes in an aspect of social history [crime and punishment from the Anglo-Saxons to the present].
		I can explain what happened during this change.	I can understand what an empire is.	I can research criminals from the past.
		I can understand why this change happened.	I can understand when the British Empire existed.	I can research the different crimes committed.
		I can describe the importance of this change.	I can explain how the British Empire was formed and have a beginning appreciation of the reasons behind it	I can research the evidence against criminals.
		I can identify new inventions during the Victorian era.	I can study an aspect of British history that extends beyond 1800.	I can understand how our knowledge of the past is constructed from a range of sources.
		I can describe the influence of significant people during a period of time [Queen Victoria, Alexander Graham Bell, Nikola Tesla, Isambard Kingdom Brunel, Mary, Seacole, Grace Darling].	I can explain why the British Empire existed, having reference to slavery and power imbalances	I can evaluate the reliability of these sources.
	Year 6 outcomes	I can explain how new inventions changed people's lives during the Victorian era.	I can describe the importance of the British Empire for British people and its converse impact on the countries subject to it	I can find contrasts and make connections between the different stories of prisoners.
		I can explain how the inventions during Victorian Britain have impacted modern life.	I can describe the impact that colonisation had, and still has, on other countries	I can analyse the different ways criminals were punished in different periods of time.
		I can recognise the difficulties faced during a period of time.	I can explain what happened during the British Empire with a beginning sense of criticality	I can understand the development of the law in British history.
		I can recognise influences that contributed to the successes of a period of time.	I can evaluate whether the British Empire was good or bad.	I can describe how certain factors [economic, religious, political] have influenced the changes to crime and punishment over time.
		I can describe why a specific change reached the conclusion that it did.	I can analyse the factors that led to the end of the British Empire and contemporary discussions around its legacy	I can use appropriate historical terms [e.g. politics, law, consequence, analyse, continuity, democracy, justice].
		I can describe what the consequences were.	I can make connections between different periods of time in British history, looking at the Commonwealth today	I can understand how individual experiences can reflect wider social and political concerns.

Terms		Assessment Point 1		Assessment Point 2		Assessment Point 3	
		T1	T2	T3	T4	T5	T6
Topics		Number & Place Value Addition & Subtraction	Multiplication & Division Fractions, Decimals and Percentages	Money Number & Place Value Height and Length	Mass, Volume & Capacity Multiplication & Division Time	Number & Place Value Position & Direction Properties of Shapes Ratio and Proportion (UP2 only)	Addition & Subtraction Time Statistics
Lower KS2	Year 3	I can count from 0 in multiples of 4, 8, 50 and 100	I know facts for 2, 3, 4, 5, 8 and 10 times tables up to 12 x that number	I can find different combinations of coins that equal the same amount of money	I can compare and order mass, volumes and capacity and record the results using >, < and =	I can round numbers to the nearest 10 or 100	I can add and subtract numbers with up to three digits using columnar method up to 999
		I can understand the importance of 0 as a placeholder in values up to 1000	I can recall and use multiplication and division facts for the 3, 4 and 8 times tables	I can partition three digit numbers into hundreds, tens and ones	I can solve missing number problems involving multiplication and division	I can use the terms clockwise and anticlockwise to describe direction and movement	I can tell and write the time to o'clock, half past and quarter past and draw hands on a face to show this
		I can use columnar method for + and - with two-digit numbers crossing tens boundaries	I can recognise the equivalence of 1/2 and 2/4 in practical contexts	I can measure the perimeter of simple 2D shapes	I can tell and write the time on a digital clock	I can recognise and name prisms	I can interpret and construct pictograms where the symbols show one-to-one correspondence
	Year 4	I can confidently count in multiples of 2, 3, 4, 5, 8, 10, 50 and 100	I can multiply two-digit and three-digit numbers by a one-digit number using the formal written layout	I can add and subtract amounts of money to give change using both £ and p in practical contexts and solving problems	I can find the area of rectilinear shapes by counting squares	I can count backwards through 0 including negative numbers	I can estimate and use inverse operations to check answers to explain reasoning
		I can add and subtract four digit multiples of 100 mentally	I can recognise and know, using diagrams, families of common equivalent fractions	I can partition three digit numbers into hundreds, tens and ones	I can begin to use the formal method of short division	I can use the terms North, North East, South, South East, North West etc.	I can compare and sequence intervals of time
		I can add and subtract numbers with up to 4 digits, using the columnar method, and crossing thousands barriers	I can add and subtract fractions with the same denominator within and beyond 1	I can measure, compare, add and subtract lengths (m/cm/mm)	I can tell and write the time to five minutes and draw the hands on a clock face to show these times	I can identify all lines of symmetry in common 2D shapes	I can draw and read line graphs
Upper KS2	Year 5	I can order and compare negative numbers using >, < and =	I can multiply and divide whole numbers by 10, 100 and 1000	I can recognise and describe linear number sequences including fractions and decimals	I can calculate and compare the area of rectangles and estimate the area of irregular shapes using cm ² and m ²	I can solve problems involving similar shapes where the scale factor is known or can be found	I can solve addition and subtraction multi-step problems in context, deciding which operations to use and why
		I can round any number up to 10,000 to the nearest 10, 100 and 1000	I can know and use the vocabulary of prime numbers	I can read Roman numbers to 1000	I can establish whether a number up to 100 is prime and recall prime numbers up to 19	I can describe positions on a 2D grid with coordinates in the first quadrant	I can solve problems involving converting between units of time
		I can add and subtract whole numbers with more than 4 digits including columnar method	I can identify, name and write equivalent fractions of a given fraction including tenths and hundredths	I can measure the perimeter of composite rectilinear shapes in centimetres and metres	I can convert between analogue and digital 12 and 24 hour clocks using AM and PM	I know angles are measured in degrees and know the terms acute, obtuse and reflex	I can complete, read and interpret information in tables, including timetables
	Year 6	I can read, write, order and compare numbers to 1,000,000 and determine the value of each digit using >, <, and =	I can multiply multi-digit numbers up to 4 digits by a two digit number by long multiplication	I can solve practical problems in context, using negative numbers, numbers up to 10,000,000 and using rounding	I can solve practical problems in context, using negative numbers, numbers up to 10,000,000 and using rounding	I can draw and translate simple shapes on the coordinate plane in the first quadrant	I can use my knowledge of the order other than operations to carry out calculations involving the four operations
		I can start to understand the use of brackets	I can multiply simple pairs of proper fractions	I can round any whole number to a required degree of accuracy	I can round any whole number to a required degree of accuracy	I can use simple ratio and proportional reasoning to solve problems	I can solve problems involving converting between units of time including problems involving the duration of events
		I can solve addition and subtraction multi-step problems in contexts deciding which operations to use and why	I can divide proper fractions by whole numbers	I can use, read, write and convert between standard units of measurements of length	I can use, read, write and convert between standard units of measurements of length	I can draw 2D shapes using given dimensions and angles	I can interpret pie charts and line graphs and use these to solve problems

	Year 3 outcomes	Year 4 outcomes	Year 5 outcomes	Year 6 outcomes
Number and place value	4	3	3	2
Addition and subtraction	2	3	1	2
Multiplication and division	3	2	3	2
Fractions, decimals and percentages	1	2	1	2
Money (only up to LP2)	1	1	0	0
Height and length	1	1	2	2
Mass, volume and capacity	1	1	1	1
Time	2	2	3	2
Position and direction	1	1	1	1
Properties of shapes	1	1	1	2
Ratio and Proportion (only in UP2)	0	0	1	1
Statistics	1	1	1	1
Totals	18	18	18	18

Where there are two units per term, in the lower year of each phase, there are two outcomes for the easier unit and one of the more challenging unit
 Where there are two units per term, in the higher year of each phase, there are two outcomes for the more challenging unit and one of the easier unit
 Where there are three units in each term, there is one outcome for unit for each term

PE Education Framework and guidance

Timetable	There are 12 lessons of PE per term
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 12 lessons
	Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case)
Objectives	There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes
	Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about'
	The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson
Activities and Resources	The objectives can roll over multiple lessons or be one objective per lesson
	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

Invasion games key themes: participation; rules knowledge; tactics; skills

		TERM 1:	TERM 2:	TERM 3:	TERM 4:	TERM 5:	TERM 6:
		Football (invasion games)	Rugby (invasion games)	Gymnastics	Dance	Cricket (striking and fielding)	Athletics
Lower Phase 2 (Lower KS2)	Year 3 outcomes	I can demonstrate the appropriate flexibility to participate in a game of football	I can demonstrate the appropriate agility to participate in a game of rugby	I can use the space and travel and stop, showing awareness of others	I can perform dances with a range of movements	I understand the object of cricket	I can combine my skills (e.g. running and throwing)
		I can join in team games, playing by the rules and supporting the team	I can participate in a game of rugby understanding my own role in defence or attack	I can move from one position to another beginning to demonstrate agility	I can create my own movement patterns	I can understand the scoring in simple terms	I can run with increasing technical control, beginning to develop stamina
		I can develop simple tactics for attacking and defending	I can understand correct tackle technique	I can combine two movements	I can demonstrate the appropriate flexibility and agility to perform a series of movements	I can throw and catch a ball amongst the fielders	I can participate simply a range of athletic pursuits e.g discuss, javelin and shot put
	Year 4 outcomes	I can practise the core skills of football, including tackling and dribbling	I can demonstrate the skills needed for scoring a try	I can balance on objects	I can work both individually and in a group performance	I can take an active part in a game in a lesson scenario	I can describe the rules around the different events (e.g. what constitutes a foul and how jumps are measured from the furthest back point)
		I can contribute to my team's efforts in a game of football	I can differentiate between the different positions and begin to understand their roles	I can balance on and along objects and apparatus	I can create and perform sequences of movement to music	I can develop simple tactics for bowling, fielding and batting	I can evaluate my own technique in multiple pursuits
		I can apply the basic principles of attacking and defending	I am able to reflect on the team's performance	I can hold shapes and positions	I can evaluate work and performance in simple terms	I can demonstrate simple understanding of the rules of the game	I can participate confidently in a range of athletic pursuits e.g discuss, javelin and shot put
Upper Phase 2 (Upper KS2)	Year 5 outcomes	I can demonstrate sufficient agility to participate effectively in a game of football	I can demonstrate evasion skills with which to beat an opponent in rugby	I can move around the space avoiding obstacles with an increasing awareness of others	I can create my own dance set to music with increasing complexity	I can take part in a modified game (Kwik cricket)	I can run with technique and stamina
		I can demonstrate a sense of team football strategy to help my team secure success	I understand other methods of scoring points and am beginning to demonstrate rugby punting skills	I can combine a sequence of shapes and movements	I have a developing awareness of different dance styles	I have a simple understand of the rules and structure of the matches into overs and sessions and days	I can combine a series of increasingly complex moves (such as running, jumping and jogging) in order to complex more complex events (such as the hurdles)
		I am can demonstrate effective attacking skills	I am able to reflect on my own performance and the teams	I can demonstrate and develop control and balance	I can evaluate and improve my own work	I can practise bowling technique (underarm) and fielding technique (long barrier)	I can participate fully in an athletic programme across multiple events
	Year 6 outcomes	I can demonstrate the sufficient balance and coordination to effectively participate in a game of football	I can apply the basic principles of attacking and defending in a modified game	I can mirror movements with increasing precision	I can demonstrate and develop flexibility and strength to perform a series of more complex movements to music	I can demonstrate different striking techniques	I can evaluate the technique of others in a range of athletic pursuits
		Can make a plan for self-improvement of a skill	I can begin to kick a rugby ball as a place kick and as a drop kick	I can use various body parts with increasing control	I can begin to direct others and their roles within a group dance routine	I am beginning to bowl overarm	I can display increasingly proficient technique in different throwing events and different jumping events
		I am can demonstrate effective attacking and defensive skills	I can critique aspects of the team and individual performance suggesting ways to improve	I can balance on objects and apparatus at different levels	I can evaluate and improve the work of others	I can develop basic tactics for effective fielding positions and apply these in a modified game	I can confidently participate in a range of athletic pursuits

PSHRE Education Framework and guidance

Timetable	There are 12 lessons of PSHRE per term
Curriculum	We will be following the six strands of PSHE as set out by the PSHE Association
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 12 lessons
	Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case)
Objectives	There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes
	Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about'
	The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson
Activities and Resources	The objectives can roll over multiple lessons or be one objective per lesson
	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils
	The PSHE Association has a wealth of resources and guidance for each topic as well as sample lesson plans and links to individual activity across the internet

		TERM 1: MANAGING FEELINGS	TERM 2: HEALTHY LIFESTYLES	TERM 3: SELF AWARENESS	TERM 4: THE WORLD I LIVE IN	TERM 5: SELF-CARE, SUPPORT AND SAFETY	TERM 6: CHANGING AND GROWING
	Topic(s) in the PSHE Association framework	Identifying and expressing feelings (MF1)	Healthy eating (HL1) Taking care of physical health (HL2)	Things we are good at (SA1) Kind and unkind behaviours (SA2)	Respecting differences between people (WIL1) Belonging to a community (WIL5) Rules and laws (WIL3)	Taking care of ourselves (SSS1) Keeping safe (SSS2)	Baby to adult (CG1) Different types of relationship (CG4)
Lower Phase Two (Lower KS2)	Year 3 outcomes	I can describe how different emotions make my body feel	I can describe what it means to be healthy	I can identify things I am good at in and out of school and recognise that makes feel feel happy	I can describe things all people have in common, and identify things that make us different, some of which are Protected Characteristics	I can give reasons why it is important to keep ourselves physically safe in and out of school	I can describe how our needs have changed since we were a baby
		I can identify how others might be feeling from signs, actions, their facial expressions and their body language	I can demonstrate simple routines for personal hygiene, sun safety and sleep	I can describe ways in which we are special and unique	I can describe how being part of a group can make us feel and identify specific things we take part in as a member of these groups	I can demonstrate ways of making it clear to others when we need help	I can identify some of the ways in which we may be cared for by our families, friends and other adults who care for us
		I can recognise that when we experience a change or loss, we may feel sad/unhappy	I can identify the physical activities I like doing and how they make me feel physically and emotionally	I can identify when people are being unkind to us or others and give examples of how feelings can be hurt, and how this might make us feel angry, worried or upset	I can explain how rules we have in school and at home can help us	I can identify people at home, school and other settings who are responsible for keeping us physically safe	I can explain that two people who are love and care for each other can be in a romantic relationship and that is different from a friendship
	Year 4 outcomes	I can give simple reasons why it is important that others know how I am feeling	I can explain why some foods are healthier than others	I can identify my talents and how exercising them makes me feel	I can recognise that people who share one Protected Characteristic are still all different and unique and assumptions cannot be made about people who share one particular characteristic	I can identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with	I can describe things we can do now that we couldn't when we were younger and suggests reasons why
		I can explain why no-one has the right to make me feel unhappy	I can give reasons why it is important to take care of personal hygiene and describe ways of staying safe in the sun	I can recognise the benefits of being unique and different from others and how teasing about this is unacceptable	I can explain the notion of a community and identify different groups that make up our community	I can name and describe feelings associated with not feeling safe (e.g. worried or scared) and identify trusted adults who can help us if we feel this way	I can recognise that some people in a long-term relationship might get married, have a civil partnership or live together, and that this is always a choice
		I can understand that no-one should make me do things that make me feel a sense of danger	I can explain how physical activities and sleep routines can keep us healthy	I can identify what teasing is, how people being teased might feel and identify some things I can do if others are excluding us or being unkind	I can identify particular rules in school and how they keep us safe	I can describe some simple rules for keeping safe near water, railways, road and fire	I recognise that two people who love each other may not have children
Upper Phase Two (Upper KS2)	Year 5 outcomes	I can demonstrate communication skills for expressing the intensity of a feeling	I can explain a healthy, balanced diet and give examples of occasions where I make food choices accordingly	I can describe and demonstrate things we can do well and identify areas we need help to develop	I can identify prejudices and possible reasons why someone might be discriminated against and give reasons why this is always unacceptable	I can explain some ways we can help to keep ourselves safe well	I can identify and exemplify stages of the human life cycle
		I can describe my right to make choices my own choices to make me feel good, and that they should be respected by others	I recognise that some people cannot eat certain foods (allergies and religion)	I can identify hopes and wishes for my/our future lives	I can describe what it means to be part of a community and explain how that feels	I can identify simple ways some germs/illnesses may be spread and when someone might need first aid because they are hurt/injured	I can explain the features of a healthy and positive friendship or family relationship and
		I can describe a series of positive ways to deal with setbacks	I can describe what happens if we don't take care of our personal hygiene, exercise or protect ourselves from the sun	I can explain what is meant by hurtful behaviour and bullying (including physical, emotional and online) and describe what we can say or do if someone is being bullied	I can explain how rules and laws help us to live and work with other people outside school	When asking for help, I can explain why it is important to persist with asking for help if our initial requests are not met or not understood	I recognise that two people who love each other may not have children, and for those that do, it comes with roles and responsibilities
	Year 6 outcomes	I can explain that everyone experiences a range of feelings at different times	I can describe which foods we should only eat occasionally and explain why eating too much of them could harm our health	I can identify things we can do for ourselves that can develop our strengths and areas where we might need help from others	I can recognise that, particularly online, how we can read things that are prejudice and explain how to safely respond (including reporting it)	I can evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards, including recognising when a situation is an emergency and to call 999	I can explain how the needs of babies, children, adults and older people differ and begin to suggest ways these can be best served
		I can understand what feels right for me and I make choices accordingly	I can explain why it is important to take care of our bodies now and in the future	I can identify my/our hopes and aspirations and describe in simple terms how these might be achieved	I can suggest ways we can help people to feel welcome in the different groups and communities we belong to	I can explain and demonstrate what we and others can do to prevent the spread of germs and why this is important	I can identify who to tell if something in our family life makes me feel unhappy or worried way
		I can explain that my independence to choose things that make me happy comes with responsibilities	I can recognise how spending excessive time on electronic devices can affect sleep, mental, and physical wellbeing	I can explain how all bullying is abusive and unacceptable, that sometimes it can be based on prejudices and and identify positive responses we can take towards bullying	I can identify what might happen if we did not have rules and laws or if people ignored them	I can describe strategies for keeping physically safe in situations where we might feel afraid	I recognise that relationships, including marriage and civil partnerships can be between people or any gender

Reading Framework and guidance

		TERM 1:	TERM 2:	TERM 3:	TERM 4:	TERM 5:	TERM 6:
Phase 1 (KS1)	Year 1 outcomes	I can read books aloud that are consistent with my developing phonic knowledge	I can read some phase four common irregular words	I can read common exception words	I can show an understanding of texts that have been listened to of various forms	I regard reading as a pleasurable activity	I can show an understanding of the significance of a title within a book
		I can respond speedily with the correct sound to graphemes for all 40+ phonemes	I can re-read books to build up my fluence and confidence in reading known texts	I can read words with contractions	I have learned simple rhymes and can join in reciting them with others	I can recognise the characteristics of key stories can use predictable phrases to help retell them	I can predict what might happen on the basis of what has been read so far
		I can read with some fluency without reliance on decoding most words	I can, where applicable, respond with alternative sounds for graphemes	I can read words of more than one syllable	I can draw on what I know to answer questions about texts	I can show an understanding of word meanings through discussion	I can contribute to discussion expressing an opinion about the main characters or events
	Year 2 outcomes	I can read many words aloud quickly and accurately	I can sound out many unfamiliar words accurately	I can read books aloud consistently and with phonic knowledge accurately, confidently and fluently	I can read words of two or more syllables	I can read words with common suffixes	I can, when reading aloud, sound out unfamiliar words without undue hesitation
		I can read without over sounding out or blending	I can recognise common exception words and words of more than one syllable containing taught GPCs	I know the function of full stops when reading aloud	I can begin to use expression in response to punctuation when reading aloud	I can apply my phonic knowledge consistently to decode age-appropriate texts quickly and accurately	I read with confidence and fluency
		I can apply my phonic knowledge and skills to decode age appropriate texts	I can recognise and read contractions and understand that the apostrophe means an omitted letter	I recognise and decode alternative sounds for graphemes	I can read many common exception words	I can read at 90 words per minute	I can read most common exception words
Lower Phase 2 (Lower KS2)	Year 3 outcomes	I can read some year 3 and year 4 common exception words	I can use a dictionary with support	I can compare similarities/differences between texts	I can use contents and indexes to find information	I can begin to distinguish between fact and opinion	I can empathise with different characters' points of view
		I can read independently using a range of strategies appropriately	I can predict on the basis of what has been read so far	I can make inferences based on what has been read	I can make plausible predictions based on wider connections	I can summarise the main points from a text	I can use clues from action, description and dialogue to establish meaning
		I can decode to establish meaning	I can begin to identify differences and similarities between genres	I can understand the job of different punctuation marks	I can compare texts with others from the same author	I can use my knowledge of the alphabet to locate words in a dictionary	I can comment on the author's choice of words to create mood
	Year 4 outcomes	I can read approximately half of the year 3 and year 4 common exception words	I can read texts that are structured in different ways for a range of purposes	I am beginning to read between the lines to interpret meaning	I can discuss how characters are built from small details	I can apply my knowledge to understand the meaning of new words	I can read the vast majority, if not all, the year three and four common exception words
		I can read a range of appropriate texts fluently and accurately	I am able to quote directly from the text to support my thoughts	I can use knowledge of the text structure to locate specific information	I can recognise some forms of poetry	I can read aloud with pace and fluency	I can talk about the effects of different words and phrases to create atmosphere
		I can skim and scan to identify key ideas in a text	I can use text marking to support retrieval of information or ideas from texts	I can justify and elaborate on an opinion, referring back to the text for evidence	I can check a text makes sense to me discussing my understanding	I can begin to use inference and deduction skills	I can ask questions to improve my understanding of a text
Upper Phase 2 (Upper KS2)	Year 5 outcomes	I can read some of the words on the year 5 and year 6 exception list	I can discuss some established authors and know what is special about their work	I can begin to work out the meaning of unknown words by the way they are used in context	I can understand how figurative language creates images for the reader	I can read approximately half of the common exception word lists	I can read a range of appropriate texts fluently and effortlessly
		I can compare the structure of different stories	I can identify how language and structure contribute to meaning	I can recommend books to others based on personal preference	I can retrieve and record information from nonfiction texts to present it	I can determine the meaning of new words by using my knowledge of roots, prefixes and suffixes	I can identify main ideas from one paragraph and summarise these using quotes for illustration
		I can talk about the features of non-fiction texts	I can demonstrate intonation and tone when reading aloud	I can identify themes and conventions in a wide range of books	I can check a text makes sense, discuss its meaning and explain the meaning of the words in context	I can understand why a traditional tale might have retained lasting appeal	I can draw inference from characters feelings and their motives, justifying with evidence
	Year 6 outcomes	I can ask questions to enhance my understanding of a text	I have read a wide range of books	I can make inferences on the text based on what is stated and implied	I can explain how language and structure contribute to the meaning of a text	I can identify key details from more than one paragraph, summarising them	I can identify and explain the writer's viewpoint with reference to the text
		I can distinguish between fact and opinion	I can express my own view on a text justifying my personal opinion	I can draw on contextual evidence to take part in discussions	I can comment on how figurative language is used to contribute to meaning	I am able to make comparisons within and across different texts	I can identify organisational features of the text (going beyond the obvious)
		I demonstrate a positive attitude to reading by reading for pleasure	I can courteously challenge the views of other on a given text	I can identify themes and conventions across a wide range of writing	I can explain and discuss the meaning of a text, including in presentation and debate	I have learnt a range of poetry by heart	I can evaluate the relationships between characters

Science Education Framework and guidance

timetable	There are 2 lessons of science per week
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are three non-negotiable outcomes for each term and these must be covered across the 12 lessons Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1W, 1W+, 1T, 1T+ etc) and a milestone grade automatically generated To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes
Objectives	Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about' The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson The objectives can roll over multiple lessons or be one objective per lesson
Activities and Resources	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupil

		TERM 1 and 2	TERM 3	TERM 4	TERM 5	TERM 5
Lower KS2	Year 3 outcomes	Animals (including humans)	Forces and magnets	Rocks	Light	Plants
		I can understand that humans and animals cannot make their own food spontaneously	I can compare how things move on different surfaces	I can describe simple physical properties and appearances of different types of rocks	I can define darkness as the absence of light	I can identify the following different parts of flowering plants: roots, stem/trunk, leaves and flowers
		I can understand that humans get nutrition from their food	I can notice that some forces need contact between two objects, but magnetic forces can act at a distance	I can group together different rocks based on their physical properties and appearance	I can recognise that light is needed to see things and it comes from different sources	I can describe the functions of each of the different parts of plants
		I can understand that animals get nutrition from their food	I can observe how magnets attract or repel each other and attract some materials and not others	I can describe in simple terms how animals might become trapped in layers of sediment	I can notice that light is reflected from surfaces	I can identify the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow)
		I can explain that there is a right type and amount of nutrition for a human	I can 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	I can describe in simple terms how fossils of animals are formed over time	I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes	I can understand that the requirements of plants vary depending on the plant
		I can explain that there is a right type of nutrition for an animal	I can describe magnets as having two poles	I can define the term organic matter and differentiate that from rocks	I can recognise that shadows will change shape and size in relation to their positioning relative to the light source	I can define the term pollination
	Year 4 outcomes	I can explain that both animals and humans need the right amount of nutrition to function	I can predict whether two magnets will attract or repel each other, depending on which poles are facing	I can recognise that soils are made from rocks and organic matter	I can recognise that shadows will change shape and size in relation to their positioning relative to the light source	I can understand the role that flowers play in the life cycle of plants with regard to pollination, seed formation and seed dispersal
		I can identify that humans have a skeletal system				
		I can identify that only some animals have a skeletal system				
		I can define a muscle and understand that both animals and humans have these				
Upper KS2	Year 5 outcomes	Properties and changes of materials	Animals (including humans)	Living things and their habitat	Forces	Earth and space
		I can understand that some materials are soluble, some conduct electricity and some conduct heat	I can identify the six stages of the human life cycle: foetus, baby, childhood, adolescence, adulthood, old age	I can understand that every animal goes through a life cycle	I can define the force of gravity	I can identify the planets in the solar system and their relative positioning compared to the sun and the Earth
		I can group together everyday materials based on their properties: hardness, solubility, transparency, conductivity and response to magnets	I can order the six stage of the human life cycle	I can explain how different animals have different life cycles depending on the species I can explain the life cycle of a mammal, using a specific example	I can explain that unsupported objects fall towards Earth because of gravity acting between the Earth and the falling object	I can describe the sun, Earth and moon as approximately spherical bodies
		I can explain that there are different ways of separating a mixture depending on its properties, such as filtering, sieving and evaporating	I can identify key milestones and assign them to each of the stages (e.g. walking, puberty)	I can explain the life cycle of an amphibian, using a specific example I can explain the life cycle of an insect, using a specific example I can explain the life cycle of a bird, using a specific example	I can describe the forces of air resistance, water resistance and friction	I can describe the movement of the moon relative to the Earth
	Year 6 outcomes	I can differentiate between reversible and irreversible changes and know that dissolving and mixing are examples of reversible changes	I can begin to describe the changes between each of the six stages	I can define reproduction	I can identify the effects of air resistance, water resistance and friction between moving surfaces	I can use the Earth's rotation to explain day and night
		I can give reasons for the particular uses of everyday materials	I can identify key transition points between each of the stages	I can explain that animals and plants go through the process and that it looks different in each case	I can understand that different forces can have different effects on an object and this can vary in size and magnitude	I can use the Earth's rotation to explain the apparent movement of the sun across the sky
		I can explain how to recover a substance from a solution	I can explain what happens in each of the six stages in detail	I can explain pollination, seed formation and seed dispersal and how this sits within the life cycle of plants	I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	I can describe the movement of the Earth and the other planets relative to the sun in the Solar System
				I can explain reproduction in birds, insects and amphibians, using specific examples I can compare and contrast reproduction in different species		

Writing Framework and guidance

Timetable	There are 5 lessons of English per week
Curriculum	We follow an amended version of the national curriculum
Outcomes and assessment	There are six non-negotiable outcomes for each term and these must be covered across the 30 lessons Pupils will be assessed against whether they have achieved these outcomes in the assessment points; it is an expectation that the taught content covers these three outcomes, but not that all pupils achieve every objective (although that may be the case) There are no milestone statements: pupil progress is measured against whether they have met the outcomes and the extent to which they have, is then matched against the milestones (1w, 1w+, 1r, 1r+ etc) and a milestone grade automatically generated
Objectives	To help pupils achieve these outcomes, teachers devise a series of lesson objectives that, if achieved, will cumulatively enable pupils to meet the outcomes Each lesson requires a learning objective in the format: 'I am learning to', or 'I am learning that' or 'I am learning about' The objectives, as long as they begin with the above sentence starter, are up to teacher discretion and can roll over multiple lessons or be one objective per lesson The objectives can roll over multiple lessons or be one objective per lesson
Activities and Resources	The activities that teachers use in the lessons to achieve the objectives are up to teacher discretion and expertise and are encouraged to be as engaging and active as possible and do not always need to be a sheet or a PowerPoint and should be tailored to the pupils

		3 Strands of English	TERM 1: Narrative	TERM 2: Recount	TERM 3: Non-chronological reports	TERM 4: Newspaper report	TERM 5: Biography	TERM 6: Explanations
Lower Phase 2 (Lower KS2)	Year 3 outcomes	Strand 1 Transcription: Writing skills, SPAG and language choices	I can use adjectives to describe	I can organise my writing into paragraphs.	I can write in the present tense	I can use the five senses to add description and interest to my writing.	I can write in the past tense with grammatical agreement	I can use plurals
		Strand 2: Understanding of audience, form and purpose	I can understand that a story has a beginning, middle and an end	I can use simple features of a recount [past tense, 1st person, chronological order].	I can use commas to mark embedded relative clauses	I can use a series of facts and statistics to report an event	I can put key events in the life of someone famous on a timeline	I can bullet point out my explanation of a process or a concept of my choice
		Strand 3: Composition (plan, draft, review, edit)	I can plan a basic narrative	I can plan a basic recount of a recent event	I can plan a basic report on a subject of my choice	I can plan a basic report in chronological order	I can plan a basic biography in sections to replicate my life to date	I can plan a basic explanation for a process of my choice
	Year 4 outcomes	Strand 1 Transcription: Writing skills, SPAG and language choices	I can use powerful verbs to create the action in my story	I can sometimes use question marks	I can use prepositions to show the position or objects and people relative to others in my report	I can use superlatives and adverbs	I can write in third person	I can use commas to separate subordinate clauses
		Strand 2: Understanding of audience, form and purpose	I can write a simple story with a beginning (character and setting), middle (problem) and ending (resolution).	I can use further features of a recount [sequential language, paragraphs].	I can write in an informative style	I can label and caption a picture	I can differentiate between an autobiography and a biography	I can write out my process/concept explanation in sentences, linking the sentences together
		Strand 3: Composition (plan, draft, review, edit)	I can respond to feedback, correcting and improving my narrative	I can respond to feedback, correcting and improving my recount	I can respond to feedback, correcting and improving my report	I can respond to feedback, correcting and improving my report	I can respond to feedback, correcting and improving my biography	I can respond to feedback, correcting and improving my explanation
Upper Phase 2 (Upper KS2)	Year 5 outcomes	Strand 1 Transcription: Writing skills, SPAG and language choices	I can use similes to create a vivid description	I can use direct speech including the correct use of inverted commas	I can use parentheses (brackets and commas) for explanation and additon	I can use commas to mark embedded relative clauses	I can use directed and reported speech	I can use commas to mark fronted adverbials
		Strand 2: Understanding of audience, form and purpose	I can identify the key features of Freytag's pyramid and explain them with reference to examples	I can use further features of a recount [detailed and technical vocabulary].	I can use descriptive, specific and technical vocabulary including facts and statistics	I can write an engaging headline to capture my reader's attention	I can pick one key event in someone's life and describe what happened and explain how it affected them	I can use connectives, conjunctions and paragraphs to correctly order and sequence my explanation
		Strand 3: Composition (plan, draft, review, edit)	I can proofread my narrative and make edits	I can proofread my recount and make edits	I can proofread my report and make edits	I can proofread my report and make edits	I can proofread my biography and make edits	I can proofread my explanation and make edits
	Year 6 outcomes	Strand 1 Transcription: Writing skills, SPAG and language choices	I can use emotive language in my writing to engage my reader in my narrative	I can use comparatives	I can organise my writing into bullet points and subheadings	I can use metaphors	I can use personification	I can use semicolons to join closely connected sentences
		Strand 2: Understanding of audience, form and purpose	I can engage the reader in my narrative which is increasingly well-developed	I can use advanced features of a recount [emotive language]	I can use appropriate technical language for a newspaper report on a subject of my chouce	I can write a first paragraph of a newspaper with the WWWWWW in an informative style	I can write about a key moment at the beginning and then middle/end of the life of someone famous explaining what happened to them and how it affected them	I can explain a process in chronological order to a reader and in sufficient detail so that the process can be followed
		Strand 3: Composition (plan, draft, review, edit)	I can transtion from a draft, to a plan, to a first version, incoporate feedback and then a final narrative	I can transition from a draft, to a plan, to a first version, incoporate feedback and then a final recount	I can transtion from a draft, to a plan, to a first version, incoporate feedback and then a final report	I can transition from a draft, to a plan, to a first version, incoporate feedback and then a final report	I can transtion from a draft, to a plan, to a first version, incoporate feedback and then a final biography	I can transtion from a draft, to a plan, to a first version, incoporate feedback and then a final explanation