Roseberry Academy Curriculum

Intent, Implementation, Impact

This document outlines why and how we teach each subject across the school and includes progressive milestones which have been created with reference to the National Curriculum.

If you wish for more information about our curriculum, please don't hesitate to contact our Leader of Learning, Mrs Ruth Murton.

Writing

Intent

- ✓ To ensure an ethos of high expectations and consistency of task design across KS1 to enable children to be successful learners in reading thus closing the gap between school and national at ARE and GD.
- ✓ To ensure that task design and tasks given (in blue pen) offer opportunity for all children to make progress, especially ensuring that GD learners are challenged.
- ✓ To use film to provide engaging opportunities for writing.

Implementation

What we are doing:

Mixed ability teaching

Subject leader teach Y6

Essentials for writing:

A high quality class text from The Power of Reading book list.

Text interrogation – grammar focus (taken from writing assessment sheets or Scholastic/CGP grammar tests and weaknesses are addressed). Highlight and annotate the text. Children use skills learnt e.g. through CGP/Topic resources grammar (CRL) and writing their own examples.

Pick a text genre which gives purpose and children do an extended piece.

Model writing (high quality) which has examples from writing assessment sheet.

Children write independently whilst teachers/adults work the room and give verbal/written feedback throughout the lesson.

In any writing lesson, children should be given 10 minutes with a red pen (in partners) to edit work. Spelling and punctuation first. Then any improvements e.g. adding missing items from StS, up levelling words and changing word order.
If writing is going over more than one day, for each session, each child needs to be given a task (written in blue in the margin at the end of that day's writing with a T in a circle). NB this could just be one word e.g. connectives, adverbs etc. Children can either go back and add into the last session's work OR make sure they add this element into the following work. Children are to underline the given objective in blue pen to prove they have acted upon feedback. Children respond to their task in blue.
If further editing is required: Sharing of work e.g. paired work editing and opportunity for children to share things they are proud of. Model marking StS and children to mark own work (peer) against StS e.g. using colour/children writing examples within StS tick box.
No Nonsense Spelling – 5 sessions across the two week period with particular attention paid to the chronology of sessions and following the teaching activities correctly.
Twinkl resources can be used for revision or teaching of particular grammatical terminology.
Provide opportunities for writing across the curriculum, with Literacy StS.
Y1: In the first term (September to Christmas), all of the children to access RWI during the literacy session. After Christmas, in the first half an hour of the literacy session, the majority of children will focus on grammar and spelling strategies with a small minority of children accessing RWI. For the remainder of the literacy session, all children will follow the 'Power of Reading'.
Y6: Scholastic workbooks and CGP workbooks – to be used as revision. 10 minutes sessions in the afternoon 2-3 times a week: children to work independently or with their learning partner to answer the questions on the page/double page on a chosen topic. Teacher to then mark with the children using coloured pens and children to self-correct if needed.

Predicted Impact

- ✓ Percentage of ARE and GD is at least in line with national.
- ✓ All targeted GD pupils make expected progress from EYFS.
- ✓ Books and enquiries show that children are retaining and using skills and knowledge effectively to make progress.
- ✓ % of pupils achieving RWM combined equals or exceeds national.

Subject Progression

Progression is with reference to the National Curriculum https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study

Reading

Intent

- ✓ To ensure an ethos of high expectations and consistency of task design across KS1 to enable children to be successful learners in reading thus closing the gap between school and national at ARE and GD.
- ✓ To ensure a consistent approach to the teaching of reading through film, text extracts and pictures.
- ✓ To ensure the skills of reading comprehension are taught through reading VIPERS
- ✓ Teachers use gap analysis effectively to determine which skills in reading need to be taught, covered and extended.
- ✓ To provide challenge for the most able pupils in reading.

Implementation

What we are doing:

Children in EYFS and Year One are taught reading skills through a comprehensive phonics scheme, Read Write Inc. This scheme teaches phonics and reading skills in a progressive way, with reading books that are phonetically decodable and linked to the sequence of learning. The vast majority of children complete the programme and move onto banded reading books by the end of Year One. Children who do not complete the programme by the end of Year One are provided with additional support as they enter Year Two.

Whole school promotion of reading – reading areas in all classes, promote library use, reading stations in school with First News.

Provide opportunities for children to read at speed and answer test type questions.

Mixed ability teaching across school.

Continue to implement Text Interrogation and the teaching of VIPERS.

Subject leader to teach Y6 children.

Twinkl resources used for interventions and booster classes.

Scholastic workbooks used for reading sessions or interventions.

CGP targeted year groups question books to be used as ‘cold’ texts during guided reading sessions.

Children encouraged to access Reading Eggs/Reading Eggspress at home for home/school learning

Children are expected to read four times per week (10min session) at home and this is to be signed by parents and then teachers in reading logs

Whole School Teaching of Reading:

Using the Literacy Shed VIPERS, children will be taught the skills of reading. Children will be taught a range of skills: Vocabulary, Inference, Predicting, Explaining, Retrieval and Sequencing/Summarising. Teachers will use a range of text extracts, films and pictures; and these can be done individually by the children in their books or as a class discussion and recorded on large pieces of paper for working walls.

As the majority of end of key stage assessment questions are vocabulary, fact retrieval and inference this is where the majority of teaching should be focused upon. The remaining VIPERS will be taught throughout the year.

When using film, pictures and text extracts, teachers can either have questions across the range of VIPERS or can focus upon one area – teachers will use their professional judgement and information from gap analysis to determine their teaching focus. Question stems for each of the VIPERS can be found on literacyshed.com along with examples of texts and films, which already have questions written for them.

In children's books, children will mark their answers using red pen and they can annotate incorrect answers with red pen.

Predicted Impact

- ✓ Percentage of ARE and GD is at least in line with national.
- ✓ All targeted GD pupils make expected progress from EYFS.
- ✓ Books and enquiries show that children are retaining and using skills and knowledge effectively to make progress.

Subject progression

Progression is with reference to the National Curriculum https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study

Grammar

Intent

- ✓ To ensure an ethos of high expectations and consistency of task design across the school to enable children to be successful learners in grammar thus closing the gap between school and national at ARE and GD.
- ✓ To ensure a consistent approach to the teaching of grammar through film, text extracts and pictures, and through the teaching of grammar activities.
- ✓ To ensure the full coverage of grammar is evident in all year groups.
- ✓ Teachers use gap analysis effectively to determine which grammar objectives need to be taught, covered and extended.
- ✓ To provide challenge for the most able pupils in grammar so that they are exposed to a range of different question types.

Implementation

Grammar – 'grammar focus of the week' Teachers to choose a grammar focus for the week and this is to be displayed in classrooms. Teachers to choose their focus from the grammar programme of study and/or previous assessments. This will be the focus of text interrogation within the Monday lesson of writing. If it can be applied to pupil's writing then it can be highlighted and then any additional worksheets completed need to be glued in orange grammar exercise A4 books. Teachers to use teaching strategies that were suggested in CPD training by Literacy Shed Rob Smith, using film and pictures to aid the teaching of grammar.

Predicted Impact

The gap between school and national attainment at ARE and GD has closed.

Subject Progression

Progression is with reference to the National Curriculum https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study

Maths

Intent

To ensure an ethos of high expectations and consistency of precise task design in maths in order to close the attainment gap between maths and English attainment across KS2 and the gap between school and national in GD attainment at the end of KS2 as well as increasing the % of children making progress from KS1 to KS2 in Reading, Writing and Maths. To ensure that maths permeates the rest of the curriculum, thus enabling children to practise and master skills in context.

As committed and passionate mathematicians, our children will gain understanding of the important concepts and an ability to make connections within mathematics by developing a broad range of skills and mathematical vocabulary in using and applying mathematics. Fluency in performing written and mental calculations and mathematical techniques as well as the recall of number facts and the number system will be key in underpinning the ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
Our children will also be able to think independently and to persevere when faced with challenges, showing a confidence of success, embracing the value of learning from making mistakes and false starts.

Implementation

The 'What we are doing' document provides a clear outline and expectation of how maths is taught across the school. As a whole school, we have a consistent approach towards the teaching of maths through using the White Rose Maths curriculum. Children will be taught via a mastery approach, which this curriculum is built around, ensuring a deeper understanding of maths using concrete, pictoral and abstract resources addressing the three main areas of maths: Fluency, Reasoning and Problem Solving.*
Challenge by choice will be used across the school, allowing children to choose the right challenge for them, providing clear differentiation while removing any 'ceiling' to their learning. It is imperative that challenges are set accurately with reference to Assessment for Learning to meet the needs of all children and that they include a range of include fluency, reasoning and problem solving questions.
Teaching through bar modelling will be implemented this year, following CPD, providing children with further opportunity to develop mastery.

Fluency:
Fluency is at the centre of the National Curriculum for maths and as such, refers to knowing of key mathematical facts and methods and recalling these efficiently. Children will become fluent in the fundamentals of mathematics, including through varied

and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately

Reasoning:

Mathematical reasoning is the critical skill that enables a student to make use of all other mathematical skills. With the development of mathematical reasoning, students recognize that mathematics makes sense and can be understood. They learn how to evaluate situations, select problem-solving strategies, draw logical conclusions, develop and describe solutions, and recognize how those solutions can be applied. Mathematicians are able to reflect on solutions to problems and determine whether or not they make sense.

Problem Solving:

Problem solving is about engaging with real problems; estimating, discovering, and making sense of mathematics. Real problems don't have to be 'real world' applications, they can be within mathematics itself. The main criterion is that they should be non-routine and new to the children.

A review of CPD needs will be conducted in order to ensure that effective support and resources result in outstanding teaching of maths across the school.

Predicted Impact

High expectations and consistency of precise task design in maths has closed the attainment gap between maths and English attainment across KS2 and the gap between school and national in GD attainment at the end of KS2 as well as increasing the % of children making progress from KS1 to KS2 in Reading, Writing and Maths.

Children speak like mathematicians and approach problems in logical ways in order to find a solution. They demonstrate that they are able to apply what they have been taught to different 'real world' problems, bridging their knowledge of mathematics to find solutions in different contexts.

Subject Progression

Progression is with reference to the National Curriculum

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf

Art and Design

Intent

Our children will become artists who enjoy being challenged and inspired. They will have the knowledge, skills and confidence required to experiment, invent, create and think critically.

Implementation

This subject is not taught in isolation, but as part of cross curricular topics, with skills and knowledge of different subjects interwoven to enable children to make sense of their learning in context.
As we have classes of mixed year groups, our whole school curriculum consists of a two year cycle. Our curriculum plan ensures that all National Curriculum objectives for this subject are taught with spaced repetition to enable consolidation and mastery by the end of each phase (Y1/2, Y3/4, Y5/6).
The progression document for this subject clearly shows the milestones to be reached by the end of each phase and enables teachers to plan learning sequences that are progressive. Assessments are made using the progression document and this is passed on to the children's next teacher at the end of the first year of the curriculum to ensure that they are aware of what has been taught, achieved and mastered and the gaps in learning that still need to be addressed. This ensures that our curriculum is progressive and reactive, building upon children's prior knowledge and learning experiences.
This subject is also be taught with reference to the context in which Roseberry children live and play. It is relevant to them and their locality.
Objectives to be learned are not always taught in the form of a lesson and there is continual provision in the form of daily routines and providing retrieval practice for previously learned concepts. Knowledge and skills are also taught and mastered during Cultural Celebration weeks and enrichment activities throughout the year.
Our curriculum has been devised in the interest of our children to ensure quality of provision to enable them to acquire and develop a deep body of knowledge. We are mindful that knowledge does not sit as isolated information in children's minds and so our curriculum is progressive, with knowledge connected in schemata. It is taught in the following way across the school:

Engage
Hook learners in with a memorable experience
Set the scene and provide the context for learning

Ask questions to find out children's interests
Spark children's curiosity using interesting starting points

Develop
Teach facts and information for deeper understanding and knowledge
Demonstrate new skills and allow time for consolidation
Provide creative opportunities for making and doing
Deliver reading, writing and talking across the curriculum

Innovate
Provide imaginative scenarios that encourage creative thinking
Enable children to apply previously learned skills
Encourage enterprise and independent thinking
Provide opportunities for collaborative working and problem solving

Express
Provide environments for reflective talk
Create opportunities for shared evaluation
Celebrate and share children's success
Identify next steps for learning

Predicted Impact
Children speak as artists and demonstrate their enjoyment for being challenged and inspired. They confidently demonstrate the knowledge, skills and confidence they have through experimenting, inventing, creating and thinking critically. All children meet Age Related Expectations with reference to the National Curriculum by the end of their learning phase (Y1/2, Y3/4, Y5/6) with a proportion achieving a level of mastery and deeper understanding that they are able to articulate and demonstrate with confidence.

Subject Progression				
		Milestone 1 (KS1)	**Milestone 2 (LKS2)**	**Milestone 3 (UKS2)**

To develop ideas		• Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop.	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.	• Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
To master techniques	Painting	• Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.	• Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
To master techniques	Collage	• Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.	• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.

To master techniques	Sculpture	• Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.	• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
To master techniques	Drawing	• Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	• Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
To master techniques	Print	• Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints.	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.	• Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
To master techniques	Textiles	• Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques.	• Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.	• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
To master techniques	Digital media	• Use a wide range of tools to create different textures, lines, tones, colours and shapes.	• Create images, video and sound recordings and explain why they were created.	• Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from the greats (classic and modern)		• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied	• Replicate some of the techniques used by notable artists, artisans and designers.	• Give details (including own sketches) about the style of some notable artists, artisans

		to create pieces.	• Create original pieces that are influenced by studies of others.	and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Computing
Intent
To equip children with the skills to use computational thinking and creativity to understand and change the world.
Implementation
This subject is not taught in isolation, but as part of cross curricular topics, with skills and knowledge of different subjects interwoven to enable children to make sense of their learning in context. As we have classes of mixed year groups, our whole school curriculum consists of a two year cycle. Our curriculum plan ensures that all National Curriculum objectives for this subject are taught with spaced repetition to enable consolidation and mastery by the end of each phase (Y1/2, Y3/4, Y5/6). The progression document for this subject clearly shows the milestones to be reached by the end of each phase and enables teachers to plan learning sequences that are progressive. Assessments are made using the progression document and this is passed on to the children's next teacher at the end of the first year of the curriculum to ensure that they are aware of what has been taught, achieved and mastered and the gaps in learning that still need to be addressed. This ensures that our curriculum is progressive and reactive, building upon children's prior knowledge and learning experiences. This subject is also be taught with reference to the context in which Roseberry children live and play. It is relevant to them and their locality.

Objectives to be learned are not always taught in the form of a lesson and there is continual provision in the form of daily routines and providing retrieval practice for previously learned concepts. Knowledge and skills are also taught and mastered during Cultural Celebration weeks and enrichment activities throughout the year.
Our curriculum has been devised in the interest of our children to ensure quality of provision to enable them to acquire and develop a deep body of knowledge. We are mindful that knowledge does not sit as isolated information in children's minds and so our curriculum is progressive, with knowledge connected in schemata. It is taught in the following way across the school:

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Hook learners in with a memorable experience
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Teach facts and information for deeper understanding and knowledge
Demonstrate new skills and allow time for consolidation
Provide creative opportunities for making and doing
Deliver reading, writing and talking across the curriculum

Innovate
Provide imaginative scenarios that encourage creative thinking
Enable children to apply previously learned skills
Encourage enterprise and independent thinking
Provide opportunities for collaborative working and problem solving

Express
Provide environments for reflective talk
Create opportunities for shared evaluation
Celebrate and share children's success
Identify next steps for learning

Predicted Impact
Children speak with confidence about the skills they use in order to compute and use ICT creatively. Children understand the importance of ICT in a changing world. All children meet Age Related Expectations with reference to the National Curriculum by the end of their learning phase (Y1/2, Y3/4, Y5/6) with a proportion achieving a level of mastery and deeper understanding that they are able to articulate and demonstrate with confidence.

		Milestone 1 (KS1)	Milestone 2 (LKS2)	Milestone 3 (UKS2)
To code (using Scratch)	Motion	• Control motion by specifying the number of steps to travel, direction and turn.	• Use specified screen coordinates to control movement.	• Set IF conditions for movements. Specify types of rotation giving the number of degrees.
	Looks	• Add text strings, show and hide objects and change the features of an object.	• Set the appearance of objects and create sequences of changes.	• Change the position of objects between screen layers (send to back, bring to front).
	Sound	• Select sounds and control when they are heard, their duration and volume.	• Create and edit sounds. Control when they are heard, their volume, duration and rests.	• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
	Draw	• Control when drawings appear and set the pen colour, size and shape.	• Control the shade of pens.	• Combine the use of pens with movement to create interesting effects.
	Events	• Specify user inputs (such as clicks) to control events.	• Specify conditions to trigger events.	• Set events to control other events by 'broadcasting' information as a trigger.
	Control	• Specify the nature of events (such as a single event or a loop).	• Use IF THEN conditions to control events or objects.	• Use IF THEN ELSE conditions to control events or objects.
	Sensing	• Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).	• Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).	• Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
	Variables and lists	• From Year 3 onwards.	• Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables.	• Use lists to create a set of variables.
	Operators	• From Year 3 onwards.	• Use the Reporter operators	• Use the Boolean operators

			() + () () - () () * () () / () to perform calculations.	() < () () = () () > () ()and() ()or() Not() to define conditions. • Use the Reporter operators () + () () - () () * () () / () to perform calculations. Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of ().
To connect		• Participate in class social media accounts. • Understand online risks and the age rules for sites.	• Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work.	• Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.
To communicate		• Use a range of applications and devices in order to communicate ideas, work and messages.	• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	• Choose the most suitable applications and devices for the purposes of communication.

				• Use many of the advanced features in order to create high quality, professional or efficient communications.
To collect		• Use simple databases to record information in areas across the curriculum.	• Devise and construct databases using applications designed for this purpose in areas across the curriculum.	• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

Design and Technology

Intent

Our children will become designers who use their creativity and imagination in designing, making and problem solving. They will be confident to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Implementation

This subject is not taught in isolation, but as part of cross curricular topics, with skills and knowledge of different subjects interwoven to enable children to make sense of their learning in context.
As we have classes of mixed year groups, our whole school curriculum consists of a two year cycle. Our curriculum plan ensures that all National Curriculum objectives for this subject are taught with spaced repetition to enable consolidation and mastery by the end of each phase (Y1/2, Y3/4, Y5/6).
The progression document for this subject clearly shows the milestones to be reached by the end of each phase and enables teachers to plan learning sequences that are progressive. Assessments are made using the progression document and this is passed on to the children's next teacher at the end of the first year of the curriculum to ensure that they are aware of what has been taught, achieved and mastered and the gaps in learning that still need to be addressed. This ensures that our curriculum is progressive and reactive, building upon children's prior knowledge and learning experiences.
This subject is also be taught with reference to the context in which Roseberry children live and play. It is relevant to them and their locality.

Objectives to be learned are not always taught in the form of a lesson and there is continual provision in the form of daily routines and providing retrieval practice for previously learned concepts. Knowledge and skills are also taught and mastered during Cultural Celebration weeks and enrichment activities throughout the year.
Our curriculum has been devised in the interest of our children to ensure quality of provision to enable them to acquire and develop a deep body of knowledge. We are mindful that knowledge does not sit as isolated information in children's minds and so our curriculum is progressive, with knowledge connected in schemata. It is taught in the following way across the school:

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Innovate
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Enable children to apply previously learned skills
Encourage enterprise and independent thinking
Provide opportunities for collaborative working and problem solving

Express
Provide environments for reflective talk
Create opportunities for shared evaluation
Celebrate and share children's success
Identify next steps for learning

Predicted Impact
Children speak as designers and demonstrate that they are able to use their creativity and imagination in designing, making and problem solving. They are confident to take risks, becoming resourceful, innovative, enterprising and capable citizens. All children meet Age Related Expectations with reference to the National Curriculum by the end of their learning phase (Y1/2, Y3/4, Y5/6) with a proportion achieving a level of mastery and deeper understanding that they are able to articulate and demonstrate with confidence.

Subject Progression				
		Milestone 1 (KS1)	**Milestone 2 (LKS2)**	**Milestone 3 (UKS2)**
To master practical skills	Food	• Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients.	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
To master practical skills	Materials	• Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.	• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
To master practical skills	Textiles	• Shape textiles using templates. • Join textiles using running stitch.	• Understand the need for a seam allowance.	• Create objects (such as a cushion) that employ a seam allowance.

		• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	• Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.	• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
To master practical skills	Electricals and electronics	• Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).	• Create series and parallel circuits	• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
To master practical skills	Computing	• Model designs using software.	• Control and monitor models using software designed for this purpose.	• Write code to control and monitor models or products.
To master practical skills	Construction	• Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.	• Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.	• Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).
To master practical skills	Mechanics	• Create products using levers, wheels and winding mechanisms.	• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	• Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.
To design, make, evaluate and improve		• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.	• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.

Geography

Intent

Our children will become Geographers who are curious and fascinated about the world and its people. They will have a deep knowledge and understanding of how diverse the world is, understanding the Earth's physical and human processes.

Implementation

This subject is not taught in isolation, but as part of cross curricular topics, with skills and knowledge of different subjects interwoven to enable children to make sense of their learning in context.

As we have classes of mixed year groups, our whole school curriculum consists of a two year cycle. Our curriculum plan ensures that all National Curriculum objectives for this subject are taught with spaced repetition to enable consolidation and mastery by the end of each phase (Y1/2, Y3/4, Y5/6).

The progression document for this subject clearly shows the milestones to be reached by the end of each phase and enables teachers to plan learning sequences that are progressive. Assessments are made using the progression document and this is passed on to the children's next teacher at the end of the first year of the curriculum to ensure that they are aware of what has been taught, achieved and mastered and the gaps in learning that still need to be addressed. This ensures that our curriculum is progressive and reactive, building upon children's prior knowledge and learning experiences.

This subject is also be taught with reference to the context in which Roseberry children live and play. It is relevant to them and their locality.

Objectives to be learned are not always taught in the form of a lesson and there is continual provision in the form of daily routines and providing retrieval practice for previously learned concepts. Knowledge and skills are also taught and mastered during Cultural Celebration weeks and enrichment activities throughout the year.

Our curriculum has been devised in the interest of our children to ensure quality of provision to enable them to acquire and develop a deep body of knowledge. We are mindful that knowledge does not sit as isolated information in children's minds and so our curriculum is progressive, with knowledge connected in schemata. It is taught in the following way across the school:

Engage

Hook learners in with a memorable experience
Set the scene and provide the context for learning
Ask questions to find out children's interests
Spark children's curiosity using interesting starting points

Develop
Teach facts and information for deeper understanding and knowledge
Demonstrate new skills and allow time for consolidation
Provide creative opportunities for making and doing
Deliver reading, writing and talking across the curriculum

Innovate
Provide imaginative scenarios that encourage creative thinking
Enable children to apply previously learned skills
Encourage enterprise and independent thinking
Provide opportunities for collaborative working and problem solving

Express
Provide environments for reflective talk
Create opportunities for shared evaluation
Celebrate and share children's success
Identify next steps for learning

Predicted Impact
Children speak as Geographers who are curious and fascinated about the world and its people. They have a progressive knowledge of how diverse the world is, understanding and explaining the Earth's physical and human processes. All children meet Age Related Expectations with reference to the National Curriculum by the end of their learning phase (Y1/2, Y3/4, Y5/6) with a proportion achieving a level of mastery and deeper understanding that they are able to articulate and demonstrate with confidence.

Subject Progression			
	Milestone 1 (KS1)	**Milestone 2 (LKS2)**	**Milestone 3 (UKS2)**

To investigate places	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
To investigate patterns	• Understand geographical similarities and differences through studying the human and physical geography of a	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern

	small area of the United Kingdom and of a contrasting non-European country. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify land use around the school.	Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
To communicate geographically	• Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	• Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world	• Describe and understand key aspects of: • **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

History

Intent

Our children will become Historians who possess a bank of historical knowledge and the curiosity and skills to equip them to ask perceptive questions, make connections and find evidence.

Implementation

This subject is not taught in isolation, but as part of cross curricular topics, with skills and knowledge of different subjects interwoven to enable children to make sense of their learning in context.
As we have classes of mixed year groups, our whole school curriculum consists of a two year cycle. Our curriculum plan ensures that all National Curriculum objectives for this subject are taught with spaced repetition to enable consolidation and mastery by the end of each phase (Y1/2, Y3/4, Y5/6).
The progression document for this subject clearly shows the milestones to be reached by the end of each phase and enables teachers to plan learning sequences that are progressive. Assessments are made using the progression document and this is passed on to the children's next teacher at the end of the first year of the curriculum to ensure that they are aware of what has been taught, achieved and mastered and the gaps in learning that still need to be addressed. This ensures that our curriculum is progressive and reactive, building upon children's prior knowledge and learning experiences.
This subject is also be taught with reference to the context in which Roseberry children live and play. It is relevant to them and their locality.
Objectives to be learned are not always taught in the form of a lesson and there is continual provision in the form of daily routines and providing retrieval practice for previously learned concepts. Knowledge and skills are also taught and mastered during Cultural Celebration weeks and enrichment activities throughout the year.
Our curriculum has been devised in the interest of our children to ensure quality of provision to enable them to acquire and develop a deep body of knowledge. We are mindful that knowledge does not sit as isolated information in children's minds and so our curriculum is progressive, with knowledge connected in schemata. It is taught in the following way across the school:

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Innovate
Provide imaginative scenarios that encourage creative thinking
Enable children to apply previously learned skills
Encourage enterprise and independent thinking
Provide opportunities for collaborative working and problem solving

Express
Provide environments for reflective talk
Create opportunities for shared evaluation
Celebrate and share children's success
Identify next steps for learning

Predicted Impact
Children speak as Historians and are able to articulate their bank of historical knowledge and demonstrate their curiosity and acquired skills to equip them to ask perceptive questions, make connections and find evidence. All children meet Age Related Expectations with reference to the National Curriculum by the end of their learning phase (Y1/2, Y3/4, Y5/6) with a proportion achieving a level of mastery and deeper understanding that they are able to articulate and demonstrate with confidence.

Subject Progression			
	Milestone 1 (KS1)	**Milestone 2 (LKS2)**	**Milestone 3 (UKS2)**

To investigate and interpret the past	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
To build an overview of world history	• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.

To communicate historically	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

Music

Intent

Our children will become musicians who possess a love of music and musical composition, able to demonstrate self-confidence through creativity and celebrating their sense of achievement.

Implementation

This subject is not taught in isolation, but as part of cross curricular topics, with skills and knowledge of different subjects interwoven to enable children to make sense of their learning in context.
As we have classes of mixed year groups, our whole school curriculum consists of a two year cycle. Our curriculum plan ensures that all National Curriculum objectives for this subject are taught with spaced repetition to enable consolidation and mastery by the end of each phase (Y1/2, Y3/4, Y5/6).
The progression document for this subject clearly shows the milestones to be reached by the end of each phase and enables teachers to plan learning sequences that are progressive. Assessments are made using the progression document and this is passed on to the children's next teacher at the end of the first year of the curriculum to ensure that they are aware of what has

been taught, achieved and mastered and the gaps in learning that still need to be addressed. This ensures that our curriculum is progressive and reactive, building upon children's prior knowledge and learning experiences.
This subject is also be taught with reference to the context in which Roseberry children live and play. It is relevant to them and their locality.
Objectives to be learned are not always taught in the form of a lesson and there is continual provision in the form of daily routines and providing retrieval practice for previously learned concepts. Knowledge and skills are also taught and mastered during Cultural Celebration weeks and enrichment activities throughout the year.
Our curriculum has been devised in the interest of our children to ensure quality of provision to enable them to acquire and develop a deep body of knowledge. We are mindful that knowledge does not sit as isolated information in children's minds and so our curriculum is progressive, with knowledge connected in schemata. It is taught in the following way across the school:

Engage
Hook learners in with a memorable experience
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Develop
Teach facts and information for deeper understanding and knowledge
Demonstrate new skills and allow time for consolidation
Provide creative opportunities for making and doing
Deliver reading, writing and talking across the curriculum

Innovate
Provide imaginative scenarios that encourage creative thinking
Enable children to apply previously learned skills
Encourage enterprise and independent thinking
Provide opportunities for collaborative working and problem solving

Express
Provide environments for reflective talk
Create opportunities for shared evaluation

Celebrate and share children's success Identify next steps for learning
Predicted Impact
Children speak as musicians who express their love of music and musical composition, demonstrating their self-confidence through creativity and actively celebrating their sense of achievement. All children meet Age Related Expectations with reference to the National Curriculum by the end of their learning phase (Y1/2, Y3/4, Y5/6) with a proportion achieving a level of mastery and deeper understanding that they are able to articulate and demonstrate with confidence.

	Milestone 1 (KS1)	**Milestone 2 (LKS2)**	**Milestone 3 (UKS2)**
To perform	• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	• Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To compose	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music.	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody.

			• Use digital technologies to compose, edit and refine pieces of music.
To transcribe	• Use symbols to represent a composition and use them to help with a performance.	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.
To describe music	• Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

PE

Intent

For children to succeed and excel, becoming physically confident in using a range of skills, and understanding the value of health and fitness, fairness and respect.

Implementation

This subject is not taught in isolation, but as part of cross curricular topics, with skills and knowledge of different subjects interwoven to enable children to make sense of their learning in context.
As we have classes of mixed year groups, our whole school curriculum consists of a two year cycle. Our curriculum plan ensures that all National Curriculum objectives for this subject are taught with spaced repetition to enable consolidation and mastery by the end of each phase (Y1/2, Y3/4, Y5/6).
The progression document for this subject clearly shows the milestones to be reached by the end of each phase and enables teachers to plan learning sequences that are progressive. Assessments are made using the progression document and this is passed on to the children's next teacher at the end of the first year of the curriculum to ensure that they are aware of what has been taught, achieved and mastered and the gaps in learning that still need to be addressed. This ensures that our curriculum is progressive and reactive, building upon children's prior knowledge and learning experiences.
This subject is also be taught with reference to the context in which Roseberry children live and play. It is relevant to them and their locality.
Objectives to be learned are not always taught in the form of a lesson and there is continual provision in the form of daily routines and providing retrieval practice for previously learned concepts. Knowledge and skills are also taught and mastered during Cultural Celebration weeks and enrichment activities throughout the year.
Our curriculum has been devised in the interest of our children to ensure quality of provision to enable them to acquire and develop a deep body of knowledge. We are mindful that knowledge does not sit as isolated information in children's minds and so our curriculum is progressive, with knowledge connected in schemata. It is taught in the following way across the school:

Engage
Hook learners in with a memorable experience
Set the scene and provide the context for learning
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Develop
Teach facts and information for deeper understanding and knowledge
Demonstrate new skills and allow time for consolidation
Provide creative opportunities for making and doing
Deliver reading, writing and talking across the curriculum

Innovate
Provide imaginative scenarios that encourage creative thinking
Enable children to apply previously learned skills
Encourage enterprise and independent thinking
Provide opportunities for collaborative working and problem solving

Express
Provide environments for reflective talk
Create opportunities for shared evaluation
Celebrate and share children's success
Identify next steps for learning

Predicted Impact

Children are active and physically confident in using a range of skills. They understand the value of health and fitness, fairness and respect and some children choose to undertake activities beyond the school day, recognising and appreciating the positive impact upon body and mind.
All children meet Age Related Expectations with reference to the National Curriculum by the end of their learning phase (Y1/2, Y3/4, Y5/6) with a proportion achieving a level of mastery and deeper understanding that they are able to articulate and demonstrate with confidence.

		Milestone 1 (KS1)	**Milestone 2 (LKS2)**	**Milestone 3 (UKS2)**
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Games	• Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.	• Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).	• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy.

			• Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	• Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Dance	• Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea.	• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching.	• Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Gymnastics	• Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance.	• Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Show changes of direction, speed and level during a performance. • Travel in a variety of ways, including flight, by transferring weight to generate power in movements. • Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and	• Create complex and well-executed sequences that include a full range of movements including: • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. •Hold shapes that are strong, fluent and expressive.

			organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands).	• Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Swimming	• Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements.	• Swim between 25 and 50 metres unaided. • Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water.	• Swim over 100 metres unaided. • Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. • Swim fluently with controlled strokes. • Turn efficiently at the end of a length.
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Athletics	• Athletic activities are combined with games in Years 1 and 2.	• Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.	• Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.
To develop practical skills in order to participate, compete and lead a healthy lifestyle	Outdoor and adventurous activities	• Not applicable.	• Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks.	• Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.

			• Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.	• Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.

PSHCE

NB This should be considered alongside the policy for Sex and Relationships and may be revised in light of the new statutory guidance in September 2020.

Intent

For children to possess, and use confidently, the knowledge, skills and understanding they need to develop as confident, healthy and independent individuals with a positive sense of self and the ability to keep themselves safe from harm.

Implementation

This subject is not taught in isolation, but as part of cross curricular topics, with skills and knowledge of different subjects interwoven to enable children to make sense of their learning in context.
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Demonstrate new skills and allow time for consolidation
Provide creative opportunities for making and doing
Deliver reading, writing and talking across the curriculum

Innovate
Provide imaginative scenarios that encourage creative thinking
Enable children to apply previously learned skills
Encourage enterprise and independent thinking
Provide opportunities for collaborative working and problem solving

Express
Provide environments for reflective talk
Create opportunities for shared evaluation
Celebrate and share children's success
Identify next steps for learning

Predicted Impact

Children are able to use and articulate the knowledge, skills and understanding they need to be confident, healthy and independent. They have a positive sense of self worth and understand how to keep themselves safe from harm.
All children meet Age Related Expectations with reference to our milestones by the end of their learning phase (Y1/2, Y3/4, Y5/6) . Children are well prepared for the next phase of their life.

		Milestone 1 (KS1)	Milestone 2 (LKS2)	Milestone 3 (UKS2)
To try new things.		• Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest.	• Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others.	• Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment.
To work hard.		• Work hard with the help of others. • Enjoy the results of effort in areas of interest. • Take encouragement from others in areas of interest.	• Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard.	• Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results.
To concentrate		• Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed.	• Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest.	• Give full concentration. • 'Tune out' most distractions. • Understand techniques and methods that aid concentration.

				• Develop expertise and deep interest in some things.
To push themselves.		• Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once.	• Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt.	• Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
To imagine.		• With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas.	• Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas.	• Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions.
To improve		• Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help).	• Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements.	• Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show effort and commitment in refining and adjusting work.
To understand others		• Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view.	• Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others.	• Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view.
To not give up		• Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky.	• Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky.	• Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.

RE

Intent

For children to learn from and about religion, so that they may understand the world around them. To be able to articulate their knowledge of world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. To be curious and confident in asking questions about the world and reflect on their own beliefs, values and experiences.

Implementation

This subject is not taught in isolation, but as part of cross curricular topics, with skills and knowledge of different subjects interwoven to enable children to make sense of their learning in context. We use the agreed North Yorkshire Religious Education syllabus as the basis for our RE curriculum.

As we have classes of mixed year groups, our whole school curriculum consists of a two year cycle. Our curriculum plan ensures that all National Curriculum objectives for this subject are taught with spaced repetition to enable consolidation and mastery by the end of each phase (Y1/2, Y3/4, Y5/6).

The progression document for this subject clearly shows the milestones to be reached by the end of each phase and enables teachers to plan learning sequences that are progressive. Assessments are made using the progression document and this is passed on to the children's next teacher at the end of the first year of the curriculum to ensure that they are aware of what has been taught, achieved and mastered and the gaps in learning that still need to be addressed. This ensures that our curriculum is progressive and reactive, building upon children's prior knowledge and learning experiences.

This subject is also be taught with reference to the context in which Roseberry children live and play. It is relevant to them and their locality.

Objectives to be learned are not always taught in the form of a lesson and there is continual provision in the form of daily routines and providing retrieval practice for previously learned concepts. Knowledge and skills are also taught and mastered during Cultural Celebration weeks and enrichment activities throughout the year.

Our curriculum has been devised in the interest of our children to ensure quality of provision to enable them to acquire and develop a deep body of knowledge. We are mindful that knowledge does not sit as isolated information in children's minds and so our curriculum is progressive, with knowledge connected in schemata. It is taught in the following way across the school:

Engage

Hook learners in with a memorable experience

Set the scene and provide the context for learning

Ask questions to find out children's interests
Spark children's curiosity using interesting starting points

Develop
Teach facts and information for deeper understanding and knowledge
Demonstrate new skills and allow time for consolidation
Provide creative opportunities for making and doing
Deliver reading, writing and talking across the curriculum

Innovate
Provide imaginative scenarios that encourage creative thinking
Enable children to apply previously learned skills
Encourage enterprise and independent thinking
Provide opportunities for collaborative working and problem solving

Express
Provide environments for reflective talk
Create opportunities for shared evaluation
Celebrate and share children's success
Identify next steps for learning

Predicted Impact
Our children are able to articulate their knowledge of world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. They are curious and demonstrate confidence in asking questions about the world and reflecting upon their own beliefs, values and experiences. All children meet Age Related Expectations with reference to our milestones by the end of their learning phase (Y1/2, Y3/4, Y5/6).

		Milestone 1 (KS1)	**Milestone 2 (LKS2)**	**Milestone 3 (UKS2)**

To understand beliefs and teachings		• Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion.	• Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers.	• Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles		• Recognise, name and describe some religious artefacts, places and practices.	• Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals.	• Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.
To understand how beliefs are conveyed		• Name some religious symbols. • Explain the meaning of some religious symbols.	• Identify religious symbolism in literature and the arts.	• Explain some of the different ways that individuals show their beliefs.
To reflect		• Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life.	• Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers.	• Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others.
To understand values		• Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term ‘morals’.	• Explain how beliefs about right and wrong affect people’s behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas.	• Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).

				• Express their own values and remain respectful of those with different values.

Science
Intent
Our children will become scientists who use essential knowledge, concepts, methods and processes in order to effectively explain, predict and analyse whilst making links with prior knowledge and subject areas. Children will explore, ask questions, collect and analyse data, develop explanations and solve problems. They will then use these scientific enquiry skills in a variety of contexts, seeking evidence to test their ideas and answer questions. For example, sorting materials to find out which are magnetic, observing how a snowman melts, researching where milk comes from, looking for patterns in plant growth, or investigating how a ball bounces on different floor surfaces. It is the search for evidence to answer scientific questions and develop scientific knowledge that makes these different activities science enquiry.
Implementation
This subject is not taught in isolation, but as part of cross curricular topics, with skills and knowledge of different subjects interwoven to enable children to make sense of their learning in context. As we have classes of mixed year groups, our whole school curriculum consists of a two year cycle. Our curriculum plan ensures that all National Curriculum objectives for this subject are taught with spaced repetition to enable consolidation and mastery by the end of each phase (Y1/2, Y3/4, Y5/6). The progression document for this subject clearly shows the milestones to be reached by the end of each phase and enables teachers to plan learning sequences that are progressive. Assessments are made using the progression document and this is passed on to the children's next teacher at the end of the first year of the curriculum to ensure that they are aware of what has been taught, achieved and mastered and the gaps in learning that still need to be addressed. This ensures that our curriculum is progressive and reactive, building upon children's prior knowledge and learning experiences. This subject is also be taught with reference to the context in which Roseberry children live and play. It is relevant to them and their locality.

Objectives to be learned are not always taught in the form of a lesson and there is continual provision in the form of daily routines and providing retrieval practice for previously learned concepts. Knowledge and skills are also taught and mastered during Cultural Celebration weeks and enrichment activities throughout the year.
Our curriculum has been devised in the interest of our children to ensure quality of provision to enable them to acquire and develop a deep body of knowledge. We are mindful that knowledge does not sit as isolated information in children's minds and so our curriculum is progressive, with knowledge connected in schemata. It is taught in the following way across the school:

Engage
Hook learners in with a memorable experience
Set the scene and provide the context for learning
Ask questions to find out children's interests
Spark children's curiosity using interesting starting points

Develop
Teach facts and information for deeper understanding and knowledge
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Innovate
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Enable children to apply previously learned skills
Encourage enterprise and independent thinking
Provide opportunities for collaborative working and problem solving

Express
Provide environments for reflective talk
Create opportunities for shared evaluation
Celebrate and share children's success
Identify next steps for learning

Predicted Impact

Children speak as scientists, drawing upon essential knowledge, concepts, methods and processes in order to effectively explain, predict and analyse whilst making links with prior knowledge and subject areas. All children meet Age Related Expectations with reference to the National Curriculum by the end of their learning phase (Y1/2, Y3/4, Y5/6) with a proportion achieving a level of mastery and deeper understanding that they are able to articulate and demonstrate with confidence.

		Milestone 1 (KS1)	**Milestone 2 (LKS2)**	**Milestone 3 (UKS2)**
	To work scientifically	• Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.	• Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Biology	To understand plants	• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	• Relate knowledge of plants to studies of evolution and inheritance. • Relate knowledge of plants to studies of all living things.
	To understand animals and humans	• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. • Describe the ways in which nutrients and water are transported within animals, including humans. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions.	• Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).
Biology	To investigate living things	• Explore and compare the differences between things that are living, that are dead and that have never been alive.	• Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.	• Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death),

		• 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.	• Give reasons for classifying plants and animals based on specific characteristics. • Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.	and to a variety of plants (growth, reproduction and death). • Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms. • Describe the life process of reproduction in some plants and animals. • Describe the changes as humans develop from birth to old age. • Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.
Biology	To understand evolution and inheritance	• Identify how humans resemble their parents in many features.	• Identify how plants and animals, including humans, resemble their parents in many features. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Identify how animals and plants are suited to and adapt to their environment in different ways.	• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Describe how adaptation leads to evolution. • Recognise how and why the human skeleton has changed over time, since we separated from other primates.
Chemistry	To investigate materials	• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	• Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or	• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for

		• Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.	cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.
Physics	To understand movement, forces and magnets	• Notice and describe how things move, using simple comparisons such as faster and slower. • Compare how different things move. • Observe the apparent movement of the Sun during the day. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	• Notice that some forces need contact between two objects and some forces act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.	• Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.
Physics	To understand light and seeing	• Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.	• Notice that light is reflected from surfaces. • Associate shadows with a light source being blocked by something; find patterns that determine the size of shadows.	• Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size

				of shadows when the position of the light source changes.
Physics	To investigate sound and hearing	• Observe and name a variety of sources of sound, noticing that we hear with our ears.	• Identify how sounds are made, associating some of them with something vibrating. • Recognise that sounds get fainter as the distance from the sound's source increases.	• Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it.
Physics	To understand electrical circuits	• Identify common appliances that run on electricity. • Construct a simple series electrical circuit.	• Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators and associate metals with being good conductors.	• Identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
Physics	To understand the Earth's movement in space	• Observe the apparent movement of the Sun during the day. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	• Describe the movement of the Earth relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth.	• Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night.