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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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.

Computing-Planning and Assessment from the National Curriculum Year 6				
Emerging towards -1	Working towards - 2	Meeting - 3	Exceeding - 4	The 4 divisions within each statement is an indication for depth of understanding and not the number of times observed. For a statement to be achieved it should be observed across a range of different areas of learning.
Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds.	A child is beginning to demonstrate understanding key concepts but may still need support and guidance. These pupils are working towards expectations.	These children are securely working at age related expectations.	Children are able to make informed decisions and responses using the skills and knowledge in a secure way.	
For statements to be completely embedded, they should be demonstrated in a range on subject areas if applicable				
E-safety		**Computing and Digital Literacy**		**Coding**
✓ Use technology safely, respectfully and responsibly. ✓ Recognise acceptable/unacceptable behaviour. ✓ Know a range of ways to report concerns and inappropriate behaviour. ✓ Be discerning in evaluating digital content. ✓ Understand the opportunities networks offer for communication and collaboration		✓ Select, use and combine a variety of software (including internet services) on a range of digital devices. ✓ Design and create a range of programs, systems and content that accomplish given goals ✓ Understands computer networks, including the internet ✓ Use different programming languages to create a program\app		✓ Solve problems by decomposing them into smaller parts. ✓ Use sequence, selection and repetition in programs; work with variables ✓ Use logical reasoning to explain how some simple algorithms work. ✓ Use logical reasoning to detect and correct errors in algorithms and programs.

Curriculum Area Computing Y6	What to look for guidance (Emerging towards 1)	What to look for guidance (Working towards 2)	What to look for guidance (Expected 3)	What to look for guidance (Exceeding 4)
E-safety				
Sims Statement **6.01 E-safety** **Use technology safely, respectfully and responsibly.**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not	The child can demonstrate that they can act responsibly when using the internet. The child can demonstrate that they act responsibly when using the internet. E.g. They should show responsibility when conducting web-based research; in using online project management tools; when creating and analysing surveys (including paying due regard to data protection legislation and ethical principles); in observing the terms and conditions of online tools; when creating digital content.	The child can show that they can think through the consequences of their actions when using digital technology. The child can discuss likely and potential consequences of their actions when using digital technology in a range of contexts. Contexts might include developing smartphone apps; using online project management tools; collecting information for market research; posting original content online.	The child can consider critically some of the wider implications of the use of digital technology. The child can discuss critically some wider implications of the use of digital technology, such as the ready availability of smartphones and connectivity; creating and distributing digital content; designing and developing apps.
Sims Statement **6.02 E-safety** **Recognise acceptable/unacceptable behaviour.**		The child can discuss the consequences of particular behaviours when using digital technology. The child can discuss the likely or possible consequences of particular behaviours when using digital technology in a range of contexts. Contexts could include smartphone or tablet use; the use of online project management tools; online surveys and recording of interviews; creating and sharing digital content.	The child can identify principles underpinning acceptable use of digital technologies. The child can identify some principles underpinning acceptable behaviour when using technologies in a range of contexts. Contexts could include smartphone or tablet use; the use of online project management tools; online surveys and recording of interviews; creating and sharing digital content.	The child can consider questions of ethics and morality in relation to digital technology. The child can consider some of the ethical or moral questions raised by the use of digital technology in a range of contexts. Contexts could include smartphone or tablet use; the use of online project management tools; online surveys and recording of interviews; creating and sharing digital content.
Sims Statement **6.03 E-safety**		Know how to report concerns and inappropriate behaviour in a range of contexts. Pupils should know how to report inappropriate behaviour when using technology in school:	Know a range of ways to report concerns and inappropriate behaviour in a variety of contexts. Pupils should know how to report inappropriate behaviour when using technology in school: preferably this	Consider how they would determine the best way to address particular concerns or inappropriate behaviour. Pupils should think about how they would determine the best way to address particular concerns or inappropriate

Know a range of ways to report concerns and inappropriate behaviour	securely **working towards** at present.	preferably this will be to their teacher, the network manager or another trusted adult. They should know how to report any concerns over, or inappropriate behaviour with, digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or to the police.	will be to their teacher, the network manager or another trusted adult. They should know how to report any concerns over, or inappropriate behaviour with, digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or the police. Pupils should know that illegal content or activities can be reported to CEOP or the police.	behaviour. They should take into account whether their concerns, or the behaviour, relates to home or to school, whether the person is another pupil, an adult they know or someone else, whether it might be illegal, how serious it is and whether others are likely to be affected.
Sims Statement **6.04 E-safety** **Be discerning in evaluating digital content.**		The child can decide whether digital content is reliable and unbiased. The child can discuss whether particular content (such as advertising copy and product reviews) is reliable, and whether it has been written from a neutral point of view. They should be able to spot some examples of bias in digital content.	The child can form an opinion about the effectiveness of digital content. Taking into account the intended audience and purpose of the content, the child can form a judgement as to, and provide reasons for, the extent to which they consider digital content to be effective. The content might be an app, media resources or marketing materials.	The child can consider principles they can use to evaluate digital content. The child should identify some principles they could use to evaluate digital content, such as absence of bias, effective design, acknowledgement of sources, agreement with other sources, the reputation of the author, any indication that it has been checked or reviewed, absence of errors or logical inconsistencies.
Sims Statement **6.05 E-safety** **Understand the opportunities networks offer for communication and collaboration.**		The child can use online tools to plan a collaborative project. The child can make use of an online tool to plan a collaborative project (such as developing an app).	The child can use online tools to plan and carry out a collaborative project. The child can make use of an online tool to plan and carry out a collaborative project (such as developing an app).	The child can use online tools to plan, carry out and evaluate a collaborative project. The child can make use of an online tool to plan, carry out and then evaluate a collaborative project (such as developing an app).

Computing and Digital Literacy				
Sims Statement **6.01 Computing and digital literacy** **Select, use and combine a variety of software (including internet services) on a range of digital devices.**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can use and combine a range of **programs** on multiple devices. The child can use multiple **digital devices** (such as tablets and laptops or digital cameras and laptops) to achieve particular goals. The devices might include web **servers,** allowing them to use cloud-based applications.	The child can select, use and combine a range of **programs** on multiple devices. The child can choose for themselves from a range of available **programs** on laptops, tablets or cloud-based services to achieve particular goals. E.g. They might choose which image editors and presentation **software** to use when making a presentation; which image and audio editors to use when creating media content for an app; which DTP, video editor and website tools to use when developing marking materials for an app.	The child can show some understanding of the differences between, and relative merits of, different applications, **operating systems** and **hardware**. The child can discuss the differences between smartphones, tablets, laptops and **servers**. They should be able to compare and contrast different applications (e.g. Word and Google Docs). They should be able to compare and contrast **operating systems** they have used (e.g. Windows and iOS or Android).
Sims Statement **6.02 Computing and digital literacy** **Design and create a range of programs, systems and content that accomplish given goals.**		The child can create systems in response to a given goal. The child can plan and design a system with multiple, interrelated components with a given goal in mind.	The child can design and create systems in response to a given goal. The child can plan, design and implement a system with multiple, interrelated components with a given goal in mind.	The child can design and create systems in response to a given goal, paying attention to the needs of a known audience. The child can plan, design and implement a system with multiple, interrelated components with a given goal and a known audience in mind.
Sims Statement **6.03 Computing and digital literacy** **Design, write and debug programs that accomplish specific goals.**		The child can design and write a **program** based on their own ideas. The child can design a **program** of their own and write this in a programming language other than Swift and be aware of errors in their **program**. The **program** need not be complex - a simple app would suffice.	The child can design, write and **debug** a **program** based on their own idea The child can design a program of their own and write this in a programming language other than Swift. The second language does not need to be text based, but HTML or Python could be used.	the child can design, write and **debug** a **program** based on their own ideas, using iterative development to make improvements. The child can design a program of their own and write this in a programming language other than Swift. The second language does not need to be text based, but Logo or Python could be used. The child can test and **debug** their code, explain what bugs they found and how

				they fixed these. The child can review their code, decide for themselves how this might be extended or improved, and then implement, test and **debug** these modifications. At this level, expect the child to be able to develop relatively complex apps with a degree of independence.
Sims Statement **6.04 Computing and digital literacy** **Understand computer networks including the internet.**		The child can understand that computer **networks** transmit information. The child can understand that information of many different sorts can be transmitted through computer **networks** including the internet. The child will understand that this is (generally) fast and reliable.	The child can understand that computer **networks** transmit information in a digital (binary) format. The child can explain that any information has to be converted to numbers before it can travel through computer **networks**. The child should understand that this conversion happens according to an agreed system or code.	The child can understand some ways in which information can be converted into a binary code. The child can explain that any information has to be converted to numbers before it can travel through computer **networks**; these numbers are represented as binary (on/off or high/low) signals. The child should understand that this conversion happens according to an agreed system or code, and that a number of different systems are, or have been, used, e.g. Morse and **unicode** for text, bitmaps for images, **pulse code modulation (PCM)** encoding of audio.
Coding				
Sims Statement **6.01 Coding** **Solve problems by decomposing them into smaller parts**.	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can plan a solution to a problem using decomposition. The child can take a complex problem, identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified.	The child can solve problems using decomposition, tackling each part separately. The child can take a complex problem, identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified, they can then use their plan to solve the original problem.	The child can apply decomposition to help understand complex systems. The child can apply the principle of decomposition to help them to understand how complex systems operate.

Sims Statement **6.02 Coding** **Use sequence, selection and repetition in programs; work with variables**		The child can use sequence, selection and repetition in programs. The child's program should include sequences of commands or blocks, some repetition and selection.	The child can use sequence, selection, repetition and variables in programs. The child's program should include sequences of commands or blocks, repetition, selection and variables.	The child can use sequence, selection, repetition, variables and procedures in programs The child's program should include sequences of commands or blocks, repetition, selection and variables and user defined procedures.
Sims Statement **6.03Coding** **Use logical reasoning to explain how some simple algorithms work.**		The child can explain an **algorithm** using **sequence, repetition** and **selection** in their own words. Given an **algorithm** using **sequence, repetition** and **selection**, the child can give a coherent, logically reasoned explanation of what it does and how it works. **Repetition** is likely to be using end conditions (e.g. repeat...until...), and **selection** is likely to be simply if...then. **Algorithms** used in familiar smartphone apps would be good examples	The child can give clear and precise logical explanations of a number of **algorithms**. Given an **algorithm**, the child can describe what it does and, using logical reasoning, give precise explanations of how it works. **Algorithms** could be linked to programming projects but might include a key **algorithm** such as binary search.	The child can use logical reasoning to explain how more complex **algorithms** work. Given an **algorithm**, the child should be able to describe what it does and, using logical reasoning, give precise explanations of how it works. **Algorithms** could be linked to programming projects, but might include key **algorithms** such as binary search, bubble sort or finding highest common factors.
Sims Statement **6.04 Coding** **Use logical reasoning to detect and correct errors in algorithms and programs**.		The child can use logical reasoning to detect errors in **algorithms**. When given an **algorithm** for a particular purpose, e.g. a rule-based **algorithm** for a smartphone app, the child can use logical reasoning to identify possible errors in the **algorithm**, explaining why they believe the **algorithm** is incorrect.	The child can use logical reasoning to detect and correct errors in **algorithms** (and **programs**). When given an **algorithm** for a particular purpose, e.g. a rule-based **algorithm** for a smartphone app, the child can use logical reasoning to identify possible errors in the **algorithm**, explaining why they believe the **algorithm** is incorrect. The child can use logical reasoning to suggest possible corrections to the **algorithm**,	The child can suggest ways in which the efficiency of **algorithms** and **programs** can be improved. The child can consider alternative algorithms for particular problems, using logical reasoning to compare these for efficiency. Examples might include linear and binary search.

			explaining why these would correct the bug they identified.	

Computing-Planning and Assessment from the National Curriculum Year 5				
Emerging towards -1	Working towards - 2	Meeting - 3	Exceeding - 4	The 4 divisions within each statement is an indication for depth of understanding and not the number of times observed. For a statement to be achieved it should be observed across a range of different areas of learning.
Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds.	A child is beginning to demonstrate understanding key concepts but may still need support and guidance. These pupils are working towards expectations.	These children are securely working at age related expectations.	Children are able to make informed decisions and responses using the skills and knowledge in a secure way.	

For statements to be completely embedded, they should be demonstrated in a range on subject areas if applicable

E-Safety	Computing and Digital Literacy	Coding
✓ Use technology safely, respectfully and responsibly. ✓ Recognise acceptable/unacceptable behaviour. ✓ Know a range of ways to report concerns and inappropriate behaviour. ✓ Be discerning in evaluating digital content**.**	✓ Select, use and combine a variety of software (including internet services) on a range of digital devices ✓ Collecting, analysing, evaluating and presenting data and information. ✓ Collecting, analysing, evaluating and presenting data and information - spreadsheets **App specific Learning – part of Digital Literacy** ✓ To use still images to produce an animation ✓ To combine individual frames to perceive movement ✓ To create custom-made creative animations	✓ Use logical reasoning to detect and correct errors in algorithms and programs. ✓ Use sequence, selection, and repetition in programs; work with variables ✓ Use logical reasoning to explain how some simple algorithms work ✓ Design, write and debug programs that accomplish specific goals ✓ Solve problems by decomposing them into smaller parts.

Curriculum Area Computing Y5	What to look for guidance (Emerging towards 1)	What to look for guidance (Working towards 2)	What to look for guidance (Expected 3)	What to look for guidance (Exceeding 4)

E-safety				
Sims Statement **5.01 E-safety** **Use technology safely, respectfully and responsibly.**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can demonstrate that they can act responsibly when using computers. The child can act responsibly when using computers. E.g. They appreciate the importance of using **encryption** to keep information private and the need for strong passwords to protect their identity. They should act responsibly when creating web pages or writing blog posts.	The child can demonstrate that they can act responsibly when using the internet. The child can act responsibly when using the internet. E.g. They should act responsibly when participating in an online community, such as the Scratch community, if permitted to do so. They should demonstrate that they understand the importance of **encrypted** (**HTTPS**) connections when browsing the **web** and of using strong passwords to protect their identity online. They should act responsibly when creating, editing or commenting on web pages or blog posts.	The child can show that they can think through the consequences of their actions when using digital technology. The child can discuss likely and potential consequences of their actions when using digital technology in a range of contexts. Contexts might include participation in online communities, such as the Scratch community, if they are permitted to do so; the use (or non-use) of **encryption**, of using weak passwords or sharing their passwords with others; of creating particular content for a class website or blog.
Sims Statement **5.02 E-safety** **Recognise acceptable/unacceptable behaviour.**		The child can understand the difference between acceptable and unacceptable behaviour when using digital technology. The child can discuss the difference between acceptable and unacceptable behaviour when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; using cryptography and passwords;	The child can discuss the consequences of particular behaviours when using digital technology. The child can discuss the likely or possible consequences of particular behaviours when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; using cryptography and passwords;	The child can identify principles underpinning acceptable use of digital technologies. The child can identify some principles underpinning acceptable behaviour when using technologies in a range of contexts. Contexts could include the Scratch website, or other online communities; using cryptography and passwords; creating websites or writing blog posts.

		creating websites or writing blog posts.	creating websites or writing blog posts.	
Sims Statement **5.03 E-safety** **Know a range of ways to report concerns and inappropriate behaviour.**		Know who to talk to about concerns and inappropriate behaviour at home or in school. Pupils should know to report inappropriate behaviour when using technology in school to their teacher or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school. They should also know that any concerns over, inappropriate behaviour or cyber bullying at home can be discussed with their parents, with you or with another trusted adult.	Know how to report concerns and inappropriate behaviour in a range of contexts. Pupils should know how to report inappropriate behaviour when using technology in school: preferably this will be to their teacher or another trusted adult. They should know how to report any concerns over inappropriate behaviour, such as cyber bullying with digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or to the police.	Know a range of ways to report concerns and inappropriate behaviour in a variety of contexts. Pupils should know how to report inappropriate behaviour when using technology in school: typically, this will be to their teacher or another trusted adult. They should know how to report any concerns over inappropriate behaviour or cyber bullying with digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or the police. Pupils should know that illegal content or activities can be reported to the police.

Sims Statement **5.04 E-safety** **Be discerning in evaluating digital content.**		The child can decide whether digital content is relevant for a given purpose or question. The child can form a judgement about whether digital content, such as sound and graphics for a game or media for a web page or 3D model, is appropriate for finding out the answer to a question they have or for a given purpose.	The child can decide whether digital content is reliable and unbiased. The child can discuss whether particular content (such as a web page, other children's pages or blog posts) is reliable and whether it has been written from a neutral point of view. They should be able to spot some examples of bias in digital content.	The child can form an opinion about the effectiveness of digital content. Taking into account the intended audience and purpose of the content, the child should be able to form a judgement, and provide reasons, for the extent to which they consider digital content to be effective. Content could be a game or media, their own or their peers' artwork, their own or classmates' pages or posts or a 3D model.
Computing and Digital Literacy				
Sims Statement **5.01 computing and Digital Literacy** **Select, use and combine a variety of software (including internet services) on a range of digital devices**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can use and combine a range of **programs** on a computer. The child can use multiple **programs** on laptop or tablet computers to achieve particular goals. E.g. They might use an audio editor or image editor to develop media content for a computer game; use image or video editing **software** to develop media content for a web page or blog; use image-editing **software** to develop images to use in 3D design **software**.	The child can use and combine a range of **programs** on multiple devices. The child can use multiple **digital devices** (such as tablets and laptops or digital cameras and laptops) to achieve particular goals. The devices might include web **servers,** allowing them to use cloud-based applications. E.g. They might use local media in conjunction with a cloud-based programming **platform**, such as Scratch; digital cameras and video cameras to capture content to use on an externally hosted website or blog; a digital camera to take photos they could import into design **software** on a laptop.	The child can select, use and combine a range of **programs** on multiple devices. The child can choose for themselves from a range of available **programs** on laptops, tablets or cloud-based services to achieve particular goals. E.g. They might select and use an audio editor or image editor to develop media content for a computer game; use their own choice of image or video editing **software** to develop media content for a web page or blog; use their own choice of image-editing **software** to develop images to use in their own work. The child should be able to use multiple **digital devices** (such as tablets and laptops or digital cameras and laptops) to meet their given goals.

Sims Statement **5.02 Computing and Digital Literacy** **Collecting, analysing, evaluating and presenting data and information.** **App specific**		The child can evaluate information. Working with text, audio, images or video, the child can evaluate the quality of the information, perhaps looking for bias or questioning assumptions that have been made or considering the effectiveness of its presentation. E.g. They could work with still and creative animations, evaluating its quality, or they could provide constructive critical feedback to peers on the quality of their work in design projects.	The child can analyse and evaluate information. Working with text, audio, images or video, the child can analyse information, perhaps summarising this. They should evaluate the quality of the information, looking for bias or questioning assumptions that have been made. E.g. They could work with still and creative animations evaluating its quality and providing a clear and coherent summary.	The child can analyse and evaluate information from multiple sources. Working with text, audio, images or video, the child can analyse information, perhaps summarising this or looking for common features or exceptions. They should evaluate the quality of the information, looking for bias or questioning assumptions that have been made. E.g. They could work with a number of sources of still and creative animations, evaluating their quality and providing a clear and coherent summary.
Sims Statement **5.03 Computing and Digital Literacy** **Collecting, analysing, evaluating and presenting data and information - spreadsheets**		The child can collect **data**. The child can use computers to collect numerical **data in a spreadsheet** with appropriate support, if necessary. They are starting to be confident in using the different functions and identify key elements of a spreadsheet.	The child can collect and present **data.** The child can use computers to collect numerical **data in a spreadsheet** and present this to an audience. They are confident in using the different functions and identify key elements of a spreadsheet.	The child can collect, analyse and present **data** The child can use computers to collect numerical **data**, analyse this (typically in a spreadsheet) and present this to an audience. They should do this with a degree of independence.
App Specific learning – part of digital literacy				
✓ To use still images to produce an animation ✓ To combine individual frames to perceive movement				

✓ To create custom-made creative animations				
Coding				
Sims Statement **5.01 Coding** **Use logical reasoning to detect and correct errors in algorithms and programs.**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can spot errors in **algorithms**. When given an **algorithm** for a particular purpose, e.g. a rule-based **algorithm** for a computer game or a **sequence** of steps to draw a geometric pattern, the child can identify possible errors in their **algorithm**.	The child can use logical reasoning to detect errors in **algorithms**. When given an **algorithm** for a particular purpose, e.g. a rule-based **algorithm** for a computer game or a **sequence** of steps to draw a geometric pattern, the child can use logical reasoning to identify possible errors in the **algorithm**, explaining why they believe the **algorithm** is incorrect.	The child can use logical reasoning to detect and correct errors in **algorithms**. When given an **algorithm** for a particular purpose, e.g. a rule-based **algorithm** for a computer game or a **sequence** of steps to draw a geometric pattern, the child can use logical reasoning to identify possible errors in the **algorithm**, explaining why they believe the **algorithm** is incorrect. The child can use logical reasoning to suggest possible corrections to the **algorithm**, explaining why these would correct the bug they identified.
Sims Statement **5.02 Coding** **Use sequence, selection, and repetition in programs; work with variables.**		The child can use **sequence** and **repetition** in **programs**. The child's **program,** typically written in Swift Playgrounds, or similar, should include **sequences** of **commands** or **blocks** and some **repetition**. **Repetition** would typically be for a fixed number of times but might also include exit conditions (e.g. repeat...until...).	The child can use **sequence, selection** and **repetition** in **programs**. The child's program, typically written in Swift Playgrounds, or similar, should include **sequences** of **commands** or **blocks,** some **repetition** and **selection. Repetition** might include exit conditions (e.g. repeat...until...). Selection would normally be of an if...then or if...then...else type. At this level, expect the child to be able to combine **repetition** with **selection**.	The child can use **sequence, selection, repetition and variables** in **programs**. The child's program, typically written in Swift Playgrounds, or similar, should include **sequences** of **commands** or **blocks**, **repetition**, **selection** and **variables**. **Repetition** might include exit conditions (e.g. repeat...until...) and perhaps a counter-variable for **iteration**. **Selection** would normally be of an if...then or if...then...else type. At this level, expect the child to be able to combine **repetition** with **selection** and **variables**

Sims Statement **5.03 Coding** **Use logical reasoning to explain how some simple algorithms work.**		The child can predict the outcomes of a rule-based **algorithm**. When provided with rule-based **algorithms** (e.g. for a computer game) the child should be able to predict what would happen under a range of circumstances.	The child can explain a rule-based **algorithm** in their own words. When provided with a rule-based **algorithm** (e.g. for a computer game), the child should be able to explain what it does and how it works, in their own words.	The child can give a clear and precise explanation of a rule-based **algorithm**. When provided with a rule-based **algorithm** (e.g. for a computer game), the child should draw on logical reasoning to give a clear and precise explanation of what it does and how it works.
Sims Statement **5.04 Coding** **Design, write and debug programs that accomplish specific goals**		The child can design and write a **program** using code **language** based on their own ideas. The child can design a **program** of their own and write this in a **coding** language such as Swift Playgrounds or Tynker. The **program** need not be complex, but it should be accomplished with a degree of independent working.	The child can design, write and **debug** a **program** using code **language** based on their own ideas. The child can design a **program** of their own and write this in a **coding** language such as Swift Playgrounds or Tynker. The child can test and **debug** their code, explain what bugs they found and how they fixed them. The **program** need not be complex, but it should be accomplished with a degree of independent working.	The child can design, write and **debug** a **program** using coding **language** based on their own ideas; the child can use iterative development to make improvements. The child can design a **program** of their own and write this in a **coding** language such as Swift. The child can test and **debug** their code, explain what bugs they found and how they fixed them. The child can then review their code, decide for themselves how this might be extended or improved, and then implement, test and **debug** these modifications. The **program** should be accomplished with a degree of independent working.
Sims Statement **5.05 Coding** **Solve problems by decomposing them into smaller parts.**		The child can identify component parts of a problem. When given a complex problem or project, the child can identify the component parts of the problem or project and explain how they might tackle these in order to solve the original problem or	The child can plan a solution to a problem using decomposition. The child can take a complex problem, identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working	The child can solve problems using decomposition, tackling each part separately. The child can take a complex problem, identify component parts, use decomposition to break this problem down and then plan how they can solve the problem by working through the elements they have identified. They can then use their plan to

		complete the given project. Projects might include designing a computer game.	through the elements they have identified. Projects could include developing a computer game.	solve the original problem. Projects could include developing a computer game.

Computing -Planning and Assessment from the National Curriculum Year 4				
Emerging towards -1	Working towards - 2	Meeting - 3	Exceeding - 4	The 4 divisions within each statement is an indication for depth of understanding and not the number of times observed. For a statement to be achieved it should be observed across a range of different areas of learning.
Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds.	A child is beginning to demonstrate understanding key concepts but may still need support and guidance. These pupils are working towards expectations.	These children are securely working at age related expectations.	Children are able to make informed decisions and responses using the skills and knowledge in a secure way.	

For statements to be completely embedded, they should be demonstrated in a range on subject areas if applicable

E-Safety	Computing and Digital Literacy	Coding
✓ Use technology safely, respectfully and responsibly. ✓ Recognise acceptable/unacceptable behaviour. ✓ Know a range of ways to report concerns and inappropriate behaviour. ✓ Be discerning in evaluating digital content	✓ Select, use and combine a variety of software (including internet services) on a range of digital devices. ✓ Design and create a range of programs, systems and content that accomplish given goals. ✓ Collecting, analysing, evaluating and presenting data and information ✓ Use search technologies effectively ✓ Appreciate how search results are selected and ranked	✓ Design, write and debug programs that accomplish specific goals. ✓ Solve problems by decomposing them into smaller parts. ✓ Use sequence, selection and repetition in programs; work with variables. ✓ Work with various forms of input and output. ✓ Use logical reasoning to explain how some simple algorithms work ✓ Use logical reasoning to detect and correct errors in algorithms and programs. ✓
	App specific learning – part of Digital Literacy	
	✓ To create a word document and edit the font ✓ To open and edit a word document ✓ To create and reopen a presentation and edit font ✓ To create layers on top of each other. ✓ To understand images can be changed or enhanced ✓ To understand the smart select and crop function.	

Curriculum Area	What to look for guidance	What to look for guidance	What to look for guidance	What to look for guidance

Computing Y4	(Emerging towards 1)	(Working towards 2)	(Expected 3)	(Exceeding 4)
E-Safety				
Sims Statement **4.01 E-safety** **Use technology safely, respectfully and responsibly.**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can use digital technology safely and show respect for others when working online. The child should know that they need to keep themselves safe when using digital technology. E.g. They should be respectful to others in online communities. They should show respect when creating or remixing web pages.	The child can demonstrate that they can act responsibly when using computers. The child can act responsibly when using computers. E.g. They should act responsibly when developing computer games or prototype products. They should behave responsibly when using sampled music or creating a composition. They should show responsibility when creating or remixing online content, including observing copyright and any terms and conditions.	The child can demonstrate that they can act responsibly when using the internet. The child can act responsibly when using the internet. E.g. They should act responsibly in participating in an online community. They should show responsibility when creating or remixing online content, including observing copyright and any terms and conditions.
Sims Statement **4.02 E-safety** **Recognise acceptable/unacceptable behaviour.**		The child can recognise unacceptable behaviour when using digital technology. The child can identify what would be unacceptable or inappropriate behaviour when using digital technology in a range of contexts. E.g. They should know what would be unacceptable when using online communities, such as the Scratch website. They should recognise that copyright and the terms and conditions of web-based services should be respected.	The child can understand the difference between acceptable and unacceptable behaviours when using digital technology. The child can discuss the difference between acceptable and unacceptable behaviours when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; the use of others' original content, such as music samples or web pages; wikis, including Wikipedia	The child can discuss the consequences of particular behaviours when using digital technology. The child can discuss the likely or possible consequences of particular behaviours when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; the use of others' original content, such as music samples or web pages; wikis, including Wikipedia.

Sims Statement **4.03 E-safety** **Know a range of ways to report concerns and inappropriate behaviour.**		Know who to talk to about concerns and inappropriate behaviour in school. Pupils should know to report inappropriate behaviour when using technology in school to their teacher, the **IT lead** or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school. They know if they have any concerns from home need to be discussed with parents or teachers.	Know who to talk to about concerns and inappropriate behaviour at home or in school. Pupils should know to report inappropriate behaviour when using technology in school to their teacher, the **IT lead** or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school. They should also know that any concerns over, or inappropriate behaviour with, digital technology at home can be discussed with their parents, with you or with another trusted adult.	Know how to report concerns and inappropriate behaviour in a range of contexts. Pupils should know how to report inappropriate behaviour when using technology in school: typically this will be to their teacher, the **IT lead** or another trusted adult. They should know how to report any concerns over, or inappropriate behaviour with, digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or to the police.
Sims Statement **4.04 E-safety** **Be discerning in evaluating digital content**		The child can decide whether a web page is relevant for a given purpose or question. The child can form a judgement about whether a web page, such as a Wikipedia article, is appropriate for finding out the answer to a question they have or for a given purpose.	The child can decide whether digital content is relevant for a given purpose or question. The child can form a judgement about whether a web page, such as a Wikipedia article, or other digital content is appropriate for finding out the answer to a question they have or for a given purpose	The child can decide whether digital content is reliable and unbiased The child can discuss whether particular content, such as a Wikipedia article or a page in a class wiki, is reliable and whether it has been written from a neutral point of view. They should be able to spot some examples of bias in digital content.

Computing and Digital Literacy				
Sims Statement **4.01 Computing and Digital Literacy** **Select, use and combine a variety of software (including internet services) on a range of digital devices.** **App specific**		The child can use a range of **programs** on a computer. The child can use a range of **software** on laptop or tablet computers, possibly with some support as appropriate. **Software** might include, web browsers and presentation **software**.	The child can use and combine a range of **programs** on a computer The child can use multiple **programs** on laptop or tablet computers to achieve particular goals. E.g. They might record audio and then use this as samples in a composition, analyse **data** in a spreadsheet and then create a presentation to show the results of their analysis.	The child can use and combine a range of **programs** on multiple devices. The child can use multiple **digital devices** (such as tablets and laptops or digital cameras) to achieve particular goals. The devices might include web **servers,** allowing them to use cloud- based applications. E.g. They might use portable audio recorders to collect audio samples and then laptop-based sequencing **software** to use these in their own composition; a laptop text editor and a web **server** to create and host a web page; a digital weather station and a laptop spreadsheet **program** to collect and record weather **data**.
Sims Statement **4.02 Computing and Digital Literacy** **Design and create a range of programs, systems and content that accomplish given goals.** **App specific**		The child can design and create content on a computer. The child can plan and execute a project in which they use **software** on a laptop or tablet to create digital content, with appropriate support if necessary. E.g. They could plan, research and develop a topic, plan how they could contribute to a shared collaboration and then do so; plan and create a presentation about the weather.	The child can design and create content on a computer in response to a given goal. With a given goal, the child can plan and execute a project in which they use **software** on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan, research and develop a topic. plan how they could contribute to a shared collaboration and then do so; plan and create a presentation about	The child can design and create content on a computer in response to a given goal, paying attention to the needs of a known audience. With a given goal and a known audience in mind, the child can plan and execute a project in which they use **software** on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan, research and develop a topic, plan how they could contribute to a shared

			the weather. They should evaluate how effectively they have met the requirements of the original goal.	collaboration and then do so. They should evaluate how effectively they have met the requirements of the original goal and the needs of the intended audience.
Sims Statement **4.03 Computing and Digital Literacy** **Collecting, analysing, evaluating and presenting data and information**		The child can collect **data**. The child can use computers to collect numerical **data** with appropriate support, if necessary. E.g. They could collect and present **data** about the weather over a period of time.	The child can collect and present **data.** The child can use computers to collect numerical **data** and present this to an audience. E.g. They could collect and present **data** about the weather over a period of time. They should be able to do this with a degree of independence.	The child can collect, analyse and present **data** The child can use computers to collect numerical **data**, analyse this (typically in a spreadsheet) and present this to an audience. E.g. They could collect, analyse and present **data** about the weather over a period of time. They should be able to do this with a degree of independence.
Sims Statement **4.04 Computing and Digital Literacy** **Use search technologies effectively**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can search for information within a single site. The child can use browser- and site-specific tools to locate particular information on a web page or within a website.	The child can use a standard search engine to find information. The child can use a common search engine (such as Google with **safe search mode** locked in place) effectively, to search for particular information on the **web**, such as answers to questions they identify in a research project.	The child can use filters to make more effective use of a standard search engine. The child can use a common search engine (such as Google with **safe search mode** locked in place) effectively, to search for particular information on the **web**, such as answers to questions they identify in a research project. They should use built-in search tools to filter their results, such as by time, location or reading level.
Sims Statement **4.05 Computing and Digital Literacy**		The child can understand that search engines select pages according to keywords found in the content. When using search engines, the child should demonstrate their	The child can understand that search engines rank pages according to relevance. The child can demonstrate their understanding that search engine results are ranked according to	The child can understand that search engines use a **cached** copy of the crawled **web** to select and rank results. The child can explain how a search engine creates an index from a

Appreciate how search results are selected and ranked		understanding that the pages shown include the keywords they have specified. The child can use this knowledge by thinking of good keywords appropriate for what they're searching.	relevance, and that normally the top results on the first page are likely to be those most relevant to their query. If the child is unable to find good results on the first page, expect them to reconsider their keywords rather than looking at further pages of results.	cached copy of the web and uses this to select and rank results. The child might also show an awareness of the page rank algorithm in which results are ordered and ranked according to the number and quality of inbound links.
App Specific learning – part of digital literacy				
✓ To create a word document and edit the font ✓ To open and edit a word document ✓ To create and reopen a presentation and edit font ✓ To create layers on top of each other. ✓ To understand images can be changed or enhanced ✓ To understand the smart select and crop function				
Coding				
Sims Statement **4.01 Coding** **Design, write and debug programs that accomplish specific goals.**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can design and implement some elements of a **program** using a **block language** to a given brief, including simple interaction. The child can plan and partially implement a **program** in Tynker (or similar) in which the user has to provide some **input,** perhaps as an	The child can design and write a **program** using a **block language** to a given brief, including simple interaction. The child can write a **program** in Tynker (or similar) in which the user has to provide some **input**, perhaps as an answer to a question on screen, or by using key	The child can design, write and **debug** a **program** using a **block language** to a given brief, including simple interaction. The child can write a **program** in Tynker (or similar) in which the user has to provide some **input**, perhaps as an answer to a question on screen, or by using key

		answer to a question on screen, or by using key presses or the mouse.	presses or the mouse. The **program** could be a simple game or a set of questions and typed responses	presses or the mouse. The child can **debug** their code thoroughly, explain what bugs they found and what they needed to do to correct these.
Sims Statement **4.02 Coding** **Solve problems by decomposing them into smaller parts.**		The child can identify different ways to tackle a project. Given a particular project, the child can scope a number of alternative approaches to tackling it.	The child can work with others to plan a project. Given a particular project, the child can work as part of a team to plan how to accomplish their goal, breaking the project down into a set of tasks. Examples of projects could include creating an educational game or monitoring the weather.	The child can work collaboratively to complete a project according to an agreed plan. Given a particular project, the child can work as part of a team to plan how to accomplish their goal, breaking the project down into a set of tasks. They should use this plan to accomplish their project as a team. Examples of projects could include creating an educational game or monitoring the weather.
Sims Statement **4.03 Coding** **Use sequence, selection and repetition in programs; work with variables.**		The child can use **sequence** in **programs**. In on-screen programming, the child's program should include a **sequence** of **commands** or **blocks** in an appropriate order. A typical program could be a simple **scripted** animation, a turtle graphic or a musical composition.	The child can use **sequence** and **repetition** in **programs**. The child's program, typically written in Scratch, or similar, should include **sequences** of **commands** or **blocks** and some **repetition. Repetition** would typically be for a fixed number of times but might also include exit conditions (e.g. repeat...until...). **Programs** might include turtle graphics, simple music or a simple game.	The child can use **sequence, selection** and **repetition** in **programs**. The child's program, typically written in Scratch, or similar, should include **sequences** of **commands** or **blocks**, some **repetition** and **selection**. **Repetition** might include exit conditions (e.g. repeat...until...). **Selection** would normally be of an if...then type. At this level, expect the child to be able to combine **repetition** with **selection**. **Programs** might include a simple game and an on- screen **simulation** or prototype.

Sims Statement **4.04 Coding** **Work with various forms of input and output.**		The child can write a **program** to produce **output** on screen. The child can write a **program** in which **sprites** move on screen and/or text is displayed on screen.	The child can write a **program** that accepts keyboard **input** and produces on-screen **output**. In Tynker (or similar), the child can write a **program** that displays a question, accepts typed **input** and responds in an appropriate way to what is typed. This might be used as the basis for a dialogue **program** or a simple maths game.	The child can write a **program** that accepts keyboard or other **input** and produces **output** on screen and through speakers. In Tynker (or similar), the child could write a **program** that displays a question on screen or reads a question aloud, accepts a typed answer and then shows appropriate **output** on screen and plays an appropriate effect through the speakers. Alternatively, or additionally, the child could create a simple computer game, using the keyboard or mouse for **input** and the screen and speakers for **output**.
Sims Statement **4.05 Coding** **Use logical reasoning to explain how some simple algorithms work**		The child can explain a simple, sequenced based algorithm in their own words. Given an algorithm and a sequence of steps, the child can give a coherent, logically reasoned explanation of what it does and how it works. The **algorithm** could be linked to an animation or music.	The child can explain an **algorithm** using **sequence** and **repetition** in their own words. Given an **algorithm** using both **sequence** and **repetition,** the child can give a coherent, logically reasoned explanation of what it does and how it works. **Repetition** is likely to be 'forever' or for a set number of times, although end conditions (e.g. repeat...until...) could be used.	The child can explain an **algorithm** using **sequence**, **repetition** and **selection** in their own words Given an **algorithm** using **sequence**, **repetition** and **selection**, the child can give a coherent, logically reasoned explanation of what it does and how it works. **Repetition** is likely to be using end conditions (e.g. repeat...until...), and **selection** is likely to be simply if...then. The **algorithm** for a simple, multi-question arithmetic test might be a good example.
Sims Statement **4.06 Coding**		The child can use logical reasoning to detect errors in **programs**. The child can give well-thought-through reasons for errors they find	The child can use logical reasoning to detect and correct errors in programs.	The child can give reasons for errors in **programs** and explain how they have corrected these.

Use logical reasoning to detect and correct errors in algorithms and programs.		in **programs**. Typically, the child can find errors by reasoning logically about the **program** code, but they might also be able to use logical reasoning to identify errors in **programs** when they are executed. The **programs** do not have to be written originally by the child.	The child can give well-thought-through reasons for errors they find in **programs** and explain how they have fixed these. The child can find and correct errors by reasoning logically about the **program** code; they might also be able to use logical reasoning to identify errors in **programs** when executed and confirm that they have fixed these by testing the new version of their **program**. The programs do not have to be written originally by the child.	The child can give well-thought-through reasons for errors they find in **programs** and can explain, again using clear and logical reasoning, how they have fixed these. The child can find and correct errors by reasoning about the **program** code without having to run the **program**.

Computing -Planning and Assessment from the National Curriculum Year 3				
Emerging towards -1	Working towards - 2	Meeting - 3	Exceeding - 4	The 4 divisions within each statement is an indication for depth of understanding and not the number of times observed. For a statement to be achieved it should be observed across a range of different areas of learning.
Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds.	A child is beginning to demonstrate understanding key concepts but may still need support and guidance. These pupils are working towards expectations.	These children are securely working at age related expectations.	Children are able to make informed decisions and responses using the skills and knowledge in a secure way.	
For statements to be completely embedded, they should be demonstrated in a range on subject areas if applicable				
E-Safety		**Computing and Digital Literacy**		**Coding**

✓ Use technology safely, respectfully and responsibly ✓ Recognise acceptable/unacceptable behaviour. ✓ Know a range of ways to report concerns and inappropriate behaviour ✓ Be discerning in evaluating digital content.	✓ Understand the opportunities networks offer for communication and collaboration ✓ Use search technologies effectively. ✓ Appreciate how search results are selected and ranked. ✓ Select, use and combine a variety of software (including internet services) on a range of digital devices ✓ Design and create a range of programs, systems and content that accomplish given goals. ✓ Collecting, analysing, evaluating and presenting data and information ✓ Solve problems by decomposing them into smaller parts . **App specific learning – part of Digital Literacy** ✓ To be able to create, edit and save a Word document. ✓ To locate a previously saved document, edit and resave the document. ✓ To be able to create a short presentation to share with peers.	✓ Design, write and debug programs that accomplish specific goals ✓ Controlling or simulating physical systems. ✓ Use sequence, selection and repetition in programs; work with variables. ✓ Work with various forms of input and output ✓ Use logical reasoning to explain how some simple algorithms work. ✓ Use logical reasoning to detect and correct errors in algorithms and programs.

Curriculum Area Computing Y3	What to look for guidance (Emerging towards 1)	What to look for guidance (Working towards 2)	What to look for guidance (Expected 3)	What to look for guidance (Exceeding 4)
E-safety				
Sims Statement **3.01 E-safety** **Use technology safely, respectfully and responsibly**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can use digital technology safely. The child should know that they need to keep themselves safe when using digital technology. E.g. They should treat attachments and links in emails with caution.	The child can use digital technology safely and show respect for others when working online. The child should know that they need to keep themselves safe when using digital technology. E.g. They should show respect for others when filming and should not normally post videos online. If responding to online surveys, they should do so anonymously, thinking carefully about information they give out.	The child can demonstrate that they can act responsibly when using computers. The child can demonstrate that they act responsibly when using computers. E.g. They should contribute positively to online communities, if allowed to do so, observing the terms and conditions. They should take care when filming others and should not post videos of others online. They should treat links and attachments in emails with caution. If responding to online surveys, they should do so anonymously, thinking carefully about information they give out
Sims Statement **3.02 E-safety** **Recognise acceptable/unacceptable behaviour.**		The child can give examples of things that they should or should not do when using digital technology. The child can give some examples of things they should or should not do when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; using email;	The child can recognise unacceptable behaviour when using digital technology. The child can identify what would be unacceptable or inappropriate behaviour when using digital technology in a range of contexts. E.g. They should know what would be unacceptable when using online communities, such as the Scratch website, or	The child can understand the difference between acceptable and unacceptable behaviour when using digital technology. The child can discuss the difference between acceptable and unacceptable behaviour when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; using email; filming or sharing video; using online survey tools.

		filming or sharing video; using online survey tools.	when shooting or publishing video.	
Sims Statement **3.03 E-safety** **Know a range of ways to report concerns and inappropriate behaviour.**		Know who to talk to about inappropriate behaviour in school. Pupils should know to report inappropriate behaviour when using technology in school to their teacher or another trusted adult. They should also report any concerns at home to their parents or their teachers.	Know who to talk to about concerns and inappropriate behaviour in school. Pupils should know to report inappropriate behaviour when using technology in school to their teacher or another trusted adult, and that they can discuss any concerns they have about technology at home with their parents or teacher.	Know who to talk to about concerns and inappropriate behaviour at home or in school. Pupils should know to report inappropriate behaviour when using technology in school to their teacher or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school. They should also know that any concerns over inappropriate behaviour with digital technology at home can be discussed with their parents, with you or with another trusted adult. Pupils might also know that they can report inappropriate behaviour to those running websites, to ChildLine, to CEOP or to the police.
Sims Statement **3.04 E-safety** **Be discerning in evaluating digital content.**		The child can make choices about which web page they consider most useful. When given a list of web pages, the child can decide which they think will be most useful for their purpose or to answer a question they have.	The child can decide whether a web page is relevant for a given purpose or question. The child can form a judgement about whether a web page is appropriate for finding out the answer to a question they have or for a given purpose.	The child can decide whether digital content is relevant for a given purpose or question. The child can form a judgement about whether a web page or other digital content is appropriate for finding out the answer to a question they have or for a given purpose.

Computing and Digital Literacy				
Sims Statement **3.01 Computing and Digital Literacy** **Understand the opportunities networks offer for communication and collaboration**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can use email to communicate with a classmate. The child can email to communicate effectively with a classmate. This will typically be part of a whole-class activity	The child can use email and videoconferencing in class. When working as part of the class, the child can use email effectively and participate in a whole-class videoconference.	The child can use email and videoconferencing effectively for a given purpose. When working as part of the class and with a given purpose, the child can use email effectively and actively participate in a whole-class videoconference.
Sims Statement **3.02 Computing and Digital Literacy** **Use search technologies effectively.**		The child can search for information on a web page. The child can use skimming and scanning strategies, and their web browser's Find **command,** to find specific information on a web page.	The child can search for information within a single site. The child can use browser-specific tools (e.g. the Find **command)** and site-specific tools (such as the search tools for Wikipedia or YouTube) to locate particular information on a web page or within a website.	The child can use a standard search engine to find information. The child can use a common search engine (such as Google with **safe search mode** locked in place) effectively to search for particular information on the **web.**
Sims Statement **3.03 Computing and Digital Literacy** **Appreciate how search results are selected and ranked.**		The child can understand that search engines make it easier to find content online. The child can use at least one search engine to find appropriate online content. The child should consider how much harder it would be to find online content without a search engine	The child can understand that search engines select pages according to keywords found in the content. When using search engines, the child should demonstrate their understanding that the pages shown include the keywords they have specified. The child can use this knowledge by thinking of good	The child can understand that search engines rank pages according to relevance. The child can demonstrate their understanding that search engine results are ranked according to relevance, and that normally the top results on the first page are likely to be those most relevant to their query. If the child is unable to find good results on the first page, expect them to reconsider their keywords rather than looking at further pages of results

			keywords appropriate for what they are searching.	
Sims Statement **3.04 Computing and Digital Literacy** **Select, use and combine a variety of software (including internet services) on a range of digital devices** **APP Specific learning**		The child can use some simple **programs** on a computer. The child can use a range of **software** on laptop or tablet computers, with support when necessary. **Software** might include video editing, email clients and Apple and Microsoft office apps.	The child can use a range of **programs** on a computer. The child can use a range of **software** on laptop or tablet computers with some degree of independence. **Software** might include video editing, diagnostic tools, email clients and Apple and Microsoft office apps.	The child can use and combine a range of **programs** on a computer. The child can use multiple **programs** on laptop or tablet computers to achieve particular goals. E.g. They might create a presentation and then email this to a classmate; create a survey using a survey design application, analyse the results in a spreadsheet and then make a presentation about their findings.
Sims Statement **3.05 Computing and Digital Literacy** Design and create a range of programs, systems and content that accomplish given goals. **APP Specific learning**		The child can create content on a computer. The child can use **software** on a laptop or tablet to create digital content, with support if necessary. E.g. They could shoot a video, create a presentation on a given topic or create an online survey.	The child can design and create content on a computer. The child can plan and execute a project in which they use **software** on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and shoot a video, plan and create a presentation on a given topic or plan and then create an online survey.	The child can design and create content on a computer in response to a given goal. With a given goal, the child can plan and execute a project in which they use **software** on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and shoot a video, plan and create a presentation on a given topic or plan and then create an online survey. They should evaluate how effectively they have met the requirements of the original goal.
Sims Statement **3.06 Computing and Digital Literacy** **Solve problems by decomposing them into smaller parts**		The child can identify parts of a project -could be part of their topic work When working on a project, such as an animation, a video or a survey, the child can	The child can plan a project in their topic work Working with the teacher and, perhaps, other children, the child can develop an outline plan for a project in computing,	The child can work with others to complete a project in their topic work In working on a project, such as an animation, a video or a survey, the child can contribute effectively to a team to accomplish the main project outcomes. In

(could be part of topic work)		identify the different stages of the project and/or the resources they will need for their project. In video work, parts of a project might include identifying a subject; storyboarding the video; sourcing media; recording video; filming; editing; exporting.	involving multiple steps and resources, e.g. creating an animation, filming a video or conducting a survey. In video work, the plan might include identifying a subject; storyboarding the video; sourcing media; recording video; filming; editing; exporting	video work, the child could work with others to identify a subject; storyboard the video; source media; record video; film, edit and export.
Sims Statement **3.07 Computing and Digital Literacy** **Collecting, analysing, evaluating and presenting data and information** **APP Specific learning**		The child can collect information. The child can use computers to collect or access information. E.g. They could shoot a video, read an email or conduct an online survey. They should be able to do this with appropriate support, if necessary.	The child can collect and present information. The child can use computers to collect information and present this to an audience. E.g. They could shoot and then show a video, read and respond to an email or conduct an online survey and present the results. They should be able to do this with a degree of independence.	The child can collect, evaluate and present information. The child can use computers to collect and evaluate information and present this to an audience. E.g. They could shoot, review and then show a video; read, consider and respond to an email or conduct an online survey, evaluate or summarise the results and present these. They should be able to do this independently for the most part.
App Specific learning – part of digital literacy				
✓ To be able to create, edit and save a Word document. ✓ To locate a previously saved document, edit and resave the document. ✓ To be able to create a short presentation to share with peers.				

Coding				
Sims Statement **3.01 Coding** **Design, write and debug programs that accomplish specific goals**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can design and implement some aspects of a **program** using a **block language**, which can run automatically without user interaction. A typical **program** might be an animation to tell a joke or part of a story, or perhaps be linked to a curriculum topic studied by the children. The **program** could use movement and on-screen dialogue. Do not expect children at this level to control interaction between two **sprites**.	The child can design and write a **program** using a **block language**, without user interaction. A typical program might be a **scripted** animation for a joke, part of a story, or linked to another area of the curriculum. **Programs** could use pre-built **sprites** or ones designed by the child. Expect **programs** to include movement and dialogue; they may also include sound effects and some use of costumes to allow for animated movement. There may be more than one **sprite** in the animation.	The child can design, write and **debug** a **program** using a **block language**, without user interaction. At this level, expect the child to have successfully **debugged** their animation **programs,** which would typically include movement, on-screen dialogue, sound, costume changes and multiple **sprites.** Animations could be linked to curriculum topics, or simply tell jokes or a story. The child should be able to explain what bugs they found and how they fixed these.
Sims Statement **3.02 Coding** **Controlling or simulating physical systems.**		The child can understand that physical systems can be simulated on screen. The child can identify where a physical system has been simulated on screen, e.g. a ball bouncing on a bat or a car moving around a track. **Simulations** may be linked to topics in other curriculum areas, including science. Computer games often include **simulations** of physical systems; the child should be able to identify when this is the case.	The child can explore **simulations** of physical systems on screen. The child can experiment with some on-screen **simulations** of physical systems, perhaps linked to topics from other curriculum areas, e.g. a ball bouncing on a bat or a car moving around a track. Many computer games include elements of computer **simulations**. The child can discuss what they have learned from using the **simulation**.	The child can develop their own **simulations** of a simple physical system on screen The child can develop **simulations** of simple physical systems, e.g. a simple tennis game or a racing car moving around a track. Do not expect the child to have a full understanding of underlying physics. The child can discuss the limitations of their **simulation**.

Sims Statement **3.03 Coding** **Use sequence, selection and repetition in programs; work with variables.**		The child can understand that **programs** include **sequences** of instructions. The child can understand that **programs** are made up of **sequences** of instructions (ideally in code they have created themselves, but possibly that of their peers or **programs** they have been provided with). A typical program could be a **scripted** animation using movement and on- screen text. The child can look at a **program** on screen and list some of the instructions it includes.	The child can use **sequence** in **program** In on-screen programming, the child's **program** should include a **sequence** of **commands** or **blocks** in an appropriate order. A typical program could be a simple **scripted** animation, e.g. telling a joke, a story or explaining an idea taken from elsewhere on the curriculum. The child's **program** might include multiple **sprites**; instructions could include movement, on-screen text, sound and/or costume changes.	The child can use **sequence** and **repetition** in **programs**. In on screen programming, the child can include some repeating **loops**, typically using a 'forever' or 'while true' construction, or **repetition** for a fixed number of times. **Programs** could include simple animations (e.g. telling a joke, a story or explaining an idea taken from elsewhere on the curriculum) but could also include music as a **sequence** of steps to play notes or drawing as a **sequence** of steps to draw a shape.
Sims Statement **3.04 Coding** **Work with various forms of input and output**		The child can understand that computers accept **input** and produce **output**. The child can identify the most common forms of **input** (e.g. keyboard and mouse/trackpad or touch screen) and **output** (screen and speakers) for a computer. The child can distinguish between **input** and **output**.	The child can write a **program** to produce **output** on screen. The child can create a **program** that produces **output** on screen, such as moving **sprites** or displayed text, e.g. a simple animation program	The child can write a **program** to produce **output** on screen and through speakers/headphones. The child can write a program that produces **output** on screen (e.g. displayed text and moving **sprites** in a simple animation) as well as some sound (e.g. recorded audio, computer-generated music or sound effects for an animation **program**).
Sims Statement **3.05 Coding**		The child can predict what an **algorithm** will do. The child can explain what will happen when their **algorithm**	The child can explain a simple, sequence- based **algorithm** in their own words.	The child can explain an **algorithm** using **sequence** and **repetition** in their own words.

Use logical reasoning to explain how some simple algorithms work.		is implemented as a **program** on a computer or when its instructions or rules are followed	The child can give an explanation for a simple **algorithm** based on a **sequence** of instructions. The **algorithm** could be one of their own, or a simple one with which they have been provided. The **algorithms** could be recorded graphically, e.g. as a storyboard.	The child can give an explanation for a simple **algorithm** based on a **sequence** of instructions with some **repetition** (either 'forever' or for a fixed number of times). The **algorithm** could be one of their own, or a simple one with which they have been provided. The **algorithms** could be recorded graphically, such as a storyboard, or in other forms.
Sims Statement **3.06 Coding** **Use logical reasoning to detect and correct errors in algorithms and programs**		The child can spot errors in **programs**. When running a programme, the child can identify that there is an error and can describe what went wrong. The **programs** can be the child's own or ones provided for them.	The child can use logical reasoning to detect errors in programs The child can give well-thought-through reasons for errors they find in **programs**. Typically, the child can find errors by reasoning logically about the **program** code, but they might also be able to use logical reasoning to identify errors in **programs** when they are executed. The **programs** do not have to be written originally by the child.	The child can use logical reasoning to detect and correct errors in programs. The child can give well-thought-through reasons for errors they find in **programs** and explain how they have fixed these. The child can find and correct errors by reasoning logically about the **program** code, but they might also be able to use logical reasoning to identify errors in **programs** when executed and confirm that they have fixed these by testing the new version of their **program**. The **programs** do not have to be written originally by the child.

Computing-Planning and Assessment from the National Curriculum Year 2				
Emerging towards -1	Working towards - 2	Meeting - 3	Exceeding - 4	The 4 divisions within each statement is an indication for depth of understanding and not the number of times observed. For a statement to be achieved it should be observed across a range of different areas of learning.
Children are starting to show a basic understanding of the knowledge and skills and need	A child is beginning to demonstrate understanding key concepts but may still	These children are securely working at	Children are able to make informed decisions and responses using the	

lots of guidance and support through scaffolds.	need support and guidance. These pupils are working towards expectations.	age related expectations.	skills and knowledge in a secure way.	

For statements to be completely embedded, they should be demonstrated in a range on subject areas if applicable

E-safety	Computing and Digital Literacy	Coding
✓ Use technology safely and respectfully. ✓ Keeping personal information private. ✓ Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. ✓ Recognise common uses of information technology beyond school.	✓ Use technology purposefully to organise, store and retrieve digital content ✓ Use technology purposefully to create and manipulate digital content. **App Specific Learning – part of Digital Literacy** ✓ To understand that photo editing is done in layers. ✓ To understand the concept of transparent in photo editing. ✓ To add and edit layers to a photo/picture. ✓ To change the visibility of layers in a photo/picture	✓ Understand what algorithms are. ✓ The child can understand how algorithms are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. ✓ Create and debug simple programs. ✓ Use logical reasoning to predict the behaviour of simple programs.

Curriculum Area Computing Y2	What to look for guidance (Emerging towards 1)	What to look for guidance (Working towards 2)	What to look for guidance (Expected 3)	What to look for guidance (Exceeding 4)
E-Safety				

Sims Statement **2.01 E-safety** **Use technology safely and respectfully.**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can keep safe while using digital technology. E.g. They should know that not all games are suitable for children, that they should close the lid of a laptop (or similar action) if they find inappropriate images and that files attached to some emails can cause harm.	The child can keep safe and show respect to others while using digital technology. The child should know that they need to keep themselves safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the **web** and that they should close the lid of a laptop (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission and acknowledgement. They should observe age restrictions on computer games.	The child can stay safe and act respectfully and responsibly when using digital technology. The child should know that they need to keep themselves safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the web and that they should close the screen (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission and acknowledgement. They should know that emails can have files attached that could harm their computer. They should know that digital photos sometimes contain hidden (meta)data that can reveal where the photo was taken. They should observe age restrictions on computer games**.**
Sims Statement **2.02 E-safety** **Keeping personal information private.**		The child can understand that information on the internet can be seen by others. The child should be aware that information stored on the web, or transmitted via the internet, is available to other people. E.g. They should know that photos they take and upload can be seen by anyone who has the right username and password, by those who operate the computers on which they're stored, those	The child can understand that they should not share personal information online. The child should understand that personal information should be kept private: it should not be posted online to a public audience and should only be shared privately with those who they (or their parents) would trust. E.g. The child should recognise that photos they take in school should not normally be posted	The child can show some understanding of broader issues around online privacy. The child should show some awareness of other issues around privacy. The child might discuss how digital photos can contain hidden information about where they were taken (metadata) or be searched for faces. They can show they are aware that information on computers is likely to remain available for a very long time and cannot easily be removed. They might discuss how their use of the **web**, searches and email can be monitored by those who

		running the school network and possibly others too.	to the open **web**. They should know that photos taken with smartphones often contain hidden information about where the photo was taken.	provide the services and those who run computer **networks**, including at school
Sims Statement **2.03 E-safety** **Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.**		The child can understand what to do if they see disturbing content online at home or at school. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children. They should know to tell their teacher or their parents if this happens.	The child can understand what to do if they have concerns about content or contact online. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens and be aware that they could talk to another trusted adult or to ChildLine about this.	The child can have a range of strategies for dealing with concerns over content or contact online. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens and be aware that they could talk to another trusted adult or to ChildLine about this. They should be aware that they can report inappropriate contact or content to those running websites, but that it would normally be best to ask a parent or teacher to help them in doing so.
Sims Statement **2.04 E-safety** **Recognise common uses of information technology beyond school.**		The child can show an awareness of how IT is used for communication beyond school. The child can mention some of the ways in which IT is used to communicate beyond school. E.g. The child might know that adults can share work and discuss ideas in online communities; that photos can be shared easily using digital technology; that the **web** is	The child can show an awareness of how IT is used for a range of purposes beyond school. The child can name a number of purposes for which IT is used beyond school. The child might know that adults can share work and discuss ideas in online communities; that photos can be taken, edited and shared easily using digital technology; that the **web** is	The child can consider when digital technology leads to improvements or has the potential 2 to make things worse. The child can take a critical stance towards technologies, considering ways in which it has improved things and balancing these with possible disadvantages. They might compare board games and computer games; digital photography with traditional film; using the library with accessing the **web**; sending a letter with sending an email.

		made up of information shared by people and organisations; that people use email for a range of purposes and in a variety of contexts.	made up of information shared by people and organisations; that people use email for a range of purposes and in a variety of contexts; that scientists use computers when collecting and analysing **data**.	
Computing and Digital Literacy				
Sims Statement **2.01 Computing and Digital Literacy** **Use technology purposefully to organise, store devices. and retrieve digital content** **APP Specific learning**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can store and retrieve content on **digital devices** With a given purpose, the child can use a range of digital technologies to retrieve and store digital content.	The child can store, organise and retrieve content on **digital devices** for a given purpose. With a given purpose, the child can use a range of digital technologies to retrieve, organise and store digital content.	The child can show some understanding that different types of information are all stored in a digital format on computers. The child can give some explanation of how information is stored on computers and other **digital devices.**
Sims Statement **2.02 Computing and Digital Literacy** **Use technology purposefully to create and manipulate digital content** **APP Specific learning**		The child can create original content for a given purpose using digital technology.	The child can create and edit original content for a given purpose using digital technology.	The child can create and edit original content for a given purpose using digital technology and paying attention to the intended audience.

App specific learning				
✓ To understand that photo editing is done in layers. ✓ To understand the concept of transparent in photo editing. ✓ To add and edit layers to a photo/picture. ✓ To change the visibility of layers in a photo/picture				
Sims Statement **2.01 Coding** **Understand what algorithms are**.	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can understand **algorithms** as **sequences** of instructions in everyday contexts. The child can recognise common **sequences** of instructions as examples of **algorithms**. These might include simple recipes, but might also be procedures followed in class, instructions for moving around the school or simple arithmetic operations.	The child can understand **algorithms** as **sequences** of instructions or sets of rules in everyday contexts. The child can recognise that common **sequences** of instructions or sets of rules can be thought of as **algorithms**. Examples could include recipes but might also be procedures or rules in class, spelling rules, simple arithmetic operations or number patterns.	The child can appreciate that some **algorithms** are more efficient than others. The child can think about everyday **algorithms**, such as classroom rules or procedures, or arithmetic operations, and look for easer ways to get things done. The child can create programs for computers and look for other ways to do the same thing, deciding on which way would be better.
Sims Statement **2.02 Coding**		The child can programme a Bee Bot using **sequences** on instructions to implement an **algorithm**.	The child can program on screen using **sequences** of instructions to implement an **algorithm**.	The child can understand that the same **algorithm** can be implemented in multiple programming languages.

The child can understand how algorithms are implemented as programs on digital devices, and that programs execute by following programs using precise and unambiguous instructions.		The child can create Bee Bot programs using **sequences** of instruction, perhaps planning the first using whiteboards or Bee Bot instruction cards.	The child can create **programs** as **sequences** of instructions when programming on screen. Their **program** could be written using simple programming apps (such as Blue Bot or Lightbot), Scratch Jr or Scratch, perhaps using pre-prepared **blocks** and **sprites** in this case.	The child can recognise that an **algorithm** can be implemented in more than one programming language, e.g. taking an **algorithm** written for the Bee Bot and running it on the Blue Bot app, in Scratch Jr and in Scratch. The child should be able to explain some of the differences between these languages.
Sims Statement **2.03 Coding** **Create and debug simple programs.**		The child can create a **program** for a Bee Bot or other programmable device. The child can write a **program** to control a Bee Bot or Bee Bot app using a **sequence** of instructions to move it from one place to another or to trace out a simple shape or route. Expect the child's **programs** to increase in length and complexity as the year progresses.	The child can create a simple **program** on screen, correcting any errors. The child can create a simple **program** on screen (e.g. using the Blue Bot app, Scratch Jr or with prepared **sprites** and **blocks** in Scratch) with a particular goal or purpose in mind (e.g. drawing a shape or moving a **sprite** from one place to another). The child can **debug** any errors in their own code. j	The child can create more complex **programs** on screen, correcting any errors. The child can create more complex **programs** on screen (e.g. using Scratch Jr or Scratch) with a particular goal or purpose in mind (e.g. drawing compound shapes, making a simple **scripted** animation or modifying someone else's **program**).
Sims Statement **2.04 Coding** **Use logical reasoning to predict the behaviour of simple programs**		The child can give explanations for what they think a **program** will do. The child should explain to the teacher, or to their peers, what they think a **program** will do. This could be a **program** they or their peers have written, or it could be a familiar piece of **software** (including computer games). The child could use an	The child can give logical explanations for what they think a **program** will do The child can give logical explanations of what a **program** will do under given circumstances, including some attempt at explaining why it does what it does. The **program** could be one they themselves have written or it could be a computer game or a	The child can work out some of the underlying **algorithm** by experimenting with a **program** while it runs. The child can take a simple game or piece of application **software** and **reverse engineer** at least some of the steps or rules that were present in the underlying **algorithm**. *E.g. When text is selected and the B button is clicked, the text should show as bold; when lives reach zero and*

		audio recorder or video camera to capture their explanations.	familiar piece of **software**. The child could use an audio recorder or a video camera to record their explanations.	*health drops to zero, show game over and stop the game.*

Computing-Planning and Assessment from the National Curriculum Year 1				
Emerging towards -1	Working towards - 2	Meeting - 3	Exceeding - 4	The 4 divisions within each statement is an indication for depth of understanding and not the number of times observed. For a statement to be achieved it should be observed across a range of different areas of learning.
Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds.	A child is beginning to demonstrate understanding key concepts but may still need support and guidance. These pupils are working towards expectations.	These children are securely working at age related expectations.	Children are able to make informed decisions and responses using the skills and knowledge in a secure way.	
For statements to be completely embedded, they should be demonstrated in a range on subject areas if applicable				
E-safety		**Computing and Digital Literacy**		**Coding**
✓ Uses technology safely ✓ Keeping personal information private ✓ Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies ✓ Recognise the common uses of information technology beyond school		✓ Uses technology purposefully to organise, store and retrieve digital content ✓ Use technology purposefully to create and manipulate digital content		✓ Understand what algorithms are ✓ Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ✓ Create and debug simple programs ✓ Use logical reasoning to predict the behaviour of simple programs.

Curriculum Area **Computing Y1**	**What to look for guidance** **(Emerging towards 1)**	**What to look for guidance** **(Working towards 2)**	**What to look for guidance** **(Expected 3)**	**What to look for guidance** **(Exceeding 4)**

E-safety				
Sims Statement **1.01 E-safety** **Use technology safely and respectfully.**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can acknowledge the need to stay safe when using technology. The child can understand that they need to be kept safe when using technology.	The child can keep themselves safe while using digital technology. The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the **web** and that they should close the lid of a laptop (or similar action) if they find inappropriate images.	The child can keep safe and show respect to others while using digital technology. The child can understand that they need to keep safe when using digital technology. E.g. They should know to use filtered SafeSearch when looking for images on the **web** and close the lid of a laptop (or similar action) if they find inappropriate images. They should know to respect others' rights, including privacy and intellectual property when using computers, so should not look at someone else's work or copy it without permission.
Sims Statement **1.02 E-safety** **Keeping personal information private.**		The child can understand that some information should be kept private. The child should understand that some information is personal and should only be shared by those who they or their parents trust. E.g. The child should recognise that audio or video recordings they make in school are personal.	The child can understand that information on the internet can be seen by others. The child should be aware that information stored on the **web** or transmitted via the internet is available to other people. E.g. They should know that the images they find online can be found by others too, and that the queries they type in can be seen by those who run the search engine they use and the school's **network**.	The child can start to understand what information about themselves should be kept private. The child should understand that personal information should be kept private: it should not be posted online to a public audience and should only be shared privately with those who the child (or their parents) would trust. E.g. The child should recognise that audio or video recordings they make in school should not normally be posted online.

Sims Statement **1.03 E-safety** **Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.**		The child can understand what to do if they see disturbing content online at school The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children. They should know to tell their teacher if this happens in school	The child can understand what to do if they see disturbing content online at home or at school. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children. They should know to tell their teacher or their parents if this happens.	The child can understand what to do if they have concerns about content or contact online. The child should know to close the laptop lid or turn the tablet over if they find content, such as inappropriate images, which might disturb them or other children; if someone they don't trust contacts them online; if someone makes inappropriate contact online. They should know to tell their teacher or their parents if this happens and be aware that they could talk to another trusted adult or to Childline about this.
Sims Statement **1.04 E-safety** **Recognise common uses of information technology beyond school.**		The child can name some uses of IT beyond school. The child can mention some of the ways in which IT is used beyond school.	The child can show an awareness of how IT is used for communication beyond school. The child can mention some of the ways in which IT is used to communicate beyond school. E.g. They might know that some people use social media such as Facebook, email, video calls or online greetings to say happy birthday to their friends.	The child can show an awareness of how IT is used for a range of purposes beyond school. The child can name a number of purposes for which IT is used beyond school. E.g. They might know that modern TVs use digital technology, that books are often available in a digital format, that music is often recorded using computers and that people often communicate using computers these days
Computing and Digital Literacy				
Sims Statement **1.01 Computing and Digital Literacy** **Use technology purposefully to organise, store and retrieve digital content.**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this	The child can store content on **digital devices** The child can use a range of digital technologies to store digital content.	The child can use digital technology to store and retrieve content. The child can use a range of digital technologies to store and access digital content.	The child can use digital technology to organise, store and retrieve content. The child can use a range of digital technologies to store, access and organise digital content. Typically, they can use a laptop computer, tablet or smartphone to help organise content,

	area but are not securely **working towards** at present.			such as by moving this between one document and another or by moving content within the file system or on a document.
Sims Statement **1.02 Computing and Digital Literacy** **Use technology purposefully to create and manipulate digital content**		The child can create content on a **digital device**. The child can create their own original digital content using handheld devices.	The child can create original content using digital technology. The child can create their own original digital content using a range of technologies. Look for some indication of the child's creativity in this work.	The child can create and edit original content using digital technology. The child can create and edit their own original digital content using a range of technologies. Look for some indication of the child's creativity in this work as well as evidence that they have edited content.
Coding				
Sims Statement **1.01 Coding** **Understand what algorithms are.**	Children are starting to show a basic understanding of the knowledge and skills and need lots of guidance and support through scaffolds. These children are fingertips into this area but are not securely **working towards** at present.	The child can understand that goals can be achieved by following a **sequence** of steps. The child can understand that simple, real-world problems, such as making a pizza or a smoothie, can be solved by following a **sequence** of steps in order.	The child can understand **algorithms** as **sequences** of instructions in everyday contexts The child can take real-world problems and then plan a **sequence** of steps to solve these. The problems could be moving a Bee Bot from one point to another, or making some simple food items like a sandwich, smoothie or pizza.	The child can appreciate the need for precise and unambiguous instructions in **algorithms**. The child can use increasingly precise and unambiguous instructions in creating **sequences** of instructions. These should typically be for real-world problems such as recipes or moving a Bee Bot.
Sims Statement **1.02 Coding** **Understand how algorithms are implemented as programs on digital devices; and that programs execute by**		The child can program Bee Bots or the Bee Bot app using individual instructions according to a plan. The child can program a Bee Bot, or similar floor robot or app, one instruction at a time, pressing the movement	The child can program Bee Bots or the Bee Bot app using **sequences** of instructions to implement an **algorithm**. The child can create a Bee Bot (or similar) **program** using a	The child can appreciate that programming a **digital device** involves **commands** in a formal language. The child can show some understanding of Bee Bot instructions being taken from a very specific, clearly defined language, in which each **command** produces a certain, predictable **output**. There should be some

following precise and unambiguous instructions.		buttons, then Go, then clearing at each step.	number of steps in order before pressing the Go button.	sense of the child developing an understanding of a programming language as a way in which people can give **commands** to **digital devices**.
Sims Statement **1.03 Coding** **Create and debug simple programs.**		The child can give instructions, one at a time, to a Bee Bot or similar. The child can create a **program** for a Bee Bot by entering instructions one at a time, literally stepping through their code as they do. This level of interaction allows the child to correct bugs in their **programs** as they arise.	The child can give a **sequence** of instructions to a floor turtle. The child can create a Bee Bot **program** using a **sequence** of instructions before running it using the Go button. The length of the child's **programs** might be expected to increase over the course of the year.	The child can give a **sequence** of instructions to a Bee Bot, correcting mistakes. The child can run programs on a Bee Bot as a quite lengthy **sequence** of instructions. The child can work out where bugs are in their **program,** reset the Bee Bot and enter corrected code. Typically, the child will need to have some way to record their programs before entering them, such as a whiteboard, Bee Bot instruction cards or the Bee Bot app.
Sims Statement **1.04 Coding** **Use logical reasoning to predict the behaviour of simple programs**.		The child can make predictions about what a **program** will do. The child can make a prediction of what they think a **program** will do next. This could be a **program** (perhaps for a Bee Bot) that they or their peers have written, or it could be a familiar piece of **software** (including computer games). The child could use an audio recorder or video camera to capture their predictions.	The child can give explanations for what they think a **program** will do. The child can explain to the teacher, and to peers, what they think a **program** will do. This could be a **program** they or their peers have written, or it could be a familiar piece of **software** (including computer games). The child could use an audio recorder or video camera to capture their explanations.	The child can give logical explanations for what they think a **program** will do. The child should be able to give carefully reasoned explanations of what a **program** will do under given circumstances, including some attempt at explaining why it does what it does. The **program** could be one they themselves have written or it could be a computer game or a familiar piece of **software**. The child could use an audio recorder or video camera to record their explanation.

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:

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 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. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	• Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.	• Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).

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?).	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons.	• 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.

	• 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.	• 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.	• 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 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.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

	• Identify land use around the school.	• Describe how the locality of the school has changed over time.	• Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
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:

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 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
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 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:

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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 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.
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.
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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.
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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 and through Celebrating Cultures weeks, 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 the North Yorkshire Agreed Syllabus is covered with spaced repetition to enable consolidation by the end of each phase (Y1/2, Y3/4, Y5/6). Additional world religions have been added and paired, so that children are able to make links between major religions - beliefs, stories, rituals and practices.

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Y1	Judaism – Rosh Hashana Festival (Israel)	Christianity and Easter	Islam – Ramadan (Turkey)	Judaism – Rosh Hashana Festival (Israel)	Christianity and Easter – Christian stories, the church (UK)	Islam – Ramadan (Turkey)
Y2	Judaism	Christianity and Easter	Islam -	Judaism	Christianity and Easter	Islam
Y3/4	Christianity and Buddhism	Hinduism and Sikhism	Islam and Judaism	Christianity and Buddhism	Hinduism and Sikhism	Islam and Judaism
Y4/5						
Y5/6						

Revised Jan 2021 for Sept 2021

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. Key questions linked to the Agreed Syllabus are also recorded. 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).
Actual Impact
Future Intent

		Milestone 1 (KS1)	**Milestone 2 (LKS2)**	**Milestone 3 (UKS2)**
To understand beliefs and teachings		• Describe some of the teachings of a religion.	• Present the key teachings and beliefs of a religion.	• Explain how some teachings and beliefs are shared between religions.

		• Describe some of the main festivals or celebrations of a religion.	• Refer to religious figures and holy books to explain answers.	• 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.

Key Questions from RE syllabus				
		Y1 – How and why do we celebrate special and sacred times? Who is a Christian and what do they believe? What makes some places sacred? What does it mean to belong to a faith community? **Y2** - Who is Jewish and what do they believe? What can we learn from sacred books? Who is a Muslim and what do they believe? How and why do we celebrate special and sacred times? How should we care for others and the world, and why does it matter?	**Y3/4 -** What do different people believe about God? Why is the Bible so important for Christians today? Why is Jesus inspiring to some people? Why do people pray? Why are festivals important to religious communities? What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? **Y4/5 -** If God is everywhere, why go to a place of worship? What does it mean to be a Muslim in Britain today? What can we learn from religions about deciding what is right and wrong? Why do some people think that life is like a journey and what significant experiences mark this?	**Y5/6 -** What do religions say to us when life gets hard? Why do some people think God exists? What matters most to Christians and Humanists? Is it better to express your beliefs in arts and architecture or in charity and generosity? What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?

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:

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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 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.	• Ask relevant questions. • Set up simple practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of	• Plan enquiries, including recognising and controlling variables where necessary.

		• Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions.	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.	• 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 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.	• 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).

		• 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.	• 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.	
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 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.	• 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. • 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.	• Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), 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 produce offspring of the same kind, but

			• 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.	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. • Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.	• 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 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.	• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new 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.	• 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.	• Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.

		• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	• 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.	• 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	• 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

			associate metals with being good conductors.	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.

Modern Foreign Languages

Intent

We believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures. Languages and cultural education will foster pupils' curiosity and deepen their understanding of the world. It will enable children to:

✓understand and respond to spoken and written language from a variety of authentic sources

✓speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

✓write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

✓discover and develop an appreciation of a range of writing in the language studied

Implementation

This subject is not taught in isolation, but as part of cross curricular topics and celebrating cultures weeks, 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.

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.

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

Children across the school will learn basic vocabulary in a range of languages that relate to their unit of study (ie children will have the opportunity to learn Spanish vocabulary during the Hola Mexico unit), thus enabling them to understand that different languages are spoken in the UK and around the world. This ensures that their experiences of languages is not focused upon French alone. Teaching will be mainly of a modern foreign language and, in Upper Key Stage Two, will focus on enabling pupils to make substantial progress in one language, this being French. Teaching will provide an appropriate balance of spoken and written language and will lay the foundations for further foreign language teaching at Key Stage 3. The learning content in Upper Key Stage Two is based upon the curriculum plan provided by the local secondary school to which the vast majority of children transfer at the end of Key Stage Two, thus ensuring children are well prepared for the next stage of their languages education. It will enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication.

Pupils will be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Predicted Impact

Children will have an understanding of various cultures across the world and that different people speak different languages. Children in Upper Key Stage Two will make progress ion French and:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Actual Impact

Future Intent

Subject Progression

	Milestone 1 (KS1) ***LANGUAGES LINKED TO UNITS TAUGHT / CELEBRATING CULTURES WEEK***	**Milestone 2 (LKS2)** ***LANGUAGES LINKED TO UNITS TAUGHT / CELEBRATING CULTURES WEEK***	**Milestone 3 (UKS2)** ***FRENCH – FOLLOWING THE SECONDARY SCHOOL PRODUCED PLAN FOR LEARNING***
To read fluently	read out loud everyday words and phrases	read and understand the main points in short written texts	read and understand the main points and some of the detail in short written texts
	use phonic knowledge to read words	read short texts independently	use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words

	read and understand short written phrases	use a translation dictionary or glossary to look up new words	read and understand the main points and opinions in written texts from various contexts, including present, past or future events
	read out loud familiar words and phrases		show confidence in reading aloud, and in using reference materials
	use books or glossaries to find out the meanings of new words		
To write imaginatively	write or copy everyday words correctly	write a few short sentences using familiar expressions	write short texts on familiar topics
	label items and choose appropriate words to complete short sentences	express personal experiences and responses	use knowledge of grammar to enhance or change the meaning of phrases
	write one or two short sentences	write short phrases from memory with spelling that is readily understandable	use dictionaries or glossaries to check words
	write short phrases used in everyday conversations correctly		refer to recent experiences or future plans, as well as to everyday activities
			include imaginative and adventurous word choices
			convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty)
			use dictionaries or glossaries to check words
To speak confidently	understand a range of spoken phrases	understand the main points from spoken passages	understand the main points and opinions in spoken passages
	understand standard language (sometimes asking for words or phrases to be repeated)	ask others to repeat words or phrases if necessary	give a short prepared talk that includes opinions
	answer simple questions and give basic information	ask and answer simple questions and talk about interests	take part in conversations to seek and give information
	give responses to questions about everyday events	take part in discussions and tasks	refer to recent experiences or future plans, everyday activities and interests
	pronounce words showing a knowledge of sound patterns	demonstrate a growing vocabulary	vary language and produce extended responses
			be understood with little or no difficulty
To understand the culture of the countries in which the language is spoken	identify countries and communities where the language is spoken	describe with some interesting details some aspects of countries or communities where the language is spoken	give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken
	demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken	make comparisons between life in countries or communities where the language is spoken and this country	describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country

	show awareness of the social conventions when speaking to someone		