

Our Curriculum at St Paul's Church of England Primary School 2014-2016

At St. Paul's School we are committed to providing a high standard of education for all, building on a strong Christian ethos.

We embrace learning with enthusiasm, determination and confidence.
Our Curriculum reflects the 4Cs of our school - Care, Concern, Christianity and Courtesy.
It is underpinned by SEAL objectives.

At St Paul's we believe that our Curriculum should:

- Be Purposeful and relevant to the children that we teach
- Support and develop skills that are adaptable across a range of experiences and situations.
- Encourage curiosity
- Reflect the children's real life experiences - relevant and topical
- Be accessible - at the children's level - where children know their next steps in the learning journey
- Be delivered by adults who offer them different teaching and learning styles
- Have creative and varied starting points
- Have a positive impact on the children's learning and progression
- Keep our children at the core of the learning
- Support a learning journey - it has an engaging start, lots of experiences on the way and a purposeful end point - the children will know where their learning is going!
- Involve taking risks

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives ~ Clay P. Bedford

St Paul's Church of England Primary School

Subject: English

St Paul's Church of England Primary School

Subject: English

Phase, Key Stage or Year Group: Key Stage One

Aims:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

I know(knowledge)	I can..... (skills and application across the curriculum)
<p><u>Year 1</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none">➤ Match graphemes to all phonemes➤ Blend sounds➤ Common suffixes➤ Contractions & understand purpose➤ Phonics books➤ Read based on my own experiences➤ Predictable phrases➤ The significance of title & events➤ Simple predictions	<p><u>Year 1</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none">➤ Match graphemes for all phonemes➤ Read accurately by blending sounds➤ Read words with very common suffixes➤ Read contractions & understand purpose➤ Read phonics books aloud➤ Link reading to own experiences➤ Join in with predictable phrases➤ Discuss significance of title & events➤ Make simple predictions

Writing

- Letters of the alphabet
- Common 'exception' words
- Days of the week
- Prefixes & suffixes
- Lower case letters correctly
- Capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers

Grammar

- Leave spaces between words
- Basic punctuation: . ? !
- Capital letters for proper nouns.
- Common plural & verb suffixes

Speaking & Listening

- How to listen & respond appropriately
 - How to ask relevant questions
 - How to maintain attention & participate
- **See also Southwark and Castilion Scheme for more detail.**

Year 2

Reading

- Decode securely using phonics
- Common suffixes
- Use phonic-appropriate books
- 'Exception' words
- Fiction, non-fiction & poetry

Writing

- Name letters of the alphabet
- Spell very common 'exception' words
- Spell days of the week
- Use very common prefixes & suffixes
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers

Grammar

- Leave spaces between words
- Begin to use basic punctuation: . ? !
- Use capital letters for proper nouns.
- Use common plural & verb suffixes

Speaking & Listening

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate

Year 2

Reading

- Develop phonics until decoding secure
- Read common suffixes
- Read & re-read phonic-appropriate books
- Read common 'exception' words
- Discuss & express views about fiction, non-fiction & poetry
- Become familiar with & retell stories

- Retell stories
- How to ask & answer questions and make predictions
- How to make inferences

Writing

- Segmenting into phonemes
- Common 'exception' words
- Common suffixes, etc.
- Appropriate size letters & spaces
- Write for stamina
- Plan ideas
- Record ideas sentence-by-sentence
- Proof-read and make simple additions

Grammar

- ! ? , and '
- Conjunctions
- Noun phrases
- Features of standard English - application

Speaking & Listening

- How to articulate & Justify answers
- How to initiate & respond to comments
- How to use spoken language to develop understanding

- **See also Southwark and Castilion Scheme for more detail.**

- Ask & answer questions; make predictions
- Begin to make inferences

Writing

- Spell by segmenting into phonemes
- Learn to spell common 'exception' words
- Spell using common suffixes, etc.
- Use appropriate size letters & spaces
- Develop positive attitude & stamina for writing
- Begin to plan ideas for writing
- Record ideas sentence-by-sentence
- Make simple additions & changes after proof-reading

Grammar

- Use . ! ? , and '
- Use simple conjunctions
- Begin to expand noun phrases
- Use some features of standard English

Speaking & Listening

- Articulate & Justify answers
- Initiate & respond to comments
- Use spoken language to develop understanding

St Paul's Church of England Primary School

Subject: English

Phase, Key Stage or Year Group: Lower Key Stage 2

I know(knowledge)	I can..... (skills and application across the curriculum)
<p><u>Year 3</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none">➤ 'Exception' words➤ Fiction & non-fiction➤ Dictionaries to check meaning➤ Poems & plays to perform➤ Understanding of own reading➤ Draw inferences & make predictions➤ Information from non-fiction books - Retrieve and Record➤ Reading with others - Discuss <p><u>Writing</u></p> <ul style="list-style-type: none">➤ Prefixes & suffixes in spelling➤ Dictionary to confirm spellings➤ Simple dictated sentences➤ Handwriting - Joins➤ Plan to write➤ Orally rehearse sentences➤ Rich vocabulary➤ Simple settings & plot➤ Assessment of the effectiveness of own and others' writing	<p><u>Year 3</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none">➤ Use knowledge to read 'exception' words➤ Read range of fiction & non-fiction➤ Use dictionaries to check meaning➤ Prepare poems & plays to perform➤ Check own understanding of reading➤ Draw inferences & make predictions➤ Retrieve & record information from non-fiction books➤ Discuss reading with others <p><u>Writing</u></p> <ul style="list-style-type: none">➤ Use prefixes & suffixes in spelling➤ Use dictionary to confirm spellings➤ Write simple dictated sentences➤ Use handwriting joins appropriately➤ Plan to write based on familiar forms➤ Rehearse sentences orally for writing➤ Use varied rich vocabulary➤ Create simple settings & plot➤ Assess effectiveness of own and others' writing

Grammar

- Conjunctions
- Perfect tense
- Nouns & pronouns
- Time connectives
- Speech punctuation
- Language of clauses

Speaking & Listening

- Structured descriptions
 - Conversation - participation
 - Different viewpoints - consideration and evaluation.
- Also see Southwark and Castilion Scheme for more detail.

Year 4

Reading

- Unfamiliar words - Decoding
- Range of purposes
- Stories - orally re-telling
- Words & phrases that capture the imagination - Discussion
- Themes & conventions - Identification
- Retrieve & record information
- Inferences & justification of predictions
- Poetry
- Identification and summary of ideas

Grammar

- Use range of conjunctions
- Use perfect tense
- Use range of nouns & pronouns
- Use time connectives
- Introduce speech punctuation
- Know language of clauses

Speaking & Listening

- Give structured descriptions
- Participate activity in conversation
- Consider & evaluate different viewpoints

Year 4

Reading

- Secure decoding of unfamiliar words
- Read for a range of purposes
- Retell some stories orally
- Discuss words & phrases that capture the imagination
- Identify themes & conventions
- Retrieve & record information
- Make inferences & justify predictions
- Recognise a variety of forms of poetry
- Identify & summarise ideas

Writing

- Common homophones
- Handwriting
- Plan writing
- Organise writing - paragraphs
- Simple organisational devices
- Spelling & punctuation errors - Proof read
- Evaluation of own and others' writing
- Reading aloud - own writing

Grammar

- Wide range of conjunctions
- Perfect tense
- Pronouns and nouns for clarity
- Punctuation and direct speech
- Commas after front adverbials

Speaking & Listening

- Articulate & justify opinions
 - Speak audibly in Standard English
 - Gain, maintain & monitor interest of listener
- **See also Southwark and Castilion Scheme for more detail.**

Writing

- Correctly spell common homophones
- Increase regularity of handwriting
- Plan writing based on familiar forms
- Organise writing into paragraphs
- Use simple organisational devices
- Proof-read for spelling & punctuation errors
- Evaluate own and others' writing
- Read own writing aloud

Grammar

- Use wider range of conjunctions
- Use perfect tense appropriately
- Select pronouns and nouns for clarity
- Use & punctuate direct speech
- Use commas after front adverbials

Speaking & Listening

- Articulate & justify opinions
- Speak audibly in Standard English
- Gain, maintain & monitor interest of listener

St Paul's Church of England Primary School

Subject: English

Phase, Key Stage or Year Group: Upper Key Stage 2

I know(knowledge)	I can..... (skills and application across the curriculum)
<p><u>Year 5</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none">➤ Morphology & Etymology➤ Broad range of genres & texts - Read and Discuss➤ Identification & discussion➤ Recommendations to others➤ Poetry by heart➤ Inference & Prediction➤ Authors' use of language - Discus➤ Non-fiction texts➤ Presentations & debate - Formal <p><u>Writing</u></p> <ul style="list-style-type: none">➤ Spelling - Homophones, prefixes, silent letters, etc.➤ Thesaurus - use and application➤ Legible, fluent handwriting➤ Plan writing - audience & purpose➤ Character, setting and atmosphere in narrative➤ Organisation & presentation➤ Consistent use of appropriate tense➤ Proof- reading➤ Compositions	<p><u>Year 5</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none">➤ Apply knowledge of morphology & etymology when reading new words➤ Reading & discuss a broad range of genres & texts➤ Identifying & discussing themes➤ Make recommendations to others➤ Learn poetry by heart➤ Draw inference & make predictions➤ Discuss authors' use of language➤ Retrieve & present information from non-fiction texts.➤ Formal presentations & debates <p><u>Writing</u></p> <ul style="list-style-type: none">➤ Secure spelling, inc. homophones, prefixes, silent letters, etc.➤ Use a thesaurus➤ Produce legible, fluent handwriting➤ Plan writing to suit audience & purpose➤ Develop character, setting and atmosphere in narrative➤ Use organisational & presentational features➤ Use consistent appropriate tense➤ Proof-read➤ Perform own compositions

Grammar

- Noun phrases - expanded
- Modal & passive verbs
- Relative clauses
- Commas for clauses
- Brackets, dashes & commas for parenthesis

Speaking & Listening

- Structured explanations
- Standard English - Command
- Different viewpoints
- Register

➤ **See also Southwark and Castilion Scheme for more detail.**

Year 6

Reading

- Broad range of genres
- Books to others - Recommendations
- Make comparisons
- Inferences with evidence
- Summarising key points
- Language, structure, etc. contribute to meaning - Identification
- Language, inc. Figurative - Discuss
- Justification of/for views

Grammar

- Use expanded noun phrases
- Use modal & passive verbs
- Use relative clauses
- Use commas for clauses
- Use brackets, dashes & commas for parenthesis

Speaking & Listening

- Give well-structured explanations
- Command of Standard English
- Consider & evaluate different viewpoints
- Use appropriate register

Year 6

Reading

- Read a broad range of genres
- Recommend books to others
- Make comparisons within/across books
- Support inferences with evidence
- Summarise key points from texts
- Identify how language, structure, etc. contribute to meaning
- Discuss use of language, inc. figurative
- Discuss & explain reading, provide reasoned justifications for views

Writing

- Morphology & Etymology
- Handwriting style
- Plan writing - audience & purpose; use models of writing
- Character & setting in narrative - Development
- Grammar & vocabulary for effect
- Cohesive devices - use of
- Grammatical consistency

Grammar

- Register/ style
- Passive voice for purpose
- Conveying & clarification of meaning
- Full punctuation - use of
- Language of subject/object - use of

Speaking & Listening

- Questions to build knowledge
 - Arguments & opinions - articulation of
 - Spoken language - speculate, hypothesise & explore
 - Appropriate register & language
- **See also Southwark and Castilion Scheme for more detail.**

Writing

- Use knowledge of morphology & etymology in spelling
- Develop legible personal handwriting style
- Plan writing to suit audience & purpose; use models of writing
- Develop character & setting in narrative
- Select grammar & vocabulary for effect
- Use a wide range of cohesive devices
- Ensure grammatical consistency

Grammar

- Use appropriate register/ style
- Use the passive voice for purpose
- Use features to convey & clarify meaning
- Use full punctuation
- Use language of subject/object

Speaking & Listening

- Use questions to build knowledge
- Articulate arguments & opinions
- Use spoken language to speculate, hypothesise & explore
- Use appropriate register & language

St Paul's Church of England Primary School

Subject: Maths

Aims:

- 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.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

St Paul's Church of England Primary School

Subject: Maths

Phase, Key Stage or Year Group: Key Stage One

I know(knowledge)	I can..... (skills and application across the curriculum)
<p><u>Year 1</u></p> <p><u>Number/Calculation</u></p> <ul style="list-style-type: none"> ➤ Counting to 100 ➤ Counting in 1s, 2s, 5s and 10s ➤ 'One more' and 'one less' ➤ Read & write numbers to 20 ➤ 'More than', 'most' ➤ Use +, - and = symbols ➤ Number bonds to 20 ➤ Add and subtract one-digit and two-digit numbers to 20, including zero ➤ Solve one-step problems, including simple arrays 	<p><u>Year 1</u></p> <p><u>Number/Calculation</u></p> <ul style="list-style-type: none"> ➤ Count to / across 100 ➤ Count in 1s, 2s, 5s and 10s ➤ Identify 'one more' and 'one less' ➤ Read & write numbers to 20 ➤ Use language, e.g. 'more than', 'most' ➤ Use +, - and = symbols ➤ Know number bonds to 20 ➤ Add and subtract one-digit and two-digit numbers to 20, including zero ➤ Solve one-step problems, including simple arrays

Geometry & Measures

- Comparison, e.g. heavier, taller, full, longest, quickest
- Measure length, capacity, weight
- Coins & notes
- Time & ordering vocabulary
- Time to hour/half-hour
- Days, weeks, months & years
- Common 2-d and 3-d shapes
- Order & arrange objects
- Position & movement, including half and quarter turns

Fractions

- $\frac{1}{2}$ & $\frac{1}{4}$

➤ See also Southwark Scheme for more detail.

Year 2

Number/Calculation

- 2, 5, 10x tables
- Place value (T/U)
- Counting in 2s, 3s, 5s & 10s
- Identifying, representing & estimating numbers
- Compare / order numbers, inc. $<$ $>$ $=$
- Write numbers to 100
- Facts to 20 (+ related to 100)
- Use \times and \div symbols
- Commutative property of multiplication

Geometry & Measures

- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
- Begin to measure length, capacity, weight
- Recognise coins & notes
- Use time & ordering vocabulary
- Tell the time to hour/half-hour
- Use language of days, weeks, months & years
- Recognise & name common 2-d and 3-d shapes
- Order & arrange objects
- Describe position & movement, including half and quarter turns

Fractions

- Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$

Year 2

Number/Calculation

- Know 2, 5, 10x tables
- Begin to use place value (T/U)
- Count in 2s, 3s, 5s & 10s
- Identify, represent & estimate numbers
- Compare / order numbers, inc. $<$ $>$ $=$
- Write numbers to 100
- Know number facts to 20 (+ related to 100)
- Use \times and \div symbols
- Recognise commutative property of multiplication

Geometry & Measures

- Standard measures
- Read scales to nearest whole unit
- Symbols for £ and p and add/subtract simple sums of less than £1 or in pounds
- Time to the nearest 5 minutes
- Identifying & sorting 2-d & 3-d shapes
- Identifying 2-d shapes on 3-d surfaces
- Ordering and arranging mathematical objects
- Position & movement

Fractions

- Simple fractions
- Equivalence of..... e.g. $2/4 = 1/2$

Data

- Tables & pictograms
- Comparison questions
- Totalling

➤ **See also Southwark Scheme for more detail.**

Geometry & Measures

- Know and use standard measures
- Read scales to nearest whole unit
- Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds
- Tell time to the nearest 5 minutes
- Identify & sort 2-d & 3-d shapes
- Identify 2-d shapes on 3-d surfaces
- Order and arrange mathematical objects
- Use terminology of position & movement

Fractions

- Find and write simple fractions
- Understand equivalence of e.g. $2/4 = 1/2$

Data

- Interpret simple tables & pictograms
- Ask & answer comparison questions
- Ask & answer questions about totalling

St Paul's Church of England Primary School

Subject: Maths

Phase, Key Stage or Year Group: Lower Key Stage 2

I know(knowledge)	I can..... (skills and application across the curriculum)
<p><u>Year 3</u></p> <p><u>Number/Calculation</u></p> <ul style="list-style-type: none">➤ 3, 4 & 8x tables➤ Place value to 100➤ Add & subtract units, tens or hundreds to numbers of up to 3 digits - Mentally➤ Written column addition & subtraction➤ Solve number - multiplication & simple division and missing number problems➤ Commutativity to help calculations <p><u>Geometry & Measures</u></p> <ul style="list-style-type: none">➤ Metric measures➤ Perimeter➤ Money - Addition & Subtraction➤ Roman numerals up to XII; tell time➤ Time problems➤ 2-d / 3-d shapes➤ Right angles➤ Horizontal, vertical, perpendicular and parallel lines	<p><u>Year 3</u></p> <p><u>Number/Calculation</u></p> <ul style="list-style-type: none">➤ Learn and use 3, 4 & 8x tables➤ Secure place value to 100➤ Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits➤ Use written column addition & subtraction➤ Solve number problems, including multiplication & simple division and missing number problems➤ Use commutativity to help calculations <p><u>Geometry & Measures</u></p> <ul style="list-style-type: none">➤ Measure & calculate with metric measures➤ Measure simple perimeter➤ Add/subtract using money in context➤ Use Roman numerals up to XII; tell time➤ Calculate using simple time problems➤ Draw 2-d / Make 3-d shapes➤ Identify and use right angles➤ Identify horizontal, vertical, perpendicular and parallel lines

Fractions & decimals

- Count in tenths
- Fractions
- Equivalent fractions
- Fractions up to <1 - Addition and Subtraction
- Order fractions - common denominator

Data

- Bar charts & pictograms

➤ **See also Southwark Scheme for more detail.**

Year 4

Number/Calculation

- Tables to 12×12
- Place value to 1000
- Negative whole numbers
- Round numbers to nearest 10, 100 or 1000
- Roman numerals to 100 (C)
- Column addition & subtraction up to 4 digits
- Multiply & divide mentally
- Standard short multiplication

Geometry & Measures

- 2-d shapes, including quadrilaterals & triangles - Comparison
- Area
- Perimeter
- Estimation & Calculation - measures
- Acute, obtuse & right angles
- Symmetry
- Quadrant coordinates

Fractions & decimals

- Use & count in tenths
- Recognise, find & write fractions
- Recognise some equivalent fractions
- Add/subtract fractions up to <1
- Order fractions with common denominator

Data

- Interpret bar charts & pictograms

Year 4

Number/Calculation

- Know all tables to 12×12
- Secure place value to 1000
- Use negative whole numbers
- Round numbers to nearest 10, 100 or 1000
- Use Roman numerals to 100 (C)
- Column addition & subtraction up to 4 digits
- Multiply & divide mentally
- Use standard short multiplication

Geometry & Measures

- Compare 2-d shapes, including quadrilaterals & triangles
- Find area by counting squares
- Calculate rectangle perimeters
- Estimate & calculate measures
- Identify acute, obtuse & right angles
- Identify symmetry
- Use first quadrant coordinates
- Introduce simple translations

- Simple translations

Data

- Bar charts, pictograms & line graphs

Fractions & decimals

- Tenths & hundredths
- Equivalent fractions
- Fractions with common denominators - Addition and Subtraction
- Common equivalents
- Decimals to whole numbers
- Money problems

- **See also Southwark Scheme for more detail.**

Data

- Use bar charts, pictograms & line graphs

Fractions & decimals

- Recognise tenths & hundredths
- Identify equivalent fractions
- Add & subtract fractions with common denominators
- Recognise common equivalents
- Round decimals to whole numbers
- Solve money problems

I know(knowledge)	I can..... (skills and application across the curriculum)
<p><u>Year 5</u></p> <p><u>Number/Calculation</u></p> <ul style="list-style-type: none">➤ Secure place value to 1,000,000➤ Negative whole numbers➤ Use Roman numerals to 1000 (M)➤ Use standard written methods for all four operations➤ Add & subtract mentally➤ Vocabulary of prime, factor & multiple➤ Powers of ten - Multiply and Divide➤ Square and cube numbers <p><u>Geometry & Measures</u></p> <ul style="list-style-type: none">➤ Convert between different units➤ Perimeter of composite shapes & area of rectangles➤ Volume & capacity➤ 3-d shapes➤ Measure & Angles➤ Regular polygons➤ Reflect & translate shapes <p><u>Data</u></p> <ul style="list-style-type: none">➤ Tables & line graphs - Interpretation➤ Line graphs	<p><u>Year 5</u></p> <p><u>Number/Calculation</u></p> <ul style="list-style-type: none">➤ Secure place value to 1,000,000➤ Use negative whole numbers in context➤ Use Roman numerals to 1000 (M)➤ Use standard written methods for all four operations➤ Confidently add & subtract mentally➤ Use vocabulary of prime, factor & multiple➤ Multiply & divide by powers of ten➤ Use square and cube numbers <p><u>Geometry & Measures</u></p> <ul style="list-style-type: none">➤ Convert between different units➤ Calculate perimeter of composite shapes & area of rectangles➤ Estimate volume & capacity➤ Identify 3-d shapes➤ Measure & identify angles➤ Understand regular polygons➤ Reflect & translate shapes <p><u>Data</u></p> <ul style="list-style-type: none">➤ Interpret tables & line graphs➤ Solve questions about line graphs

Fractions

- Compare & order fractions
- Fractions with common denominators, with mixed numbers - Addition and Subtraction
- Multiply fractions
- Decimals as fractions
- Order & round decimal numbers
- Percentages to fractions & decimals

- **See also Southwark Scheme for more detail.**

Year 6

Number/Calculation

- Secure place value & rounding to 10,000,000, including negatives
- Written methods and Long division
- Order of operations (not indices)
- Factors, multiples & primes
- Multi-step number problems - Solving

Algebra

- Simple use of unknowns

Geometry & Measures

- Measures & conversions
- Triangles / parallelograms
- Area & volume formulas
- Classification of shapes by properties
- Angle rules
- Translation & reflection of shapes - using all four quadrants

Fractions

- Compare & order fractions
- Add & subtract fractions with common denominators, with mixed numbers
- Multiply fractions by units
- Write decimals as fractions
- Order & round decimal numbers
- Link percentages to fractions & decimals

Year 6

Number/Calculation

- Secure place value & rounding to 10,000,000, including negatives
- All written methods, including long division
- Use order of operations (not indices)
- Identify factors, multiples & primes
- Solve multi-step number problems

Algebra

- Use unknowns

Geometry & Measures

- Confidently use a range of measures & conversions
- Calculate area of triangles / parallelograms
- Use area & volume formulas
- Classify shapes by properties
- Know and use angle rules
- Translate & reflect shapes, using all four quadrants

Data

- Pie charts
- Mean averages - Calculation

Fractions, decimals & percentages

- Fractions - Compare and simplify
- Equivalent to add fractions
- Multiply simple fractions
- Divide fractions by whole numbers
- Decimals & percentages - Solving problems
- Written division up to 2dp
- Ratio & proportion - Introduction

- **See also Southwark Scheme for more detail.**

Data

- Use pie charts
- Calculate mean averages

Fractions, decimals & percentages

- Compare & simplify fractions
- Use equivalent to add fractions
- Multiply simple fractions
- Divide fractions by whole numbers
- Solve problems using decimals & percentages
- Use written division up to 2dp
- Begin to use ratio & proportion

St Paul's Church of England Primary School
Subject: Science

Aims:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

St Paul's Church of England Primary School
Subject: Science
Phase, Key Stage or Year Group: Key Stage One

I know (knowledge)	I can..... (skills)
<p><u>Year 1</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> ➤ The names of a variety of common wild and garden plants ➤ The names of some deciduous and ever green trees. ➤ The different parts of a flowering plant, and tree. <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> ➤ The names of common animals, including fish, amphibians, reptiles, birds and mammals. ➤ The names of a variety of common animals that are carnivores, herbivores and omnivores. ➤ The names of basic parts of the human body ➤ Which part of the body is associated with which sense <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> ➤ The name of a variety of everyday materials including wood, plastic, 	<p><u>Scientific Skills</u></p> <ul style="list-style-type: none"> ➤ Ask simple questions ➤ Recognise that questions can be answered in different ways ➤ Observe closely using simple equipment ➤ Perform simple tests ➤ Identify and classify ➤ Use my observations and ideas to suggest answers to questions ➤ Gather and record data to help me answer questions. <p><u>Year 1</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> ➤ Identify a variety of common wild and garden plants ➤ Identify the basic structure of a variety of common flowering plants, including trees. ➤ Describe the basic structure of a variety of common flowering plants, including trees.

glass, metal, water, rock

- Some physical properties of materials

Seasonal changes

- How day length varies
- That weather changes with the seasons

Year 2

Living things and their habitats

- The differences between things that are dead, alive and things that have never been alive
- How different habitats provide the basic needs for different kinds of animals and plants
- How animals and plants depend on each other
- The names of a variety of plants and animals in their habitats including micro habitats
- What a simple food chain looks like
- The names of different sources of food

Plants

- That seeds and bulbs grow into plants
- That plants need water, light and suitable temperature to grow and stay healthy

Animals including humans

- That animals and humans have babies which grow into adults
- What humans and animals need to survive (water, food and air)
- The importance for humans of exercise
- That eating the right amounts of different types of food are important
- That hygiene is important

Animals including humans

- Identify a variety of common animals, including fish, amphibians, reptiles, birds and mammals.
- Identify a variety of common animals that are carnivores, herbivores and omnivores.
- Compare the structure of a variety of common animals. (fish, amphibians, reptiles, birds and mammals including pets)
- Describe the structure of a variety of common animals. (fish, amphibians, reptiles, birds and mammals including pets)
- Identify the basic parts of the human body
- Draw and label the basic parts of the human body

Everyday materials

- Distinguish between an object and the material from which it is made
- Identify a variety of every day materials including wood, plastic, glass, metal, water, rock
- Describe the simple physical properties of everyday materials
- Compare everyday materials
- Group everyday materials on the basis of their properties

Seasonal changes

- Observe changes across the 4 seasons
- Observe and describe weather
- Describe weather associated with the seasons

Uses of everyday materials

- What materials are used for different objects
- Why certain materials are used for particular uses
- That the shape of solid objects can be changed

Year 2

Living things and their habitats

- Explore the differences between living, dead and things that have never been alive
- Compare the differences between living, dead and things that have never been alive
- Identify that most living things live in habitats to which they are suited
- Describe how different habitats provide the basic needs for different kinds of animals and plants
- Identify a variety of plants and animals in their habitats including micro habitats
- Describe how animals obtain their food from plants and other animals
- Identify different sources of food
- Find out what humans and animals need to survive (water, food and air)
- Describe the needs of animals including humans

Plants

- Observe how seeds and bulbs grow into plants
- Describe how seeds and bulbs grow into plants
- Find out how plants need water, light and suitable temperature to grow and stay healthy
- Describe how plants need water, light and suitable temperature to grow and stay healthy

Animals including humans

- Observe animals as they grow into adults
- Describe importance for humans of exercise
- Describe the different types of food are important
- Describe why hygiene is important

	<p><u>Uses of everyday materials</u></p> <ul style="list-style-type: none">➤ Identify the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick rock, paper and cardboard for particular uses➤ Compare the suitability of a variety of everyday materials for particular uses➤ Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching
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I know(knowledge)	I can..... (skills)
<p><u>Year 3</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> ➤ That different parts of flowering plants have different functions: roots, stem/trunk, leaves and flowers ➤ What a plant requires for life and growth (air, light, water, nutrients from soil, and room to grow) ➤ How the requirements for life and growth varies from plant to plant ➤ How water is transported within plants ➤ The part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p><u>Animals</u></p> <ul style="list-style-type: none"> ➤ That animals, including humans, need the right types and amount of nutrition ➤ That animals, including humans, they cannot make their own food ➤ How animals, including humans get nutrition ➤ That humans and some other animals have skeletons and muscles for support, protection and movement <p><u>Rocks</u></p> <ul style="list-style-type: none"> ➤ The names of different kinds of rocks on the basis of their appearance and simple physical properties ➤ How fossils are formed when things that have lived are trapped within rock ➤ That soils are made from rocks and organic matter. 	<p><u>Scientific Skills</u></p> <ul style="list-style-type: none"> ➤ Ask relevant questions ➤ Use different types of scientific enquiries to answer questions ➤ Set up simple practical enquiries, comparative and fair tests ➤ Make systematic and careful observations ➤ Take accurate measurements using standard units, using a range of equipment, including 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, keys, 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, make predictions for new values, suggest improvements and raise further questions ➤ Identify differences, similarities or changes related to simple scientific ideas and processes ➤ Use straightforward scientific evidence to answer questions or to support findings. <p><u>Year 3</u></p> <p><u>Plants</u></p> <ul style="list-style-type: none"> ➤ Identify the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ➤ Describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Light

- That we need light in order to see things
- That dark is the absence of light
- That light can be reflected from surfaces
- That light from the sun can be dangerous
- How to protect our eyes from the sun
- How shadows are formed
- That the size of shadows change as the day goes on

Forces and magnets

- How things move on different surfaces
- That some forces need contact between two objects, but magnetic forces can act at a distance
- That magnets attract or repel each other
- That magnets attract some materials and not others
- Which everyday materials are attracted to magnets
- The names of some magnetic materials
- That magnets have two poles
- When two magnets will attract or repel each other, depending on which way poles are facing

Year 4

Living things and their habitats

- That living things can be grouped in a variety of ways
- How to use classification keys to help group, identify and name a variety of living things in their local and wider environment
- That environments can change
- About the dangers that environmental change can have for living things

- Explore the requirements of plants for life and growth
- Explore how plant life and growth can vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants.

Animals

- Identify diets showing the right types and amount of nutrition
- Explore how animals, including humans get their nutrition
- Distinguish between different types of skeleton and their species.
- Describe how skeletons and muscles provide support, protection and movement

Rocks

- Compare different kinds of rocks on the basis of their appearance and simple physical properties.
- Group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed
- Explore what soils are made from

Light

- Find patterns in the way that the size of shadows change
- Describe that shadows are formed when the light from a light source is blocked by a solid object
- Find patterns in the way that the size of shadows change.

Forces and magnets

- Compare how things move on different surfaces.
- Observe how magnets attract or repel each other
- Observe how magnets attract some materials and not others
- Compare a variety of everyday materials on the basis of whether

Animals, including humans

- The simple functions of the basic parts of the digestive system in humans
- The names of different types of teeth in humans
- The simple functions of different types of teeth
- What is meant by producer, predator, prey
- Some examples of producers, predators and prey.
- That food chains show the transfer of energy from one animal to another

States of matter

- Which materials are solids, liquids or gases
- That some materials change state when they are heated or cooled
- Which temperature materials change state
- That temperature is measured in degrees Celsius (°C)
- The part played by evaporation and condensation in the water cycle
- That the rate of evaporation is associated with temperature.

Sound

- How sounds are made (vibrations)
- That vibrations from sounds travel through a medium to the ear
- That there is a pattern between the pitch of a sound and features of the object that produced it
- That there is a pattern between the volume of a sound and the strength of the vibrations that produced it
- That sounds get fainter as the distance from the sound source increases.

Electricity

- The names of common appliances that run on electricity
- How to construct a simple series electrical circuit

they are attracted to a magnet

- Group together a variety of everyday materials on the basis of whether they are attracted to a magnet,
- Identify some magnetic materials
- Predict whether two magnets will attract or repel each other depending on which poles are facing

Year 4

Living things and their habitats

- Group living things in a variety of ways
- Explore classification keys
- Use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Observe how environments can change
- Describe how environments can change and the dangers they pose

Animals, including humans

- 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
- Construct a variety of food chains
- Interpret a variety of food chains
- Identify producers, predators and prey.

States of matter

- Compare materials according to whether they are solids, liquids or gases.
- Group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled

- Name the basic parts of a circuit, including cells, wires, bulbs, switches and buzzers
- 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
- That a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- The name of some common conductors and insulators
- That metals are good conductors.

- Measure or research the temperature at which materials change state in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle
- Find out how the rate of evaporation is affected by temperature.

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Describe how vibrations from sounds travel
- 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
- Identify that sounds get fainter as the distance from the sound source increases

Electricity

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit
- Identify the basic parts of a circuit including cells, wires, bulbs, switches and buzzers
- Name the basic parts of a circuit, including cells, wires, bulbs, switches and buzzers
- 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
- Predict whether or not a lamp lights in a simple series circuit
- Identify some common conductors and insulators, and associate metals with being good conductors.

I know(knowledge)	I can..... (skills)
<p><u>Year 5</u></p> <p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> ➤ The differences in the life cycles of a mammal, an amphibian, an insect and a bird ➤ The life process of reproduction in some plants and animals. <p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> ➤ That humans change as they age ➤ How humans change as they develop to old age. <p><u>Properties and Changes of Materials</u></p> <ul style="list-style-type: none"> ➤ The properties of everyday materials ➤ That some materials will dissolve in liquid to form a solution ➤ How to recover a substance from a solution ➤ How to separate mixtures including through filtering, sieving and evaporating, ➤ That dissolving, mixing and changes of state are reversible changes <p><u>Earth and Space</u></p> <ul style="list-style-type: none"> ➤ That the movement of the Earth, and other planets, are relative to the Sun in the solar system ➤ That the movement of the Moon is relative to the Earth ➤ That the Sun, Earth and Moon as approximately spherical bodies ➤ How the Earth's rotation causes day and night ➤ How the Earth's rotation causes the apparent movement of the sun across the sky. 	<p><u>Scientific skills</u></p> <ul style="list-style-type: none"> ➤ Plan different types of scientific enquiries to answer questions, ➤ Recognise and control variables where necessary ➤ Take measurements, using a range of scientific equipment, with increasing accuracy and precision ➤ Take repeated readings when appropriate ➤ Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ➤ Use test results to make predictions to set up further comparative and fair tests ➤ Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ➤ Identify scientific evidence that has been used to support or refute ideas or arguments. <p><u>Year 5</u></p> <p><u>Living Things and their Habitats</u></p> <ul style="list-style-type: none"> ➤ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ➤ Describe the life process of reproduction in some plants and animals. <p><u>Animals, including Humans</u></p> <ul style="list-style-type: none"> ➤ Describe the changes as humans develop to old age.

Forces

- That unsupported objects fall towards the Earth
- Why objects fall towards the earth (gravity)
- That air resistance, water resistance and friction slow things down when moving
- That some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Year 6

Living Things and their Habitats

- How to describe living things
- That living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

Animals, including Humans

- The name of the main parts of the human circulatory system
- The functions of the heart, blood vessels and blood
- The impact of diet, exercise, drugs and lifestyle on the way our bodies function
- That nutrients and water are transported within animals, including humans.

Evolution and Inheritance

- That living things produce offspring of the same kind
- That normally offspring vary and are not identical to their parents
- How animals and plants are adapted to suit their environment in different ways
- That adaptation may lead to evolution.

Properties and Changes of Materials

- Compare everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Group everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- Identify which materials will dissolve in liquid to form a solution
- Describe how to recover a substance from a solution
- 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 and the action of acid on bicarbonate of soda.
- Earth and Space
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Explain how we get day and night
- Explain the apparent movement of the sun across the sky.
- Forces
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction,

Light

- That light appears to travel in straight lines
- How we see things - light travels from light sources to our eyes or from light sources to objects and then to our eyes
- That we see objects because they give out or reflect light
- That shadows have the same shape as the object that casts them because light travels in straight lines

Electricity

- That the higher the number and voltage of cells used in a circuit then the brighter the lamp or volume of a buzzer will be
- How components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- What symbols to use when representing a simple circuit in a diagram.

that act between moving surfaces

- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Year 6

Living Things and their Habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics.

Animals, including Humans

- Identify the main parts of the human circulatory system
- Name the main parts of the human circulatory system
- Describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and Inheritance

- Recognise that living things have changed over time
- Recognise that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light

- Recognise that light appears to travel in straight lines

	<ul style="list-style-type: none">➤ Explain that objects are seen because they give out or reflect light into the eye➤ Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes➤ Explain why shadows have the same shape as the objects that cast them. <p><u>Electricity</u></p> <ul style="list-style-type: none">➤ Investigate how the brightness of a lamp or the volume of a buzzer is affected by the number and voltage of cells used in the circuit➤ Compare variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches➤ Give reasons for how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches➤ Use recognised symbols when representing a simple circuit in a diagram.
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St Paul's Church of England Primary School
Subject: Art and Design

Aims:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

St Paul's Church of England Primary School
Subject: Art and Design
Phase, Key Stage or Year Group: Key Stage One

I know(knowledge)	I can..... (skills)
<ul style="list-style-type: none"> ➤ a range of materials that can be used creatively ➤ the differences between a drawing, painting and sculpture ➤ I know the name the primary and secondary colours. ➤ the language of art, craft and design. ➤ a wide range of art and design techniques involving colour, pattern, texture, ➤ line, shape, form and space ➤ about the work of a range of artists, craft makers and designers 	<ul style="list-style-type: none"> ➤ use a range of materials creatively to design and make products ➤ use drawing, ➤ use painting ➤ use sculpture ➤ develop and share my ideas, experiences and imagination ➤ use a wide range of art and design techniques involving colour, pattern, texture, line, shape, form and space ➤ use colour wheel ➤ mix colours ➤ use texture ➤ describe the differences and similarities between different practices and disciplines, ➤ make links to my own work. ➤ evaluate and analyse creative works using the language of art, craft and design.

St Paul's Church of England Primary School
 Subject: Art and Design
 Phase, Key Stage or Year Group: Key Stage Two

I know(knowledge)	I can..... (skills)
<p><u>LKS2 and UKS2</u></p> <ul style="list-style-type: none"> ➤ about great artists (both) , architects (UKS2) and designers (LKS2) in history. ➤ about different techniques in drawing, ➤ about different techniques in paint ➤ about different techniques in design ➤ the language of art, craft and design 	<p><u>LKS2 and UKS2</u></p> <ul style="list-style-type: none"> ➤ create sketch books to record my observations and use them to review and revisit ideas ➤ improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ➤ using shading to enhance a pencil drawing ➤ mix primary colours in order to make secondary colours ➤ produce creative work, ➤ explore my ideas and recording my experiences ➤ become proficient in drawing, painting, sculpture and other art, craft and design techniques ➤ evaluate and analyse creative works using the language of art, craft and design ➤ evaluate my own work and compare and contrast it with the work of an artist or a friend to say if I have been successful.

St Paul's Church of England Primary School
Subject: Computing

Aims:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- be responsible, competent, confident and creative users of information and communication technology.

St Paul's Church of England Primary School
Subject: Computing
Phase, Key Stage or Year Group: Key Stage One

I know(knowledge)	I can..... (skills)
<ul style="list-style-type: none"> ➤ what algorithms are ➤ how they are implemented as programs on digital devices ➤ how programs execute by following precise and unambiguous instructions ➤ how to use technology safely and respectfully, keeping personal information private ➤ where to go for help and support when I have concerns about content or contact on the internet or other online technologies. ➤ how to use technology purposefully to create 	<ul style="list-style-type: none"> ➤ create and debug simple programs ➤ use logical reasoning to predict the behaviour of simple programs ➤ use technology purposefully to create, organise, store, manipulate and retrieve digital content ➤ recognise common uses of information technology beyond school

I know(knowledge)	I can..... (skills)
<p><u>LKS2 and UKS2</u></p> <ul style="list-style-type: none"> ➤ what a computer network is and that the internet is a massive network ➤ how computer networks can provide multiple services, such as the world wide web ➤ the opportunities computer networks offer for communication and collaboration ➤ what is acceptable/unacceptable behaviour; ➤ a range of ways to report concerns about content and contact. 	<p><u>LKS2</u></p> <ul style="list-style-type: none"> ➤ design programs that accomplish specific goals; ➤ use logical reasoning to explain how some simple algorithms work; ➤ write programs that accomplish specific goals; ➤ evaluate digital content critically; ➤ use technology safely, respectfully and responsibly; ➤ recognise acceptable/unacceptable behaviour; ➤ work with variables and various forms of input and output; <p><u>UKS2</u></p> <ul style="list-style-type: none"> ➤ design programs that accomplish specific goals; ➤ write programs that accomplish specific goals; ➤ debug programs that accomplish specific goals; ➤ solve problems by decomposing them into smaller parts; ➤ use sequence, selection, and repetition in programs; ➤ work with variables and various forms of input and output; ➤ detect and correct errors in algorithms and programs; ➤ use search technologies effectively; ➤ evaluate digital content critically; ➤ use technology safely, respectfully and responsibly; ➤ recognise acceptable/unacceptable behaviour; ➤ identify a range of ways to report concerns about content and contact; ➤ use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs;

St Paul's Church of England Primary School
Subject: Design and Technology

Aims:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

St Paul's Church of England Primary School
Subject: Design and Technology
Phase, Key Stage or Year Group: Key Stage One

I know(knowledge)	I can..... (skills)
<p><u>Design</u></p> <ul style="list-style-type: none"> ➤ how to build a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ➤ about the principles of nutrition and learn how to cook. <p><u>Make</u></p> <ul style="list-style-type: none"> ➤ about a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Evaluate</u></p>	<p><u>Design</u></p> <ul style="list-style-type: none"> ➤ design purposeful, functional, appealing products for myself and other users based on design criteria. ➤ generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p><u>Make</u></p> <ul style="list-style-type: none"> ➤ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. ➤ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

- how to explore and evaluate a range of existing products.

Technical knowledge

- about mechanisms [for example, levers, sliders, wheels and axles].

Evaluate

- how to evaluate ideas and products against design criteria.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable.

I know(knowledge)	I can..... (skills)
<p><u>Design</u></p> <ul style="list-style-type: none"> ➤ that the design of innovative, functional, appealing products should be fit for purpose and aimed at particular individuals or groups <p><u>Make</u></p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ➤ and understand how key events and individuals in design and technology have helped shape the world <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> ➤ how to strengthen, stiffen and reinforce more complex structures ➤ mechanical systems [for example, gears, pulleys, cams, levers and linkages] LKS2 ➤ electrical systems [for example, series circuits incorporating switches, bulbs, buzzers and motors] LKS2 ➤ computing to program, monitor and control. 	<p><u>Design</u></p> <ul style="list-style-type: none"> ➤ use research and develop design criteria to inform the design of innovative, functional, appealing products. ➤ generate, develop, model and communicate my ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p><u>Make</u></p> <ul style="list-style-type: none"> ➤ select from and use a wider range of tools and equipment to perform practical tasks [eg., cutting, shaping, joining and finishing], accurately ➤ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> ➤ investigate and analyse a range of existing products ➤ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> ➤ use my understanding of how to strengthen, stiffen and reinforce more complex structures ➤ use my understanding of mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages] ➤ use my understanding of electrical systems in my products [eg, series circuits incorporating switches, bulbs, buzzers and motors] ➤ use my understanding of computing to program, monitor and control my products.

Aims:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

I know(knowledge)	I can..... (skills)
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> ➤ name the world's seven continents ➤ name the world's five oceans ➤ name and identify characteristics of the four countries and capital cities of the United Kingdom ➤ locate the world's seven continents ➤ locate the world's five oceans ➤ locate the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ➤ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom ➤ understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ➤ the seasonal and daily weather patterns in the United Kingdom ➤ the location of hot and cold areas of the world in relation to the Equator and the North and South Poles the basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ use world maps, atlases and globes to identify the United Kingdom and its countries ➤ use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage ➤ use simple compass directions (North, South, East and West) to describe the location of features and routes on a map ➤ use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ➤ use aerial photographs to recognise landmarks and basic human and physical features ➤ use plan perspectives to recognise landmarks and basic human and physical features ➤ devise a simple map ➤ use and construct basic symbols in a key ➤ use simple fieldwork and observational skills to study the geography of their school and its grounds ➤ use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment

- | | |
|--|--|
| <ul style="list-style-type: none">• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | |
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I know(knowledge)	I can..... (skills)
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> ➤ where the world's countries are, using maps to focus on Europe (including the location of Russia) and North and South America ➤ the world's countries regions, key physical and human characteristics, countries, and major cities UKS2 ➤ the names of counties and cities of the United Kingdom, geographical regions LKS2 ➤ countries human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) land-use patterns UKS2 ➤ how some of human and physical characteristics, key topographical features have changed over time LKS2 ➤ what latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones are <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ➤ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, LKS2 ➤ understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America UKS2 <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ➤ the key aspects of physical geography, including: climate zones, LKS2 biomes and vegetation belts LKS2, rivers UKS2, mountains LKS2, volcanoes LKS2 and earthquakes LKS2, and the water cycle UKS2 ➤ the key aspects human geography, including: types of settlement and land use UKS2, economic activity including trade links UKS2, and the distribution of natural resources including energy, food, minerals and water UKS2 	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ➤ use maps, atlases, globes and digital/computer mapping to locate countries ➤ describe features studied ➤ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ➤ observe the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies ➤ measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Aims:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

I know(knowledge)	I can..... (skills)
<ul style="list-style-type: none"> ➤ about changes within living memory. ➤ About events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ➤ about the lives of significant individuals in the past who have contributed to national and international achievements. ➤ How to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ➤ About significant historical events, people and places in their own locality. (Charlie Chaplin, Michael Caine, Dr Harold Moody, Michael Faraday) 	<ul style="list-style-type: none"> ➤ Identify changes in living memory (linked to aspects of national life where appropriate). ➤ Identify key features of the lives of significant historical figures. ➤ Compare key features of key people from key periods. ➤ Identify significant local people. ➤ Identify key Events e.g. Bonfire night, Events of local importance.

➤ I know(knowledge)	➤ I can..... (skills)
<p><u>LKS2</u></p> <ul style="list-style-type: none"> ➤ changes in Britain from the Stone Age to the Iron Age ➤ the Roman Empire and its impact on Britain ➤ Britain's settlement by Anglo-Saxons and Scots ➤ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ➤ a local history study (a depth study linked to one of the British areas of study listed above eg. Roman impact on London) ➤ the achievements of the earliest civilizations (Egyptians) <p><u>UKS2</u></p> <ul style="list-style-type: none"> ➤ a local history study ➤ A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) eg. Buildings, markets, culture and people) ➤ A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (war, Southwark Cathedral. St. Paul's, Thames) ➤ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians, industrial revolution, railways, Battle of Britain) ➤ the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China ➤ Ancient Greece - a study of Greek life and achievements and their influence on the western world ➤ a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> ➤ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims ➤ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ➤ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, ➤ use historical concepts to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ➤ discern how and why contrasting arguments and interpretations of the past have been constructed ➤ understand historical perspective by placing their growing knowledge into different contexts and understand the connections between them.

St Paul's Church of England Primary School

Subject: Languages

Aims:

- 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
- can 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.

St Paul's Church of England Primary School

Subject: Languages

Phase, Key Stage or Year Group: Key Stage Two

I know(knowledge)	I can..... (skills)
<ul style="list-style-type: none"> ➤ how to respond to spoken and written language from a variety of authentic sources. ➤ how to speak with increasing confidence, fluency and spontaneity, improving the accuracy of their pronunciation and intonation. ➤ how to speak in sentences, using familiar vocabulary, phrases and basic language structures. ➤ how to write phrases from memory. ➤ how to adapt phrases from memory to create new sentences, to express my ideas clearly. ➤ basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms. ➤ how to conjugate high-frequency verbs. ➤ key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<ul style="list-style-type: none"> ➤ find ways of communicating what I want to say, through discussion and asking questions. ➤ describe people, places, things and actions orally and in writing. ➤ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. ➤ appreciate stories, songs, poems and rhymes in the language. ➤ read carefully and show understanding of words, phrases and simple writing. ➤ present ideas and information orally to a range of audiences. ➤ speak with increasing confidence, fluency and spontaneity. ➤ find ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ➤ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.

	<ul style="list-style-type: none">➤ discover and develop an appreciation of a range of writing in the language studied.➤ 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.➤ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
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Aims:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

I know(knowledge)	I can..... (skills)
<ul style="list-style-type: none"> ➤ Some songs, chants and rhymes ➤ The difference between tuned untuned instruments ➤ The difference between live and recorded music ➤ The difference between low quality and high quality music ➤ That different instruments can be combined to make different sounds/music 	<ul style="list-style-type: none"> ➤ Use my voice expressively and creatively to sing songs and speak chants and rhymes ➤ Play tuned and untuned instruments musically ➤ Listen with concentration and understanding to a range of high-quality live and recorded music ➤ Experiment with sounds using the inter-related dimensions of music. ➤ Create sounds using the inter-related dimensions of music. ➤ Select and combine sounds using the inter-related dimensions of music.

I know(knowledge)	I can..... (skills)
<p><u>LKS2 and UKS2</u></p> <ul style="list-style-type: none"> ➤ that music can be improvised for a range of purposes ➤ some musical notations ➤ what a staff (stave) is and how to use it ➤ that music can come from a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ➤ that music has a history ➤ some facts about musical history 	<p><u>LKS2 and UKS2</u></p> <ul style="list-style-type: none"> ➤ play in solo and ensemble contexts ➤ perform in solo and ensemble contexts ➤ use my voice with increasing accuracy, fluency, control and expression ➤ play musical instruments with increasing accuracy, fluency, control and expression ➤ improvise music for a range of purposes using the inter-related dimensions of music ➤ compose music for a range of purposes using the inter-related dimensions of music ➤ listen with attention to detail ➤ recall sounds with increasing aural memory ➤ appreciate a wide range of high-quality live and recorded music

St Paul's Church of England Primary School
Subject: Physical Education

Aims:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

St Paul's Church of England Primary School
Subject: Physical Education
Phase, Key Stage or Year Group: Key Stage One

I know(knowledge)	I can..... (skills)
<ul style="list-style-type: none"> ➤ how to apply running, jumping, throwing, catching, balance in a range of activities ➤ some simple tactics for attacking ➤ some simple tactics for defending ➤ how to work as part of a team ➤ some simple movement patterns 	<ul style="list-style-type: none"> ➤ master basic movements including running, jumping, ➤ master basic movements including throwing and catching ➤ developing balance, agility and co-ordination ➤ apply running, jumping, throwing, catching, balance in a range of activities ➤ participate in team games ➤ developing simple tactics for attacking ➤ developing simple tactics for defending ➤ perform dances using simple movement patterns

I know(knowledge)	I can..... (skills)
<p><u>LKS2 and UKS2</u></p> <ul style="list-style-type: none"> ➤ how to play some competitive games ➤ the basic principles suitable for attacking and defending ➤ different techniques and balances for athletics and gymnastics ➤ how to compare performances ➤ how to improve ➤ what my personal best can be and how to achieve this 	<p><u>LKS2 and UKS2</u></p> <ul style="list-style-type: none"> ➤ use running, jumping, throwing and catching in isolation ➤ use running, jumping, throwing and catching in combination ➤ play competitive games, modified where appropriate [for example, badminton LKS2 , , netball LKS2,rounders LKS2, basketball UKS2, cricket UKS2, hockey UKS2, tennis UKS2, football] ➤ how to modify a games and rules ➤ apply basic principles suitable for attacking and defending ➤ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ➤ perform dances using a range of movement patterns ➤ take part in outdoor and adventurous activity challenges individually ➤ take part in outdoor and adventurous activity challenges within a team

DRAFT REVISED RE LONG TERM TOPIC GRIDS - In Autumn Term 2014 the RE units will follow Year B

RE UNITS YEAR A (2015 - 2016)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	What makes us special	Christmas	Right and wrong	Easter - New Life	God's wonderful World	What makes a place special
KS1	Creation	Noah + Christmas (The Christian Festival)	Easter / Prayer	Jesus Growing Up / (Introduction to Judaism)	Joseph	Baptism
LKS2	Introduction to Hinduism	*Purim + Christmas - (Journeys)	Life stories of St Paul.	*Passover + Easter (Events)	Moses as a leader	The Muslim Way of Life
UKS2	Talking Together / Peace	Peace + Christmas (Then and Now)	Easter (Good and Bad)	Sikhism	Pilgrimages	Communication

RE UNITS YEAR B (2014 - 2015)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	What makes us special	Christmas	Right and wrong	Easter - New Life	God's wonderful World	What makes a place special
KS1	David	Sharing + Christmas (Light)	Local Church	Who am I in the Community ? / Easter In Church	Islam (This falls near Ramadan)	Jesus the Teacher
LKS2	Jesus' Parables	*Sukkot + Christmas - (gifts)	Jesus the Healer	The Christian Community + Easter (People)	Faith in Action	What Muslims believe
UKS2	Judaism and Moses	Saints + Christmas - (People)	Easter - (Contrasts)	Creation Stories	Miracles	Lords Prayer

Science - Curriculum map

Units can be switched around as you wish as long as all topics are covered by the end of the key stage.

Please also remember to try and include all of the 5 different enquiries each year...

1. Pattern seeking (collecting data, carrying out surveys etc.)
2. Observing over time
3. Comparative and fair test (controlled investigations where 1 thing changes)
4. Identifying, classifying and grouping
5. Research using secondary sources

There are suggested enquiry types for each unit but you may wish to change these as they are just ideas.

Year A

Year	Autumn		Spring		Summer	
1 / 2	Animals including humans (yr1) <i>Identifying, classifying and grouping</i>	Living things <i>Identifying, classifying and grouping</i>	Preliminary experience - electricity and safety in the home	Materials (yr1) <i>Identifying, classifying and grouping/ Comparative and fair test</i>	Habitats <i>Identifying, classifying and grouping</i>	Plants (yr1) <i>Identifying, classifying and grouping/Observing over time/</i>
	Seasonal changes - autumn <i>Pattern seeking/Observing over time</i>	Seasonal changes - winter <i>Pattern seeking/Observing over time</i>		Seasonal changes - spring (2 weeks before Easter) <i>Pattern seeking/Observing over time</i>		Seasonal changes - summer (2 weeks before the end of term) <i>Pattern seeking/Observing over time</i>
3 / 4	Animals including humans (yr4)- food chains <i>Research</i>	Light <i>Observing over time</i>	Electricity <i>Comparative and fair test</i>	Sound <i>Comparative and fair test</i>	Plants <i>Pattern seeking/Observing over time/Comparative and fair test</i>	Animals including humans (yr3) - body/muscles <i>Identifying, classifying and grouping</i>
5 / 6	Electricity <i>Comparative and fair test</i>	Light <i>Pattern seeking/ Comparative and fair test</i>	Earth and space/ <i>Observing over time/Research/</i>		Evolution /living things and their habitats <i>Observing over time/ Identifying, classifying and grouping/Research</i>	

Year B

Year	Autumn		Spring		Summer	
1 / 2	Animals including humans (yr2) <i>Pattern seeking/Observing over time</i>	Materials (yr2) <i>Identifying, classifying and grouping</i>	Seasonal changes - winter (2 weeks after Christmas) <i>Pattern seeking/Observing over time</i>	Story unit (Forces - the enormous turnip)	Story unit (sound)	Plants (yr2) <i>Observing over time/Comparative and fair test</i>
	Seasonal changes - autumn (2 weeks before half term) <i>Pattern seeking/Observing over time</i>		Preliminary experience - light and dark	Seasonal changes - spring (2 weeks before Easter) <i>Pattern seeking/Observing over time</i>		Seasonal changes - summer (2 weeks before the end of term) <i>Pattern seeking/Observing over time</i>
3 / 4	States of matter <i>Identifying, classifying and grouping/Observing over time/Research</i>	Animals including humans (yr 4) - teeth and digestion <i>Identifying, classifying and grouping/Research</i>	Rocks <i>Identifying, classifying and grouping/Comparative and fair test/Research</i>		Forces and magnets <i>Comparative and fair test/ Identifying, classifying and grouping</i>	Living things and their habitats <i>Identifying, classifying and grouping/Research</i>
5 / 6	Forces <i>Comparative and fair test</i>		Materials <i>Comparative and fair test/ Research</i>		Animals including humans <i>Observing over time/Research</i>	