

SHERBORNE C OF E PRIMARY SCHOOL

CURRICULUM



Foreword

At the heart of our school you will find our children, and every member of staff has the very highest of aspirations for each and every one. It is our responsibility to spark curiosity in each child, to ignite a passion for learning that will remain with them throughout their lives.

Sherborne CofE Primary School is unique: unique in its setting, unique in its philosophy and unique in its approach.

Because every child is unique, our school has created a curriculum which is designed to fuel their interests and engage every learner. Through listening to feedback from children, parents and carers, the curriculum offered at Sherborne is like no other school: it has not been designed to enable children to pass a test or experience a narrow range of subjects so that this may happen. It has been created first and foremost so that children may have fun and enjoy learning. Our curriculum is matched to the National Curriculum which mainstream schools in England must follow, but it is the 'special extras' and our expert delivery which makes what we do unique.

It is the fundamental belief of all members of staff that every child has the ability to learn and every child has the right to learn. It is our job as professionals to find out how each child learns best and make provision for these preferences. Central to this philosophy is the happiness of the children. Staff take time to listen to each child and find out about their interests and hobbies, as well as listening when they feel sad. We value the children in our care and they know they are liked and wanted at our school. It is when this happens that real learning takes place.

This curriculum is not the end: it is the starting point upon which the school's staff breathe life and sprinkle it with magic. It is this combination of a unique curriculum and inspirational teaching which makes learning at Sherborne irresistible.

Sherborne Staff

March 2021

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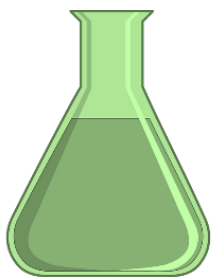
THE SCHOOL CONTEXT

The School's Children

On joining the school, children are characterised as enjoying the Great Outdoors. They show interest in exploring and discovering the world around them and can regularly be seen building 'bug hotels' and making dens during recreational periods. Children also show a respect and concern for the environment and are motivated to help protect wildlife and reduce pollution and waste. The Foundation Stage Baseline Assessments completed in October each year show that children start their journey at Sherborne broadly in line with national expectations. Strengths are seen in Reading but children attain less well on entry to the school in Mathematics. Children attending Sherborne CofE Primary School are predominantly white-English, where English is the first or only language spoken at home. However, a number of families have at least one parent whose first language is not English and we welcome and celebrate the diversity that this brings to the school. Approximately one third of the children are Christian, with two thirds identifying with no religion or would prefer not to say. Children mainly come from families where one or both parents work.



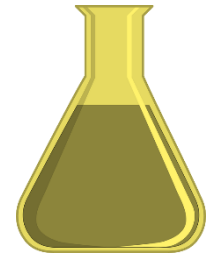
The School's Locality



Sherborne CofE Primary School is located in the heart of the Cotswolds. Like many of the buildings in Sherborne, the school is owned by The National Trust. Consequently, children enjoy an idyllic setting comprising well-managed woodland, a clear-flowing river and clean air. The village was first documented in the Domesday Book of 1086, where it was spelt 'Scireburne' (which means 'bright brook'). Much of the surrounding land is used for agriculture, whilst the village itself benefits from a parish church built in the 13th Century, as well as Roman and Norman influences. Four watermills lined the Brook at the time of the Domesday recordings and up until the 1880s, Sherborne was noted as a centre of Morris Dancing. The school itself was established by the 2nd Baron Sherborne in 1824, where boys were taught in what is now the village shop, whilst girls were taught in the building now used as the Sherborne Club. The schools were merged in 1862 and the present school built in 1868.

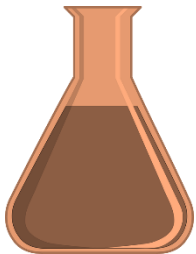
The School's Vision and Ethos

As well as being a unique and idyllic setting, Sherborne CofE Primary School has developed an ethos of nurturing excellent pupil wellbeing, providing a safe and stimulating learning experience and having high aspirations for every single pupil. This is encapsulated in the school's vision statement: Sherborne – For LIFE! Underpinned by the biblical teachings of Jesus in John Chapter 10, Verse 10, staff and governors wish for all pupils to feel that they 'belong' to the school – that it is their school, that they are valued by the school community and that they will always be welcome at the school, even after they have left. LIFE also serves as a reminder for all children, parents, staff and governors of the school's core aims:



- Our school nurture a **L**ove of Learning
 - Our school promotes **I**ndependence and Individuality
 - Our school is **F**un and children leave with a sense of Fulfilment
 - Our school expects **E**xcellence from pupils and staff, and Enjoyment fills every classroom
- Sherborne – for **LIFE!**

The School's Place in the Wider World



Due to the school's rural locality and isolated nature, children enjoy a curriculum which opens their eyes to the world beyond Sherborne. During their time at the school, children will study a range of places – both locally, regionally, nationally and globally – which will help them identify similarities and differences in the world. School trips ensure that children experience being in a town and a city, whilst our Church School foundations ensure that children have the opportunity to visit places of worship from a variety of religions. Children take part in a range of inter-school events, from sporting fixtures to performing as a part of a 5000-strong choir!

Since 2009, Sherborne CofE Primary School has proudly led and co-ordinated a range of Erasmus+ Projects (formerly Comenius). These projects are designed to broaden the children's understanding of the wider world, providing opportunities to work alongside peers across Europe and explore some of the similarities and differences between their own cultures and those of others. Additionally, the school's eldest children have opportunities to visit our partner schools within the project and experience first-hand how other children learn and live. These projects have helped to create friendships for life, promote a tolerance and understanding of different cultures and have provided many unforgettable memories.

The School's Unique Curriculum

Through carefully blending the needs of our children with the school's locality, vision, Christian foundation and Erasmus projects, the curriculum provided at Sherborne not only reflects the children's interests and starting points, but also is meaningful and relevant. The school uses the local area and vision as its 'driver' for the curriculum. In addition to the Forest School sessions which all children take part in, teachers plan to make use of the outdoors as a resource whenever possible. This may range from providing inspiration for a poem, a piece of art or a music composition, to enabling the children to learn about seed dispersal, micro-habitats and orienteering.



At Sherborne CofE Primary School, we are clear that our curriculum should meet the statutory objectives set out in the National Curriculum (2014) as well as meeting the needs of our children given their interests, experiences and starting points. The school has therefore designed a long-term plan (with two 'cycles' to reflect the school's mixed-age classes) which identifies what children are expected to know by certain points in their life. Our curriculum is ambitious for all learners, coherently planned and sequenced, and is broad, balanced and inclusive. It is also engaging, inspirational and woven together with magic!



CURRICULUM IMPLEMENTATION



Careful planning, quality teaching and accurate assessment to inform future planning are essential for learning. All teachers are expected to plan well thought-through and carefully sequenced lessons which allow children to build upon previous learning and consolidate existing skills and knowledge. Every child should feel challenged, regardless of their age and ability. This is achieved through providing the same curriculum to each child, supported with scaffolds to help learners access the task. Teachers provide clear learning objectives at the start of every lesson so that children know what it is they are learning about and expected to be able to do by the end of the lesson.

Clear, precise modelling by the teacher is central to how our curriculum is implemented. A range of resources and images are used to spark children's thinking and provide a template to be referred to during the lesson. In English and Maths, these templates are displayed on each class's 'Working Wall' so that children may refer back to previous learning in order to stimulate memory. Language – which can often be a barrier to learning – is carefully considered by the lesson and any new or subject specific terminology is clearly defined and left on display for future reference.

During each lesson, teachers respond to the learning needs of the children. This means being aware of how well each child has understood the task, being flexible with groupings and being prepared to amend the lesson as necessary. Children receive feedback on how to improve their work throughout the lesson, whilst marking provides an opportunity for understanding to be deepened further.

Throughout their time at the school, children should feel that their learning is relevant and purposeful. Teachers make it real to each child by finding out what engages the learners in their class and providing exciting and engaging learning opportunities which will act as a 'hook'. This may also mean the teacher arranging for a visitor to attend the school, or for the class to attend a trip. Children are encouraged to ask questions, think critically and to develop independence.

During and after each lesson, learning is assessed in a variety of ways, including observation, verbal feedback, written feedback, quizzes and exit questions. This phase is incredibly important so that the teacher can plan to meet the needs of each child in the next lesson.



CURRICULUM IMPACT



Children learn best when they are happy, feel valued and enjoy coming to school. Through our Curriculum Intent and the manner with which it is implemented, we believe that not only will our children leave the school with a thirst for knowledge, they will also leave us feeling happy and safe. Children's mental and emotional health is supported across the school and they present as confident, successful learners.

In their lessons, children are engaged throughout. They ask pertinent and thought-provoking questions and are genuinely interested in what they are being taught. They also support each other's learning and celebrate each other's successes.

Children attending Sherborne CofE Primary School have a clear social conscious. They take an active part in raising money for charities of their choosing and make a difference to the world. This ethos is fostered by the entire school community and children leave the school wanting to make the world a better place.

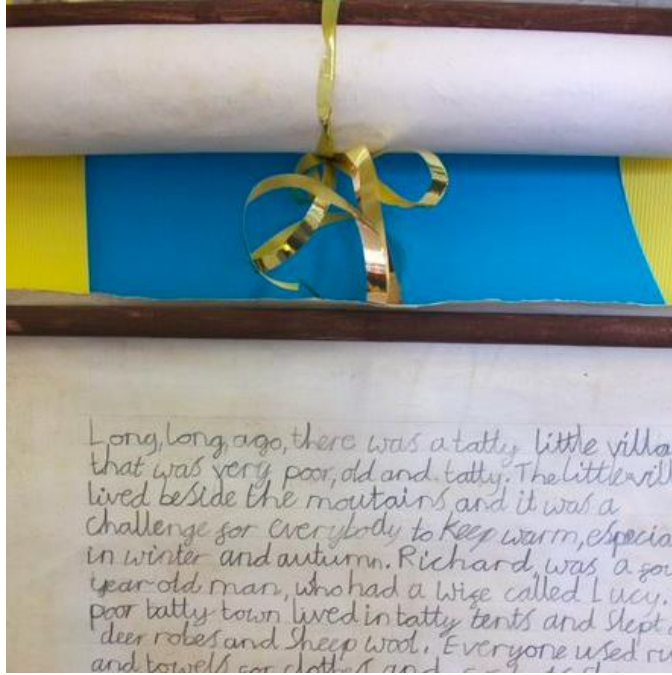
Assessments of the impact of the curriculum are made in a number of ways. These include:

1. Speaking with children
2. Book moderations
3. Learning Walks
4. Informal lesson observations
5. Planning audits
6. Formal lesson observation and Performance Management
7. Summative testing, including the Phonics Screening Test, Year 4 Multiplication Test and Statutory Assessment Tests (SATs)

Upon joining, children attending Sherborne CofE Primary School make excellent progress given their starting points. Attainment at the end of Year 6 is at least in line with their peers nationally, whilst progress is greater than their peers – especially in Writing. Moreover, children leave the school with positive attitudes to life and learning, and are well prepared for the transition to their next school. Children enjoy belonging to a community which shows an interest in their lives, successes and achievements beyond the classroom.



Curriculum Intent	The School's Vision	Love of Learning		Independence and Individuality		Fun and Fulfilment		Excellence and Enjoyment		
	The School's Christian Values	Respect	Friendship		Courage	Forgiveness	Trust		Thankfulness	
	The School's Cultural Capital	The Children			The Locality			Erasmus+		
	The aims of our curriculum	A curriculum which is irresistible for all children to learn and all teachers to teach!		Linking learning to help build a more richly-connected future for our children		Putting character before qualification to develop every child so they can experience life in all its fulness		Delivering a curriculum which equips our children to be life-long learners and significantly impact their world		
Curriculum Implementation	What we do	Challenge for every child		Effective Modelling		Accurate differentiation and flexible structure		Clear objectives		Responsive teaching
	How we do it	All children receive the same curriculum, with scaffolds to support their learning		Children know what to do to get the best from their learning		Teachers work with individuals and groups to ensure all children can access the learning		Children know what they are learning and why		Children are given clear, direct and quick feedback to move their learning forward
	Key elements that underpin our Curriculum	Key Concepts What we want our children to know		Big Questions Asking and thinking to develop understanding		Spiritual Development Develop the children's own spiritual journey		Impact on our lives and the world		Critical Thinking Children think critically
	Purposeful Interactions	Educational Visits and Visitors		Real life; purposeful		Responding to world events		Serving others		Learning in our community
	Reception	Communication and Language Literacy		Mathematics	Understanding the World		Expressive Arts and Design		Physical Development	Personal, Social and Emotional Development
	Years 1-6	English, Languages		Mathematics	Science, History, Geography		Art, DT, Computing, Music		Physical Education	PSHE, Religious Education
Curriculum Impact	<p style="text-align: center;">Impact on Children</p> <p>Children are happy, feel valued and enjoy school. They are confident and successful learners. Children think critically about their learning and ask deep and thought-provoking questions. Children are engaged, keen to learn and see purpose in their learning. They impact our world now and leave the school with skills to impact our world for years to come.</p>					<p style="text-align: center;">Impact on Progress and Attainment</p> <p>Children make excellent individual progress in their learning from Reception onwards. Their attainment is above or at least in line with national expectations. Where children experience barriers to learning, these are identified and addressed to ensure all children can be successful.</p>				



English

"You can't use up creativity. The more you use, the more you have."

- Maya Angelou, author and poet

Speaking and Listening

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Friendship Courage Forgiveness Trust Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village		<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility	
	EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6		
Speaking	<ul style="list-style-type: none"> enjoy listening to and using spoken and written language, and readily turn to it in play and learning use talk to organise sequence and clarify thinking, ideas, feelings and events use language to imagine and recreate roles and experiences speak clearly and audibly with confidence and control, and show awareness of the listener extend their vocabulary, 	<ul style="list-style-type: none"> speak about matters of immediate interest convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail ask relevant questions retell stories, ordering events, using relevant language interpret a text by reading aloud with variety pace and emphasis experiment with and use new words to communicate in different contexts 	<ul style="list-style-type: none"> speak with clarity and use appropriate intonation when reading and reciting texts begin to be aware that in some situations a more formal vocabulary and tone of voice are used begin to use standard English and understand when it is used begin to show confidence in speaking and listening, when showing their work speak clearly when developing and explaining their ideas and use a growing vocabulary tell real and imagined stories, using the 	<ul style="list-style-type: none"> show understanding of the main point through asking relevant comments and questions begin to adapt what they say when talking to different age groups develop their use of standard English and understand when it is used sustain conversation, explain or give reasons for their views or choices develop and use specific vocabulary in different contexts choose and prepare poems or stories for performance, identify appropriate expression, tone, volume and use of voices and other sounds 	<ul style="list-style-type: none"> tell a story using notes designed to cue techniques, such as repetition, recap and humour present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language use and explore different question types participate in whole class debate using the conventions and language of debate, including Standard English use a range of oral techniques to present persuasive arguments and engaging narratives 		

	exploring the meanings and sounds of new words		conventions of familiar story language	<ul style="list-style-type: none"> • respond appropriately on the contributions of others in light of alternative viewpoints • tell stories effectively and convey detailed information coherently for listeners • maintain the use of standard English and understand when it is use • use and reflect on some ground rules for sustaining talk and dialogue • offer reasons and evidence for their views, considering alternative opinions. 	<ul style="list-style-type: none"> • through dialogue, explore ideas, topics or issues • use Standard English consistently in formal situations and promote justify or defend a point of view using supporting evidence, examples and visual aids which are linked back to the main argument • use exploratory, hypothetical and speculative talk as a tool for clarifying ideas
Listening	<ul style="list-style-type: none"> • Listen with enjoyment and respond to stories, songs and other music, rhymes and poems, and make up their own stories, rhymes and poems • Sustain attentive listening, responding to what they have heard by relevant comments, questions and action 	<ul style="list-style-type: none"> • maintain attention & participate in class discussions • listen to others and usually respond appropriately • listen to and follow instructions accurately • build new vocabulary by listening and concentrating 	<ul style="list-style-type: none"> • listen carefully to others in class and respond with increasing appropriateness to what others say • follow a series of instructions and ask relevant questions • listen to input from an adult, remember some specific points and identify what they have learnt 	<ul style="list-style-type: none"> • speak and listen confidently in different contexts, exploring and communicating ideas • follow up others' points and show whether they agree or disagree in whole class discussion. • listen to a speaker, make notes on the talk and use notes to develop a role-play • compare the different contributions of music, words and images in short extracts from TV programmes 	<ul style="list-style-type: none"> • Identify different question types and evaluate impact on audience • identify some aspects of talk which vary between formal and informal occasions • analyse the use of persuasive language • make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose • analyse and evaluate how speakers present points effectively through use of language and gesture Listen

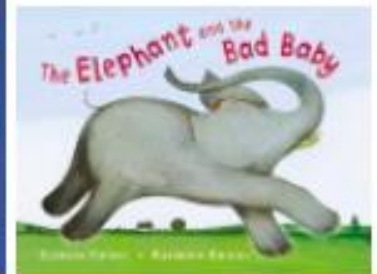
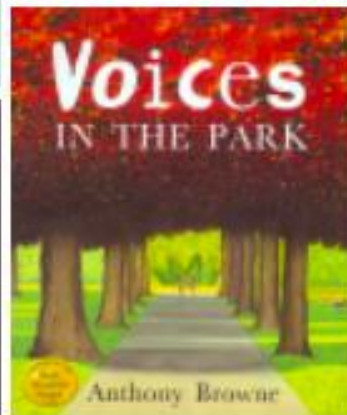
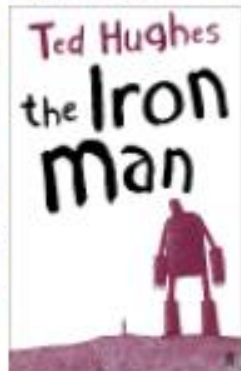
	<ul style="list-style-type: none"> Extend vocabulary, exploring the meanings and sounds of new words. 			<ul style="list-style-type: none"> investigate how talk varies with age, familiarity, gender and purpose. 	<p>for language variation in formal and informal contexts</p> <ul style="list-style-type: none"> identify the ways spoken language varies according to differences in context and purpose of its use identify the main methods used by presenters to explain, persuade, amuse or argue a case, eg emotive language.
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Reading

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Forgiveness Friendship Trust Courage Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village		<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility	
Term	EYFS	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6		
1	Phonics Phase 2	Phonics Phase 5 Sound out most phonemes Identify common digraphs Blend simple CVC, CVCC words	Phonics Phase 5 recap Applying phonics strategies Notice contractions	Root words, prefixes & suffixes Further exception words Reading with fluency & accuracy Skim and scan reading	Root words, prefixes and suffixes Use of language Making connections between known and unknown words		
	Understanding of what they have read.	Pleasure and Understanding Discussions Explanations Familiar stories Recognise a poem	Pleasure and Understanding Discussions Explanations Recall key events Read simple poems	Positive attitudes and developing comprehension Discussions Non-fiction Summarise	Developing positive attitudes and understanding Discussions and explanations Non-fiction, fact and opinion Making comparisons		
2	Phonics Phase 2	Phonics Phase 5 New GPCs Common Exception Words (CEW)from EYFS recap	Phonics Phase 5 recap The full stop function	Root words, prefixes & suffixes Further exception words Reading with fluency and accuracy Comparing themes	Root words, prefixes and suffixes Use of language Reading unfamiliar words from predicted knowledge		
	Understanding of what they have read.	Pleasure and Understanding Discussions Explanations Traditional tales Express and opinion	Pleasure and Understanding Discussions Explanations Recognise key themes Express opinion on poetry, fiction and non-fiction	Positive attitudes and developing understanding Discussions Non-fiction Themes in poetry	Developing positive attitudes and understanding Discussions and explanations Non-fiction, fact and opinion Justify opinions with text evidence		
3	Phonics Phase 3	Phonics Phase 5 Use phonic knowledge to sound out digraphs and split digraphs	Multi-syllabic words Reading aloud	Root words, prefixes & suffixes Further exception words Read with expression	Root words, prefixes & suffixes Use of language Read all CEW (Year 5 & 6)		

		Sound out graphemes (letters or groups of letters) for all 40+ phonemes			
	Understanding of what they have read.	Pleasure and Understanding Discussions Explanations Recognise fiction from non-fiction Rhyming words	Pleasure and Understanding Discussions Explanations Sequencing stories Understanding text structures	Positive attitudes and developing understanding Discussions Non-fiction Extending text type knowledge	Developing positive attitudes and understanding Discussions and explanations Non-fiction, fact and opinion Understanding structural choices
4	Phonics Phase 3	Phonics Phase 5 GPCs within known words Familiar words (CEW) in simple texts	Decode new words quickly Fluency	Root words, prefixes and suffixes Further exception words	Use of language Reasoning and Justification Word etymology Debates and Presentations
	Understanding of what they have read.	Pleasure and Understanding Discussions Explanations Character feelings	Pleasure and Understanding Discussions Explanations Making predictions	Positive attitudes and developing understanding Discussions Non-fiction Inferring based on evidence	Developing positive attitudes and understanding Discussions and explanations Non-fiction, fact and opinion Authors use of language
5	Phonics Phase 4	Phonics Phase 5 Read words without overt sounding and blending Read the common exception words Read accurately words containing GPCs that have been taught	Root words Read common suffixes Self-correct	Root words, prefixes and suffixes Further exception words (all Year 3 & 4) Longer words	Use of language Impact of prefixes and suffixes Reasoning and Justification Debates and Presentations
	Understanding of what they have read.	Pleasure and Understanding Discussions Explanations Summarise main story events Link new words to known words	Pleasure and Understanding Discussions Explanations Summarise and retell stories Make choices over which texts to read	Positive attitudes and developing understanding Discussions Non-fiction Using text to support opinion	Positive attitudes and developing understanding Discussions and explanations Non-fiction, fact and opinion Identifying figurative language
6	Phonics Phase 4	Phonics Phase 5 Read familiar endings to words (:es, :ing, :ed, :er, :est)	Syllable boundaries Function of the apostrophe	Root words, prefixes and suffixes Further exception words Read with pace and fluency	Use of language Word etymology Reasoning and Justification

		Spot errors in decoding and attempt to self -correct Begin to understand contractions Alternative sounds for graphemes	Reading contractions accurately	Ambitious vocabulary	Debates and Presentations
	Understanding of what they have read.	Pleasure and Understanding Discussions Explanations Express opinions about a wider range of texts	Pleasure and Understanding Discussions Explanations Make simple inferences	Positive attitudes and developing understanding Discussions Non-fiction Using context clues	Positive attitudes and developing understanding Discussions and explanations Non-fiction, fact and opinion Reading between the lines



Sherborne
C of E Primary
Reading Spine
Books

SPINE TEXTS

	EYFS	Year 1	Years 2 and 3	Years 4, 5 and 6
Cycle A Term 1	Whatever Next Peace at Last Handa's Surprise Dogger	Flat Stanley Cops and Robbers Beegu Emily Brown and the Thing	Charlotte's Web	Farther
Cycle A Term 2	Six Dinner Sid The Tiger Who Came to Tea Mr Grumpy's Outing Knuffle Bunny	Pumpkin Soup The Elephant and the Bad Baby Can't You Sleep Little Bear? The Flower	Perry Angel's Suitcase	Wolf Brother
Cycle A Term 3	The Gruffalo Elmer Rosie's Walk Avocado Baby	Lost and Found Meerkat Mail Where the Wild Things Are Gorilla	The Abominables	Fireweed
Cycle A Term 4	Farmer Duck Frog and Toad Together Goodnight Moon	The Giraffe and the Pelly and Me The Hodgeheg Traction Man is Here	Cat Tales: Ice Cat	Clockwork
Cycle A Term 5	Owl Babies On the Way Home	Dr Xargle's Book of Earthlets Not Now, Bernard The Owl Who Was Afraid of the Dark	Why the Whales Came	River Boy
Cycle A Term 6	Mrs Armitage on Wheels Shhh!	Who's Afraid of the Big Bad Book? Tuesday Willa and Old Miss Annie Amazing Grace		

	Years 2 and 3	Years 4 , 5 and 6
Cycle B Term 1	Hansel and Gretel Bill's New Frock	The Arrival
Cycle B Term 2	The Battle of Bubble and Squeak	Varjak Paw
Cycle B Term 3	The Iron Man Voices in the Park	Street Child
Cycle B Term 4	The Lion, the Witch and The Wardrobe	The Wolves of Willoughby Chase
Cycle B Term 5	The Firework-Maker's Daughter Fantastic Mr Fox	The Hobbit
Cycle B Term 6	The Sheep Pig	The Hobbit

	Years 4 , 5 and 6
Cycle C Term 1	The Snow-walker's son
Cycle C Term 2	Tom's Midnight Garden
Cycle C Term 3	The Midnight Fox
Cycle C Term 4	Holes
Cycle C Term 5	Skellig
Cycle C Term 6	Skellig

Phonics

EYFS	Key Stage 1		Lower Key Stage 2	Upper Key Stage 2
	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> say a sound for each letter in the alphabet and at least 10 digraphs read words consistent with their phonic knowledge by sound-blending read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read CE words, noting unusual correspondences between spelling and sound and where these occur read words containing taught GPCs & -s, -es, -ing, -ed, -er & -est endings read other words of more than one syllable that contain taught GPCs read words with contractions and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further CE words, noting unusual correspondences between spelling and sound and where these occur read most words quickly and accurately, without overt sounding and blending, when <ul style="list-style-type: none"> they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Reading for Pleasure

EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions make comments about what they have heard and ask questions to clarify their understanding 	<ul style="list-style-type: none"> listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently be encouraged to link what they read or hear read to their own experiences become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics discuss word meanings, linking new meanings to those already known recognise and joining in with predictable phrases 	<ul style="list-style-type: none"> listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discuss the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales be introduced to non-fiction books that are structured in different ways recognise simple recurring literary language in stories and poetry discuss and clarifying the meanings of words, linking new meanings to known vocabulary discuss their favourite words and phrases 	<ul style="list-style-type: none"> listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes use dictionaries to check the meaning of words that they have read increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identify themes and conventions in a wide range of books discuss words and phrases that capture the reader's interest and imagination recognise some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommend books that they have read to their peers, giving reasons for their choices identify and discuss themes and conventions in and across a wide range of writing make comparisons within and across books

Developing Understanding

EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • anticipate – where appropriate – key events in stories • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	<ul style="list-style-type: none"> • draw on what they already know or on background information and vocabulary provided by the teacher • check that the text makes sense to them as they read and correcting inaccurate reading • discuss the significance of the title and events • make inferences on the basis of what is being said and done • predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • draw on what they already know or on background information and vocabulary provided by the teacher • check that the text makes sense to them as they read and correcting inaccurate reading • make inferences on the basis of what is being said and done • answer and ask questions • predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • ask questions to improve their understanding of a text • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • identify main ideas drawn from more than one paragraph and summarising these • identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • ask questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identify how language, structure and presentation contribute to meaning

Presentation Skills

EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • [learn to appreciate rhymes and poems, and to recite some by heart] 	<ul style="list-style-type: none"> • learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • learn a wider range of poetry by heart • prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Reasoning and Evaluation

EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<ul style="list-style-type: none"> participate in discussions about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views

Writing

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Forgiveness Friendship Trust Courage Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village		<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility	
Term	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6			
1	Mark-making Letter correspondence Letter formation Single word captions	Familiar story re-write	Descriptive settings	Descriptive settings			
		Narrative	Narrative	Narrative			
		Instructions	Non- chronological report	Non- chronological report			
	BIG WRITE – WHOLE SCHOOL – cold write on single topic, for moderation						
2	Short phrases Two-word captions Idea of sentences	Non- chronological report	Instructions	Instructions			
			Explanation	Explanation			
		Narrative	Narrative	Narrative			
		Poetry	Poetry	Poetry			
		Newspaper report/article	Newspaper report/article				
BIG WRITE – WHOLE SCHOOL – cold write on single topic, for moderation							
3	Simple sentences Simple captions	Recount	Biography	Biography			
			Recount	Recount			
		Narrative	Narrative	Narrative			
		Instructions	Letter	Letter			
		Persuasion	Persuasion				
BIG WRITE – WHOLE SCHOOL – cold write on single topic, for moderation							

4	Simple sentences Clauses Joining clauses with 'and'	Familiar story re-write	Playscript	Playscript
		Narrative	Narrative	Narrative
		Non- chronological report	Non- chronological report	Non- chronological report
BIG WRITE – WHOLE SCHOOL – cold write on single topic, for moderation				
5	Developing sentences and full stops	Recount	Poetry	Poetry
			Recount	Recount
		Narrative	Narrative	Narrative
		Explanation	Newspaper report/article	Newspaper report/article
BIG WRITE – WHOLE SCHOOL – cold write on single topic, for moderation				
6	Writing sentences with a capital letter and full stop	Instructions	Autobiography	Biography /autobiography
		Narrative	Narrative	Narrative
		Narrative	Recount	Recount
BIG WRITE – WHOLE SCHOOL – cold write on single topic, for moderation				

<p>Genres for fictional narratives:</p> <ul style="list-style-type: none"> • Fantasy • Adventure • Fairy Tale • Comedy • Detective/Mystery • Science Fiction • Myth/Legend • Suspense/Thriller • Horror/ghost • Historical • Romance • Biography 	<p>Genres for non-fictional narratives:</p> <ul style="list-style-type: none"> • Diary entry • 'Day in the life' • Memoir • Biography and autobiography • Historical • Travelogue • Commentary
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Writing for pleasure				
EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> • choose subjects for writing that they are interested in 	<ul style="list-style-type: none"> • choose subjects for writing which they are interested in • enjoy sharing their writing with others 	<ul style="list-style-type: none"> • relish learning new skills • enjoy writing a story to its conclusion • enjoy sharing their writing with others 	<ul style="list-style-type: none"> • take pride in their writing • value literature and broaden the range of topics they write about • enjoy sharing their writing with others • take pleasure in being creative and expressive with their use of language

Spelling

EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> spell words by identifying sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week write from memory simple sentences dictated by the teacher using GPCs and CEW prefixes - 'un' suffixes -ed,-est, -ing, -er, plural rules 's' and 'es' apply simple spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learn to spell CEW learn to spell words with contracted forms distinguish between homophones and near-homophones add suffixes to spell longer words, inc. -ment, -ness, -ful, -less, -ly apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher using GPCs, CEW & taught punctuation 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus

Planning & Composition

Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • say out loud what they are going to write about • compose a sentence orally before writing • sequence sentences to form short narratives 	<ul style="list-style-type: none"> • write narratives about personal experiences and those of others (real and fictional) • write about real events • write poetry • write for different purposes • plan or say out loud what they are going to write about • write down ideas and/or key words, including new vocabulary • encapsulate what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organise paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • note and develop initial ideas, drawing on reading and research where necessary • consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • précis longer passages • use a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Editing & Evaluating

Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • re-read what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluate their writing with the teacher and other pupils • re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-read to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors

Vocabulary

Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • [use the vocabulary listed in English Appendix 2 in discussing their writing] 	<ul style="list-style-type: none"> • use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause 	<ul style="list-style-type: none"> • enjoy and appreciate words for their own sake, recognising their etymology in some cases • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • use passive verbs to affect the presentation of information in a sentence • use the perfect form of verbs to mark relationships of time and cause • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility

Grammar

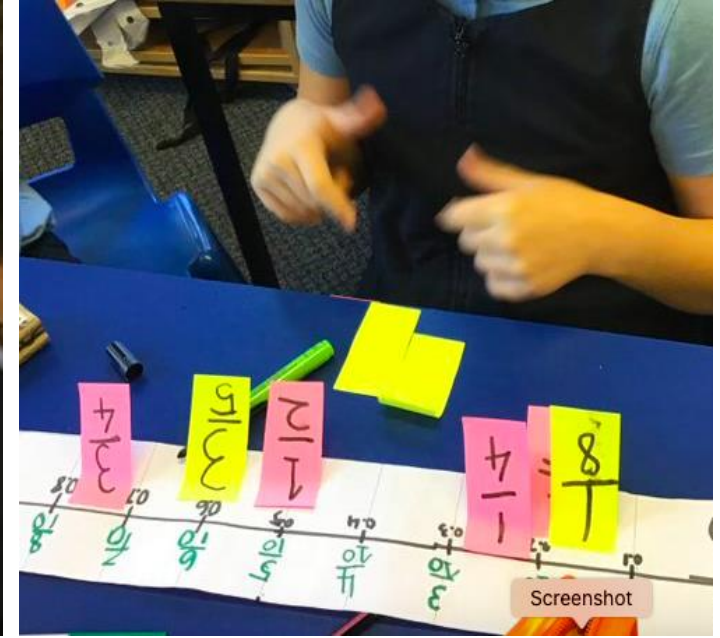
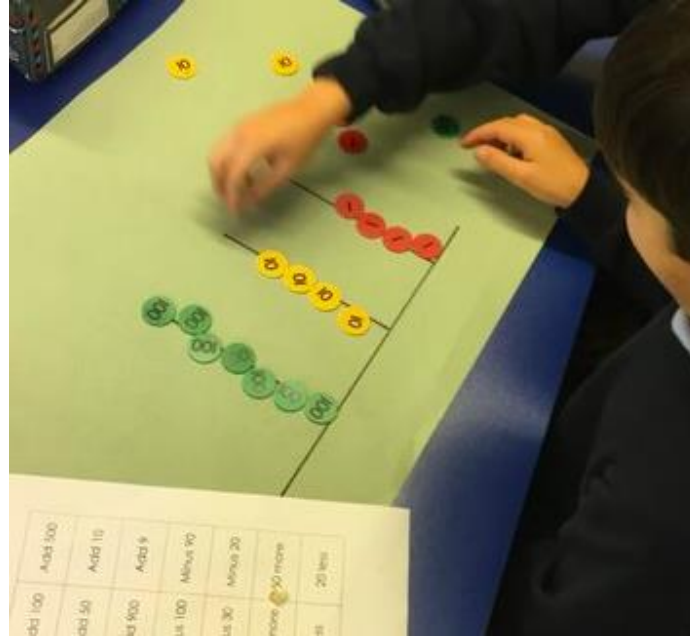
Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • join words and join clauses using 'and' • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learn the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing 	<ul style="list-style-type: none"> • use sentences with different forms: statement, question, exclamation, command • use the present and past tenses correctly and consistently including the progressive form • use subordination (using when, if, that, or because) & co-ordination (using or, and, or but) • use the grammar for year 2 in English Appendix 2 • use some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing 	<ul style="list-style-type: none"> • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use the present perfect form of verbs in contrast to the past tense • use fronted adverbials • learn the grammar for years 3 and 4 in English Appendix 2 • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<ul style="list-style-type: none"> • use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

Punctuation

Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none">begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<ul style="list-style-type: none">learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)learn the possessive apostrophe (singular)	<ul style="list-style-type: none">use commas after fronted adverbialsindicate possession by using the possessive apostrophe with plural nounsuse and punctuating direct speech	<ul style="list-style-type: none">use commas to clarify meaning or avoid ambiguity in writinguse hyphens to avoid ambiguityuse brackets, dashes or commas to indicate parenthesisuse semi-colons, colons or dashes to mark boundaries between independent clausesuse a colon to introduce a listpunctuate bullet points consistently

Presentation – written and oral

EYFS	Year 1	Year 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • write recognisable letters, most of which are correctly formed • hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher • participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • invent, adapt and recount narratives and stories with peers and their teacher • make use of props and materials when role playing characters in narratives and stories 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • leave spaces between words • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these • read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear



Mathematics

"Mathematics, rightly viewed, possesses not only truth but supreme beauty."

– Bertrand Russell, mathematician, and Nobel Laureate

Mathematics

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Forgiveness Friendship Trust Courage Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village		<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility	
Term	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6			
1	Place Value & Number	Place Value & Number	Place Value & Number	Place Value & Number			
	Measurement		Addition & Subtraction		Four operations		
	Geometry	Addition & Subtraction	Measurement - Area				
2	Place Value & Number	Addition & Subtraction	Multiplication & Division	Fractions			
	Measurement	Geometry - Shape					
	Geometry	Consolidation	Consolidation	Measurement – Converting units			
3	Place Value & Number	Number - Place Value	Multiplication & Division	Multiplication & Division			
		Measurement - Money		Ratio/algebra			
	Addition & Subtraction	Addition & Subtraction	Measurement - Length & Perimeter	Fractions			
	Measurement	Multiplication & Division	Fractions	Decimals			

4	Addition & Subtraction	Place Value & Number	Fractions	Fractions, Decimals & Percentages
	Measurement	Measurement – Length & Height		Measurement – Perimeter, Area & Volume
	Multiplication & division	Measurement – Mass, volume, capacity	Measurement – Mass & Capacity Number - Decimals	Statistics
5	Place Value & Number	Multiplication & Division	Fractions	Geometry - Shape
	Measurement		Statistics	
	Geometry	Fractions	Measurement - Money	Problem solving/Consolidation
		Geometry – Position & Direction	Measurement - Time	Decimals
6	Place Value & Number	Number – Place value	Geometry - Shape	Negative numbers
	Multiplication & division	Problem solving	Statistics	Problem solving/Consolidation
	Geometry	Measurement – Money & Time	Geometry – Position & Direction Consolidation	Measurement – Converting units Measurement - Volume Problem solving/Consolidation

Place Value & number

EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> verbally count beyond 20, recognising the pattern of the counting system compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	<ul style="list-style-type: none"> count to and across 100 and say 1 more, one less read and write numbers to 20 in numerals and words and to 100 in numerals count in multiples of 2, 5 & 10 identify and represent numbers using objects and a number-line use language of fewer, most, equal to, more than and less than 	<ul style="list-style-type: none"> count to and across 100 and say 1 more, one less read and write numbers to 100 in numerals and words recognise place value of 2 digit numbers compare & order to 100 using $<>=$ count in multiples of 2, 3, 5 & 10 from any number identify and represent numbers using different representations and a number-line use appropriate mathematical language use place value to solve problems 	<ul style="list-style-type: none"> count to and across 1000 find 10/100 more/less than a number read and write numbers to 1000 in numerals and words round numbers to nearest 10 recognise place value in 3 digit numbers compare and order numbers to 1000 count in multiples of 4, 5, 50 and 100 identify and represent numbers using different representations and a number-line use appropriate mathematical language solve number and practical problems involving the above 	<ul style="list-style-type: none"> count to and across 10,000 and backwards through zero find 1000 more/ less read Roman numerals to 100 round numbers to nearest 10,100 or 1000 know place value in 4 digits compare and order numbers beyond 1000 count in multiples of 6,7,9, 25 and 1000 identify and represent numbers using different representations use appropriate mathematical language solve number and practical problems involving the above 	<ul style="list-style-type: none"> count forwards and backwards in powers of 10 for any given number to 1,000,000 interpret negative numbers in context read Roman numerals to 1000 round numbers up to 1,000,000, to any power of ten and decimals with two decimal places to the nearest whole number and to one decimal place know the place value of digits to 1,000,000 read, write, order and compare numbers to at least 1,000,000 and read, write, order and compare numbers with up to 3 decimal places solve number problems and practical problems that involve the above 	<ul style="list-style-type: none"> count forwards and backwards in powers of 10 for any given number to 10,000,000 use negative numbers in context and calculate intervals across zero read Roman numerals to 1000 round any whole number, to any power of ten know the place value of digits to 10,000,000 and the value of each digit in numbers given to 3 decimal places read, write, order and compare numbers to at 10,000,000 solve number problems and practical problems that involve the above

Addition and Subtraction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts 	<ul style="list-style-type: none"> • read, write and interpret mathematical statements using + - and = • represent and use number bonds and related subtraction facts within 20 • add and subtract 1 and 2 digit numbers to 20 using objects and pictorial representations • solve missing number equations such as $7 = \square - 9$ 	<ul style="list-style-type: none"> • read, write and interpret mathematical statements using + - and = • recall number bonds to 20 and derive & use related facts up to 100 • add and subtract 1 and 2 digit numbers, tens, and 3 single digit numbers, mentally and using objects and pictorial representations • solve + and – problems using written methods and show + is commutative • solve missing number problems 	<ul style="list-style-type: none"> • add & subtract mentally with 3 digit numbers and ones, tens and hundreds • add and subtract 2 and 3 digit numbers using formal written methods • estimate and use inverse to check answers • solve problems using the above including missing number problems 	<ul style="list-style-type: none"> • add & subtract mentally with 3 digit numbers and ones, tens and hundreds • add and subtract 2, 3 and 4 digit numbers using formal methods • estimate and use inverse to check answers • solve addition and subtraction two-step problems in context 	<ul style="list-style-type: none"> • add and subtract numbers mentally with increasingly larger numbers • add and subtract whole numbers with more than 4 digits, using formal methods • use rounding to check answers • solve addition and subtraction multi-step problems in context 	<ul style="list-style-type: none"> • add and subtract numbers mentally with increasingly larger number • add and subtract whole numbers with more than 4 digits, using formal methods • use rounding and estimation to check answers • solve addition and subtraction multi-step problems in context

		and use inverse to solve problems				
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Multiplication and Division

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> count in multiples of 2, 5 & 10 (also in PV & number strand) show that multiplication is commutative using practical arrays solve one-step problems involving multiplication and division by using concrete objects, pictorial representations and arrays, with teacher support 	<ul style="list-style-type: none"> recall multiplication and division facts for 2,5 and 10 times tables show that multiplication is commutative using materials & arrays use \times, \div and $=$ signs to write these tables solve problems involving multiplication and division, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 times tables multiply and divide mentally 2 digits by 1 digit for known tables write and calculate \times and \div mathematical statements for known tables solve \times and \div problems including missing number problems and those scaling and correspondence problems which link n objects to m objects 	<ul style="list-style-type: none"> recall and use multiplication facts for all tables up to 12×12 use factor pairs and commutativity to solve mental \times and \div calculations, inc. multiplying and dividing 3 single numbers and by 0 and 1 multiply and divide 3 digit and 3 digits by one digit using a formal method solve \times problems using the distributive law including harder correspondence problems which link n objects to m objects 	<ul style="list-style-type: none"> use tables identify multiples and factors inc factor pairs and common factors understand prime numbers and factors and identify (recall up to 19) multiply and divide mentally using known facts recognise and use squared and cubed numbers/notation multiply and divide numbers up to 4 digits by 1 or 2 digits, (division by 1 digit) using a formal method multiply and divide by 10, 100 and 1000 including decimals solve problems involving the above & all four number operations, including scaling by simple fractions use estimation to check accuracy 	<ul style="list-style-type: none"> identify common factors and common multiples identify any prime numbers mentally calculate division and multiplication using large numbers recognise and use squared and cubed numbers/notation multiply and divide up to 4 digits by 2 digits and interpret remainders in context (to 2dps) multiply one-digit numbers with up to 2dps by whole numbers multiply and divide by 10, 100 and 1000 to 3dps solve problems involving the above and all four number operations including scaling by simple fractions use estimation to check accuracy

Fractions (including decimals from Year 4)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity and a quarter as one of four equal parts of an object, shape or quantity 	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half 	<ul style="list-style-type: none"> recognise, find and write fractions of a discrete set of objects: unit & non-unit fractions with small denominators recognise and use fractions as numbers: unit & non-unit fractions with small denominators recognise and show, using diagrams, equiv. fractions with small denominators + and - fractions with the same denominator within one whole compare and order unit fractions with the same denominator count up and down in tenths; Recognise that $\frac{1}{10}$s arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 solve problems that involve all of the above 	<ul style="list-style-type: none"> recognise, find and write fractions of a discrete set of objects: unit & non-unit fractions with small denominators recognise and write decimal equivalents of any $\frac{1}{10}$s & $\frac{1}{100}$s and $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ know & show, families of equiv. fractions + and - fractions with the same denominator compare numbers with the same dps up to 2dps count up and down in $\frac{1}{100}$s Recognise that $\frac{1}{100}$s arise when dividing an object by 100 divide a one- or two-digit number by 10 and 100, and give the value of the digits up to 2dps round decimals with 1dp to whole numbers solve measure and money problems involving fractions and decimals to 2dps 	<ul style="list-style-type: none"> identify, name and write equivalent fractions including $\frac{1}{10}$s and $\frac{1}{100}$s recognise mixed numbers and improper fractions & convert between compare, order, add & subtract fractions with denominators that are multiples of one number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimals as fractions recognise and use thousandths recognise the per cent symbol (%) and understand meaning write percentages as a fraction solve problems which require knowing % and decimal equiv of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and those fractions with denominator of a multiple of 10 or 25 	<ul style="list-style-type: none"> use common factors to simplify fractions use common multiples to express fractions in the same denomination compare and order fractions, inc fractions > 1 add and subtract fractions with different denominators and mixed numbers multiply simple pairs of proper fractions, writing the answer in its simplest form divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] calculate decimal fraction equivalents [for example, 0.375 for $\frac{3}{8}$] solve problems involving the calculation of percentages. Eg of measure and calculations such as 15% of 360 use percentages for comparison recall and use equivalences between simple fractions, decimals and percentages including in different contexts

Measurement

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> compare, describe and solve practical problems for length/height, mass/weight, capacity/volume, time using mathematical language measure and begin to record units for length/height, mass/weight, capacity/volume, time sequence events in chronological order tell time to the hour and to half past and record on a clock face recognise and use language related to dates recognise and know the value of different coins and notes 	<ul style="list-style-type: none"> compare and order length/height, mass/weight, capacity/volume using $<>$ and $=$ choose appropriate units to measure length/height, mass/weight, capacity/volume and temperature tell and write time to the nearest 15mins and record on a clock face. Know the mins in an hour and hours in a day recognise £ and p and combine to make particular / same values solve simple problems in a practical context inv. + and - of money of the same unit, inc. giving change 	<ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes use vocabulary related to time compare durations of events tell and write the time to the nearest minute, from an analogue clock, inc Roman numerals from I to XII, and 12-hr/24hr clocks estimate, record and compare time in seconds, minutes & hours know the number of seconds in a minute and days in a month, year and leap year add and subtract amounts of money to give change, using both £ and p in practical contexts 	<ul style="list-style-type: none"> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares convert between different units of measure read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. estimate, compare and calculate different measures, including money in pounds and pence 	<ul style="list-style-type: none"> convert between different units of metric measure understand and use approximate equivalences between metric units and common imperial units measure and calculate the perimeter and area of composite rectilinear shapes in centimetres and metres and square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes estimate volume and capacity use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling solve problems involving converting between units of time 	<ul style="list-style-type: none"> use, read, write and convert between standard units, converting measurements of length, mass, volume and time using decimal notation to up to 3dps convert between miles and kms recognise that shapes with the same areas can have different perimeters & vice versa recognise when it is possible to use the formulae for area & volume calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) & metres (m³), solve problems involving calculation and conversion of units of measure, using decimal notation up to 3dps where appropriate

Geometry: Properties of shape

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including for example: rectangles (including squares), circles and triangles and cuboids (including cubes), pyramids and spheres 	<ul style="list-style-type: none"> compare and sort common 2-D and 3-D shapes and everyday objects. identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes order and arrange combinations of mathematical objects in patterns and sequences 	<ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using materials recognise & describe 3-D shapes in different orientations recognise angles as a property of shape/turn identify right angles, recognise that two right angles make a $\frac{1}{2}$ turn, three make $\frac{3}{4}$ of a turn and four a complete turn identify angles as $>$ or $<$ a right angle identify horizontal, vertical, parallel & perpendicular lines complete a simple symmetric figure 	<ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to two right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry 	<ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations distinguish between regular and irregular polygons based on reasoning about equal sides and angles know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees ($^{\circ}$) identify angles at multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles 	<ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes including making nets compare and classify geometric shapes based on their properties and sizes find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles illustrate and name parts of circle, including radius, diameter and circumference and know that the diameter is twice the radius

Geometry: Position & Direction

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns 	<ul style="list-style-type: none"> use mathematical vocabulary to describe position, direction and movement, including turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) 	<ul style="list-style-type: none"> order and arrange mathematical objects in patterns and sequences use mathematical vocab to describe position, direction and movement, inc. turn and in terms of right angles for 1/4, half and 3/4 turns (clockwise and anti-clockwise) 	<ul style="list-style-type: none"> describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon 	<ul style="list-style-type: none"> identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	<ul style="list-style-type: none"> describe positions on the full coordinate grid draw and translate simple shapes on the coordinate plane, and reflect them in the axes

Statistics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> [collect simple data and make a practical chart using pictures] <p>(No Yr 1 pos for statistics)</p>	<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity ask and answer questions about totalling and comparing categorical data 	<ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables 	<ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 	<ul style="list-style-type: none"> complete, read and interpret information in tables, including timetables solve comparison, sum and difference problems using information presented in a line graph 	<ul style="list-style-type: none"> calculate and interpret the mean as an average interpret and construct pie charts and line graphs and use these to solve problems

Ratio & Proportion

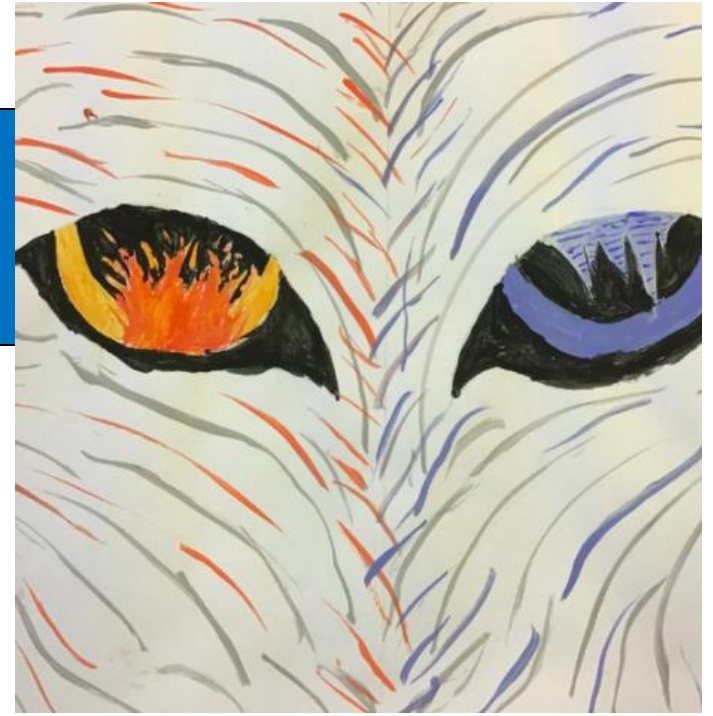
YEAR 6 ONLY

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and use percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

Algebra

YEAR 6 ONLY

- Use simple formulae
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy number sentences involving two unknowns
- Enumerate possibilities of combinations of two variables



Art & Design

"Every child is an artist. The problem is how to remain an artist once he grows up."

– Pablo Picasso, artist

Art & Design

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Friendship Courage Forgiveness Trust Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village		<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility	
Autumn Term			<ul style="list-style-type: none"> – AUTUMN 1: Which ICT tools will I need to make a calendar inspired by Van Gogh’s ‘Starry Night’ – AUTUMN 2: How can I use repeated patterns to print Christmas wrapping paper – What shapes do I need to make a Xmas collage in the same style as Matisse? 	<ul style="list-style-type: none"> – AUTUMN 1: How can I create and use a sketch book productively to support my art? Sketch of the school? – What skills do I need to create portraits using ICT? (Artist study, Andy Warhol) – AUTUMN 2: How can The Maya inspire prints and clay figurines? 	<ul style="list-style-type: none"> – AUTUMN 1: How can I create and use a sketch book productively to support my art? – Which artists can inspire my illustrations of a story based on my local environment? – AUTUMN 2: How can I create mood and temperature when painting a winter landscape? 		
Spring Term			<ul style="list-style-type: none"> – SPRING 1: Can I represent games from the past and present using charcoal and pastels? – Artist study (Bruegel ‘Children’s Games’) – SPRING 2: What skills do I need to make a sock puppet? 	<ul style="list-style-type: none"> – SPRING 1: What skills do I need to print in the Arts & Crafts style? (William Morris etc.) – SPRING 2: What was the Cubism art movement, and can I paint in a similar style? (Klee, Picasso, Delauney etc). 	<ul style="list-style-type: none"> – SPRING 1: How can I use the work of artists such as David Hockney, Wendy Red Star, Grayson Perry to create a photomontage/collage? – SPRING 2: What technical skills do I need to bring together art in a multimedia piece? 		
Summer Term			<ul style="list-style-type: none"> – SUMMER: How can fossils inspire art through sketching, rubbing and printing? 	<ul style="list-style-type: none"> – SUMMER 2: How does my local landscape inspire painting? 	<ul style="list-style-type: none"> – SUMMER 1: What was Egyptian art like and how can hieroglyphics inspire me to create a font? – SUMMER 2: How can I use famous artworks to inspire a summer landscape painting? 		

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Cycle B	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn Term		<ul style="list-style-type: none"> – AUTUMN 1: How can I represent hot temperatures with paint, eg. through painting a scene of ‘The Great Fire of London’? – Which autumn materials will I need to create a collage or sculpture in the style of Andy Goldsworthy? – AUTUMN 2: Which clay preparation skills will I need to make a clay tealight, for marking Diwali? – What aspects of Christmas can inspire hand-made crafts? 	<ul style="list-style-type: none"> – AUTUMN 1: How can I create and use a sketch book productively to support my art? – What skills do I need to draw portraits and a sketch of the school? (Artist study - Quentin Blake/Lauren Child) – AUTUMN 2: Which clay preparation skills will I need to make a Roman Tessera clay tile? – How can I paint a clay tile to recreate Roman designs & colours? 	<ul style="list-style-type: none"> – AUTUMN 1: How can I create and use a sketch book productively to support my art? – What designs are used in Islamic art & which skills do I need to print a pattern in this style? – How can I use my design skills to design a patterned cushion cover? – AUTUMN 2: How does Frida Kahlo use imagery in her portraits and can I create a self-portrait in a similar style? – How can looking at famous artworks improve my skills when painting winter landscapes?
Spring Term		<ul style="list-style-type: none"> – SPRING 1: How can I represent cold temperatures with paint, eg. through painting the Arctic/ Antarctic – SPRING 1: How does Monet show mood in art and how can I use primary and secondary colours to create mood? 	<ul style="list-style-type: none"> – SPRING 1: What painting skills do I need to paint in the style of Hokusai? – SPRING 2: What printing skills do I need to print in the style of Hokusai/Escher? 	<ul style="list-style-type: none"> – SPRING 1: What is architecture and how do architects use design to enhance environments? (Frank Lloyd-Wright, Safdie, Hadid) – SPRING 2: What skills do I need to use IT and sketching to support model house making?
Summer Term		<ul style="list-style-type: none"> – SUMMER 1: How can I represent a Tudor portrait using ICT? Which sketching and painting skills do I need to create a portrait? – SUMMER 2: How can I recreate a Tudor castle in sculpture? 	<ul style="list-style-type: none"> – SUMMER 1: How can I use artists as inspiration for outdoor natural art - Artist study (Gormley, Gaudi and others) 	<ul style="list-style-type: none"> – SUMMER 1: How can I develop craft & design skills to design a chair as a piece of art? – SUMMER 2: How can I use the Impressionist style to improve summer landscape painting skills? – How can I use artists as inspiration for outdoor natural art using the woods as a setting?

Art - Content

EYFS	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design/texture form and function • use what they have learnt about media/materials in original ways, thinking about uses & purposes. They represent their own ideas, thoughts and feelings through design and art 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • know about great artists, architects and designers in history

Art - Drawing

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • make marks using a variety of different tools • vary the strength with which I draw using a pencil • represent something recognisable in a drawing • begin to show accuracy and care when drawing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use pencils to create lines of different thickness in drawings • use charcoal, pencil and pastel to create images • use a viewfinder to focus on a specific part of an object before drawing it • choose and use three different grades of pencil when drawing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • produce sketches to produce a final piece of art • know how to use different grades of pencil and how to use charcoal to shade and blend and create different textures and light • use shading, marks and lines to show texture in their art • use line, tone, shape and colour to represent figures and forms in movement • show facial expressions and body language in sketches 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw objects from life and use shading, marks and lines, to produce texture and light effects • successfully use shading to create mood and feeling including making appropriate colour choices in pencil • organise line, tone shape and colour to represent figures and forms in movement • improve their technical skills to accurately represent line and form using perspective • use feedback to develop techniques (such as perspective) and make amendments & improvements to their drawings

Art - Painting

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • select colours of paint and use paint to create original art • know how to hold and use a paint-brush correctly • use a range of small tools, including paint brushes 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know the primary colours and that other colours are made from them • know how to hold and use a paint-brush correctly • mix paint to create all the secondary colours & brown • create tints with paint by adding colours in small amounts to white, and tones by adding black to colour • use a paint-brush correctly and know which size of brush to use for different needs 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know how to create a background using a wash • know how to use a range of brushes to create different effects in painting • know how to show facial expressions and body language in paintings • know how to show reflections in their paintings 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know how to express emotion in their painting through use of colour and tone • experiment with realism and abstraction through painting • further improve their brush techniques through studying artists' work and through practice • make deliberate choices about the style of painting they choose and explain why they have used specific techniques to create their art

Art – 3-D

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • build with materials which don't need gluing, such as blocks & bricks etc. • experiment with modelling materials 	Pupils should be taught to: <ul style="list-style-type: none"> • know how to cut, roll and coil clay and similar materials • experiment with making a 3d structure from a variety of materials • know how to make a clay pot • know how to join two clay sections together • know how to shape and prepare cardboard sections to make a structure 	Pupils should be taught to: <ul style="list-style-type: none"> • know how to mould clay into shapes and recognisable objects such as animals • use the work of famous sculptors to design their own 3d piece • know how to sculpt clay and other mouldable materials into a design that they have created • use the natural environment to create outdoor sculptures 	Pupils should be taught to: <ul style="list-style-type: none"> • design a sculpture/model and explain why they have used different tools and materials to create art • design a sculpture/model which provokes thought • explain why they have used different tools and materials to create art

Art – Craft and Design

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • print a repeated pattern • make collages from a variety of materials which they choose 	Pupils should be taught to: <ul style="list-style-type: none"> • know how to use different textiles to create a textured collage • know how to create images from a variety of media by arranging and gluing them on different backgrounds • know how to create a repeating pattern in print by pressing, rolling, rubbing and stamping. • use a needle and thread to make basic stitches using binka or a similar guide • select different materials considering content, shape, surface & texture to create a variety of craft items 	Pupils should be taught to: <ul style="list-style-type: none"> • know how to print onto different materials using at least two colours • make their own printing blocks • know how to make a relief print and a monotype in two or more colours 	Pupils should be taught to: <ul style="list-style-type: none"> • know how to create an accurate print design following criteria • design a functional piece of art using influences • use photography and collage to produce art • use a full range of materials to produce art and explain why they have selected them • know how to overprint to create different forms and patterns • use their sewing skills to make and decorate a piece of craft

Art – Use of ICT

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • make marks using an IT drawing App 	Pupils should be taught to: <ul style="list-style-type: none"> • know how to use IT to create a simple picture • know how to use different effects within an IT paint package such as 'fill' for example 	Pupils should be taught to: <ul style="list-style-type: none"> • know how to use digital images and combine with other media in their art • know how to use IT to create art which includes their own work and that of others • know how to integrate digital images into their art 	Pupils should be taught to: <ul style="list-style-type: none"> • know how to use images which they have created, scanned and found; altering them where necessary to create art • know how to use a range of e-resources to create art

Art – Developing Ideas

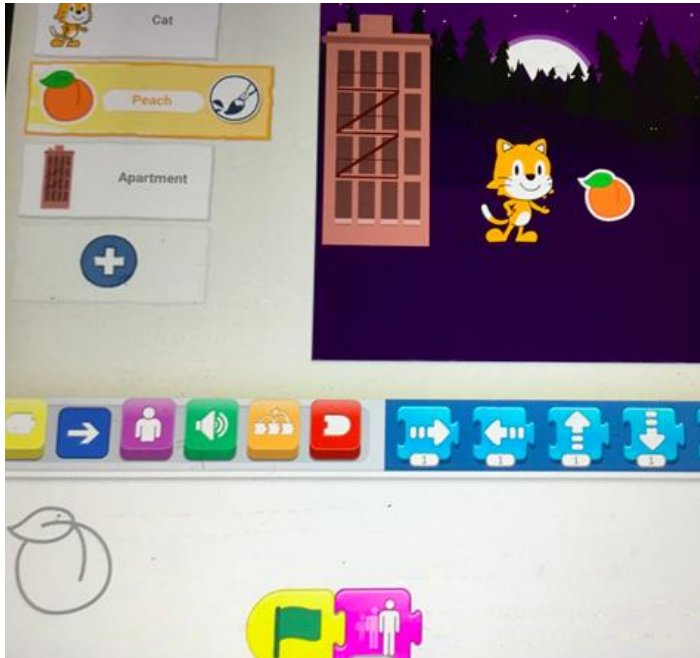
EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • suggest ideas for their art and make choices 	Pupils should be taught to: <ul style="list-style-type: none"> • make changes to their original ideas • plan a piece of art using rough paper or a sketchbook 	Pupils should be taught to: <ul style="list-style-type: none"> • use a sketchbook to plan ideas and experiment with colours • use a sketchbook to collect source materials • make simple notes about their own and others art via annotations including likes and dislikes • use to record and adapt ideas for final pieces of work 	Pupils should be taught to: <ul style="list-style-type: none"> • use sketchbooks to plan sculptures and other pieces of art • collect visual information from life or other sources • edit, revise and annotate ideas • use sketchbooks to collect, record & plan using a range of sources such a collected items & life drawing • revise and adapt art, acting on their feelings and advice from others

Art – Knowledge and Understanding

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> answer and ask questions about a piece of art 	Pupils should be taught to: <ul style="list-style-type: none"> describe what they can see and give an opinion about the work of an artist or designer ask questions about a piece of art discuss how artists and designers have used colour, pattern and shape know how to create a piece of art in response to the work of another artist 	Pupils should be taught to: <ul style="list-style-type: none"> know how to identify the techniques used by different artists and compare their works recognise when art is from different cultures experiment with the styles used by other artists explain some of the features of art from historical periods, and some of the main artists in significant art movements 	Pupils should be taught to: <ul style="list-style-type: none"> research the work of an artist and use their work to replicate a style know the names of major art movements and to name some of the leading artists know that buildings and furniture are designed and to name some designers explain the style of their work and how it has been influenced by a famous artist or movement know that architecture and design have art movements too and to name some

Art – Artists, Designers, Architects (suggested)

Matisse Eric Carle Mondrian	Jackson Pollock, Katrin Fridriks, Van Gogh, Monet Andy Goldsworthy Bruegel Matisse, Brian Wildsmith	Picasso, Klee, Delaunay, Morag Myescough Quentin Blake, Lauren Child Barbara Hepworth, Anthony Gormley, Banksy Gaudi, William Morris, LS Lowry, Andy Warhol Hokusai, Escher	Shaun Tan, Kelly Canby Ray and Charles Eames Damien Hirst, Marcel Duchamp Ai Weiwei, Rachel Whiteread, Anish Kapoor Zaha Hadid, Moshe Safdie, Frank Lloyd- Wright Grayson Perry, Hockney, Wendy Red Star, Frida Kahlo Cotswold Arts & Crafts movement
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Computing

"Computers are incredibly fast, accurate and stupid; Humans are incredibly slow, inaccurate and brilliant. Together they are powerful beyond imagination."

- Albert Einstein, theoretical physicist

Computing

Sherborne – for LIFE! Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		Our Christian Values Respect Forgiveness Friendship Trust Courage Thankfulness		Our School Locality Historical heritage The great outdoors Sherborne village		Internationalism European links Tolerance and Understanding Appreciating other cultures Global responsibility	
Cycle A	EYFS	Years 1 & 2		Years 3 & 4		Years 5 & 6	
Autumn Term		AUTUMN 1 – What is a web address? AUTUMN 2 – What is a digital device?		AUTUMN – What is a Podcast?		AUTUMN 1– What is the 'Repeat' function? AUTUMN 2 – What are lines of code?	
Spring Term		SPRING 1 – How do I create a video? SPRING 2 – How do I plan a journey for a toy?		SPRING – What is an animation?		SPRING 1 – Can computers create art? SPRING 2 – What is 'Moore's Law'?	
Summer Term		SUMMER 1 – How can I change a set of instructions? SUMMER 2 – What is a sprite?		SUMMER 1 – What is a presentation? SUMMER 2 – What is not OK when I use the internet?		SUMMER 1 – How are fonts created? SUMMER 2 – How are films created?	
Ongoing		Internet safety		Collect and present weather data Internet safety		Collect and present weather data Internet safety	

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Autumn Term		AUTUMN 1 – What makes a robot move? AUTUMN 2 – What happens when an instruction is incorrect?	AUTUMN 1 – How do computer networks work and what do they do? AUTUMN 2 – How do robots pause, make sounds and change colour?	AUTUMN 1 –Where does all my data go? AUTUMN 2 – What is a variable?	
Spring Term		SPRING 1 – What effects can I add to an image? SPRING 2 – How do you find what you are looking for on the internet?	SPRING 1 – Can I combine digital images with other forms of art? SPRING 2 – What is an input and an output?	SPRING 1 – Can computers design buildings? SPRING 2 – When were computers invented?	
Summer Term		SUMMER 1 – How can I keep myself safe online? SUMMER 2 – How do people make movies using Lego?	SUMMER – How do you make an audio file?	SUMMER – How can I use computers to communicate my research?	
Ongoing		Internet safety	Collect and present weather data Internet safety	Collect and present weather data Internet safety	

Computing - Content

EYFS	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • children recognise that a range of technology is used in places such as homes and schools. • they select and use technology for particular purposes • they represent their own ideas, thoughts and feelings through technology 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they 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 • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have need 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 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 • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable

Computing - Programming

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • string together a series of instructions to accomplish a task 	Pupils should be taught to: <ul style="list-style-type: none"> • use a range of instructions (e.g. direction, turns) • plan a journey for a programmable toy • understand that programs require precise instructions • write a simple program and test it 	Pupils should be taught to: <ul style="list-style-type: none"> • design a sequence of instructions • write programs that accomplish specific goals • work with various forms of input and output • create a program for at least two devices • give an on-screen robot and a physical robot, instructions to take it from A to B • experiment with variables to control models 	Pupils should be taught to: <ul style="list-style-type: none"> • combine sequences of instructions and procedures to turn devices on and off • use technology to control an external device • design algorithms that use repetition & 2-way selection • program a range of devices to perform simple actions • design a program by breaking a problem up into a string of commands • work with variables • can write a simple program in Python

Computing – Logical Reasoning

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • say what will happen if a simple instruction is changed 	Pupils should be taught to: <ul style="list-style-type: none"> • know where their instructions were not correct • test and amend a set of instructions • know what a programmed toy should do when they give it a single instruction • predict what the outcome of a simple program will be 	Pupils should be taught to: <ul style="list-style-type: none"> • break down their instructions into parts to see where errors have been made • make an accurate prediction and explain why they believe something will happen • explain why and how adapting an algorithm will change the outcome • debug a program 	Pupils should be taught to: <ul style="list-style-type: none"> • understand that behind algorithm blocks there is code • explore 'what if' questions by planning different scenarios for controlled devices • explain how an algorithm works and use logical reasoning to detect problems and change variables • recognise that different solutions can exist for the same problem

Computing – IT Literacy

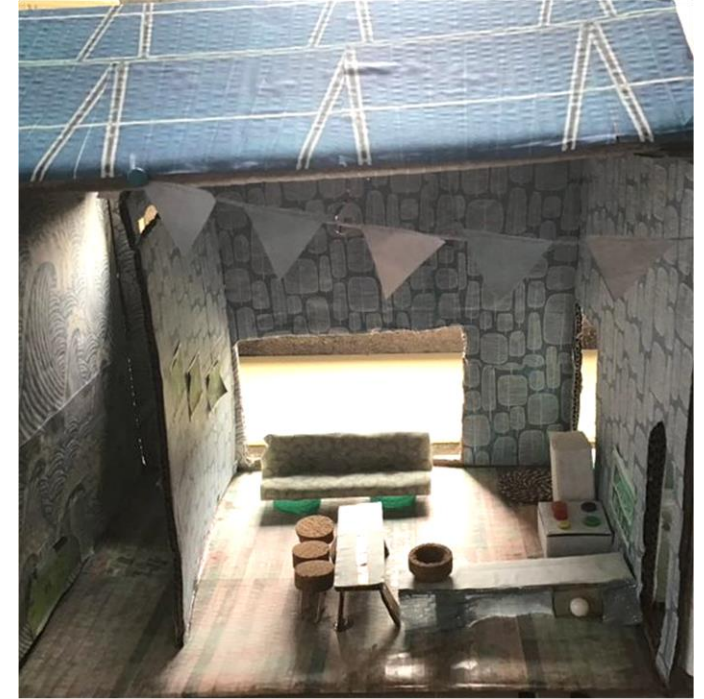
EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name some digital devices 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know how technology is used in school and outside of school and can list many digital devices use a given web address to find out information understand that algorithms are used on digital devices navigate the web to complete simple searches know how networks work in simple terms 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> search for information on the web in different ways discern where it is best to use technology and where it adds little or no value understand what computer networks do and how they provide multiple services understand that information can be stored locally or in 'cloud' storage know the main two operating systems that exist; MSWindows, MacOS (Apple) know the main two tablet/phone systems that exist; iOS (Apple) and Android 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know something about how computer technology has evolved know what a computer network is, and the technical terms associated with networks understand that website URLs are substitutes for code and therefore must be typed exactly understand how search results are selected and ranked know the history of computing in broad terms and about the invention of the WWW type an effective search term into a search engine know the main operating systems that exist; MSWindows, MacOS (Apple) and Linux know the main two tablet/phone systems that exist; iOS (Apple) and Android

Computing – Digital Literacy/Multimedia

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> take a photo of their choice, using a camera or tablet/ipad make art using software on a tablet/ipad 	Pupils should be taught to: <ul style="list-style-type: none"> take a photo using a camera or tablet/ipad store and retrieve digital content they have created know how to use different effects within an IT paint package such as 'fill' for example record sound and play it back make art using software on a tablet/ipad retrieve content from the internet and save to a device retrieve and manipulate digital content on a device (for example edit photographs) use programs to create videos, animation, music and art 	Pupils should be taught to: <ul style="list-style-type: none"> collect information from research and organise it for presentation design and create content for a simple document present data using a range of simple charts manipulate and improve digital images create art using a design programme select and use software to accomplish goals produce and upload a podcast record sound and video for presentation 	Pupils should be taught to: <ul style="list-style-type: none"> use a range of charts to display data collected combine their recordings and pre-programmed sounds to make music, podcasts or soundtracks use a range of multimedia (photos, text, video, sound) to create and edit a film or create a podcast or soundtrack select, use and combine software on a range of digital devices use a range of technology for a specific project evaluate their projects and suggest improvements

Computing – E-Safety

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> know to ask before using digital devices 	Pupils should be taught to: <ul style="list-style-type: none"> know not to share personal information and that information on the internet may not be private know not to take photos of others without permission use technology respectfully know where to go for help if they are concerned know not to talk with strangers on the internet 	Pupils should be taught to: <ul style="list-style-type: none"> use technology respectfully and responsibly know different ways they get help if they are concerned recognise acceptable and unacceptable behaviour using technology 	Pupils should be taught to: <ul style="list-style-type: none"> understand that you have to make choices when using technology and that not everything is true and/or safe discuss the risks of online use of technology identify how to minimise risks



Design & Technology

"Scientists can show us what we should not do, but we need designers to show us what we should do."

- Babette Porcelijn, designer and environmentalist

Design & Technology

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Forgiveness Friendship Trust Courage Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village	<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility
Cycle A	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6	
Autumn Term		AUTUMN1 – How can I join two pieces of fabric? AUTUMN 2 – What do space rockets look like?	AUTUMN 1– How can I join two pieces of wood? AUTUMN 2 – What is a design?	AUTUMN 1 – What is a back stitch? AUTUMN 2 – What is a Gear?	
Spring Term		SPRING – What is a toy?	SPRING – how are cushions made?	How can scrap materials be changed into something useful? (link to Make do and Mend - WWII)	
Summer Term		SUMMER – How can I look after the wildlife in my garden?	SUMMER – How are musical instruments made?	SUMMER – How do clocks work?	
Ongoing	Growing foods Cookery	Growing foods Cookery	Growing foods Cookery	Growing foods Cookery	

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Cycle B	EYFS	Years 1 & 2		Years 3 & 4		Years 5 & 6	
Autumn Term		AUTUMN 1 - How to use tools and equipment accurately & safely AUTUMN 2 – How do boats float?		AUTUMN 1– How to use tools and equipment accurately & safely AUTUMN 2 – How do circuits work?		AUTUMN 1– How do I use tools safely? AUTUMN 2– What is a souvenir?	
Spring Term		SPRING – How do clothes keep us warm?		SPRING – How are buttons attached? (link to Make do and Mend - WWII)		SPRING – How are homes designed and made?	
Summer Term		SUMMER – How can I make something with moving parts?		SUMMER – What is a 'Bug Hotel'?		SUMMER – How do purses keep things safe?	
Ongoing	Growing foods Cookery	Growing foods Cookery		Growing foods Cookery		Growing foods Cookery	

Design and Technology – Content

EYFS	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • use what they have learnt about media and materials in original ways, thinking about uses and purposes • represent their own ideas, thoughts and feelings through design 	<p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves & other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT <p>Make</p> <ul style="list-style-type: none"> • select from & use a range of tools & equipment to perform practical tasks • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore & use mechanisms in products <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from 	<p>Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks, 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>Evaluate</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 • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products • understand and use electrical systems in their products • apply understanding of computing to program, monitor & control products <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Design and Technology – Design

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw pictures of items that their teacher has suggested and decide on their shape/colour etc. • create their own designs, experimenting with colour, form and texture 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • design a product based on a teacher’s suggestions • explain to someone else how they want to make their product • make a simple plan before making • use their own ideas to make a product suitable for themselves or others • think of idea design for a product and make a drawing or model of how they want it to look • adapt their plans as they develop their designs 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • design a product through sketches and annotated diagrams • make pattern pieces/templates if needed • know the design criteria their product should meet based on who it is for • use research to gather ideas for their designs • produce a plan for their design and explain it how they will produce it • begin to use ICT to plan designs alongside sketches and diagrams 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • come up with a range of ideas after • collect information from different sources such as market research • explain how a product will appeal to a specific audience • produce a detailed step-by-step plan for their design, inc. using ICT • suggest alternative plans; outlining the positive features and drawbacks • make a prototype before they make a final version • explain the innovations that their product has in comparisons to their researched items • show that they consider culture and society in their design • work within a budget • explain how products could be stored and give reasons

Design and Technology – Make

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • cut a straight line with scissors • think about what they are making and choose materials appropriately • use a range of small tools, including scissors 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • take care when cutting and joining • select the tools they need & explain why they have chosen them • use a needle & thread to stitch in a straight line • measure materials to use in a product or structure • follow instructions to join materials and components carefully, in different ways • choose materials & textiles and explain why they have chosen them 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • select appropriate tools from a selection and know how to use them safely • sew simple stitches with regular sized stitching and know how to start and finish • use their sewing skills to enhance a craft product • choose a material for both its suitability and its appearance • choose a textile for both its suitability and its appearance • know how to use a saw, screwdriver, glue-gun, and other equipment safely and know which tool is appropriate for a task • measure accurately and use appropriate techniques for cutting and joining • explain why they have chosen a particular material or component • explain why they have chosen a particular textile 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • follow and refine their plans whilst working on the product • know two different types of stitch when sewing • make pattern pieces before assembling • understand the importance of making accurate measurements and cuts • independently select and use a wide range of tools & equipment competently • construct products using permanent joining techniques • join components together accurately inc. pinning, sewing & stitching materials together create a product • independently select from a wide range of materials & explain and evaluate their choices • know that a 3D textiles product can be made from pattern pieces

Design and Technology – Evaluate

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • try again to become better at a skill • express their feelings through their designs • share their creations, explaining the process they have used 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • talk about their work • explore a product and explain how it may work • explain what went well with their work 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • say and prove whether their design meets the given criteria • investigate a designer and use their work as inspiration for their own designs • use ideas from other people when they are designing • evaluate products for both their purpose and appearance • explain how they have improved their original design • persevere to evaluate and adapt their work when their original ideas do not work • investigate where products were designed and made and know some key designers 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • evaluate appearance and function against original criteria • investigate why and how certain products were designed and made and who made them • investigate how well products work and why • reflect on how designs have changed and been adapted over time & know some key designers who have been influential

Design and Technology – Technical Knowledge

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use glue to join card and papers know the best purpose for some materials 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> make their model stronger make a product which moves. join materials and components in different ways to find which method work best make a product which moves, using different mechanisms know how to use a range of tools safely 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> make a product which uses both electrical and mechanical components explore how programming can achieve a desired outcome. know what materials are best used to create a strong, stiff structure explore different mechanical systems & follow instructions to create a product. use simple electrical circuits & components to create functional products 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know how to join materials to create a 3D object understand how cams, pulleys and gears can create movement understand how more complex electrical circuits and components can be used to create functional products know how to reinforce/strengthen a 3D framework choose a mechanical system to achieve the desired effect. choose electrical circuits and components to create functional products with the desired effect understand how to program a computer to monitor changes in the environment / control their products

Design and Technology – Cooking and Nutrition

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> place ingredients into simple categories 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> cut food safely use the ingredients they are given choose healthy ingredients from a selection understand that food can be grown and can harvest natural ingredients which grow locally choose a specific tool for a select purpose describe the ingredients they are using choose ingredients for a balanced diet understand that meat comes from animals grow some foods from seeds 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know how a healthy diet is made up from a variety and balance of different food and drink prepare and cook a variety of dishes describe how food ingredients come together. identify foods which come from the UK and other countries in the world know how to be both safe and hygienic when using food explain why they have chosen a particular ingredient grow some foods from seeds 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> evaluate a meal and consider if it contributes towards a balanced diet explain and evaluate their choice of ingredients. show that be both hygienic & safe in the kitchen weigh & measure accurately (time, dry ingredients, liquids) know that food ingredients can be fresh, pre-cooked and processed know different food & drink contain different substances (nutrients, water & fibre) needed for good health understand which ingredients can and cannot be substituted in a recipe know how to prepare and cook a variety of predominantly savoury dishes explain how ingredients were grown, reared and caught understand that seasons may affect the food available



Geography

"You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography."

-Michael Palin, travel writer

Geography

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Friendship Courage Forgiveness Trust Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village	<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility
Cycle A	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6	
Autumn Term		AUTUMN – What is America like?	AUTUMN - Are there any mountains in the United Kingdom?	AUTUMN – Do all coasts look the same?	
Spring Term		SPRING 1 – What is Sherborne like?	SPRING 1 – Where do rivers come from? SPRING 2 – Do volcanoes always have lava?	SPRING 1 – How are rivers and oceans important to humans? SPRING 2 – Where are the highest mountains in the world?	
Summer Term		SUMMER – What do coastal towns in England look like?	SUMMER – How do I read a map?	SUMMER – What is a field study?	
Ongoing		weather; seasons; clothes; their address; caring for the environment	weather; seasons; environmental protection and awareness	weather; seasons; environmental protection and awareness	

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Cycle B	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6			
Autumn Term		AUTUMN – What is the United Kingdom?	AUTUMN – Why do places look different?	AUTUMN – What are cities like?			
Spring Term		SPRING – What is Antarctica like? SPRING 2 – Where are the hottest and coldest places in the world?	SPRING – What is a County?	SPRING – Why are some places hotter than others?			
Summer Term		SUMMER – What is a farm?	SUMMER – What is latitude and longitude?	SUMMER – Should more houses be built in Sherborne?			
Ongoing		weather; seasons; clothes; their address; caring for the environment	weather; seasons; environmental protection and awareness	weather; seasons; environmental protection and awareness			

Geography - Content

EYFS	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas <p>Place knowledge</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, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator & N/S Poles use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather know key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases and globes to identify the UK, its counties & countries & the continents & oceans use NSEW & locational & directional language to describe the features and routes on a map use aerial photographs etc. to recognise basic human and physical features; devise a simple map; use and construct basic symbols in a key use simple fieldwork to study the geography of their school, its grounds & the key human & physical features of its environment 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</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, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and 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 use fieldwork to observe, 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

Geography – Locational Knowledge

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> talk about the features of their own immediate environment and how environments might vary from one another 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate the four countries of the United Kingdom on a map name the continents of the world and locate them on a map name the world's oceans and locate them on a map name the capital cities of England, Wales, Scotland and Northern Ireland know the name of the country they live in 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know the name of a number of countries in the northern hemisphere know the capital cities of at least six European cities know whether a country is located in the Northern hemisphere or Southern hemisphere locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich Meridian on a map know about, name and locate some of the main islands that surround the United Kingdom locate at least six cities in the UK on a map know the name of their county and the surrounding counties locate and describe the mountainous regions of the UK in broad terms know the difference between the British Isles, Great Britain and the United Kingdom 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name and locate the capital cities of neighbouring European countries know some countries and cities in South America know about, name and locate many of the world's most famous mountainous regions name and locate many of the world's most famous rivers locate the world's largest cities and explain why large cities are often coastal understand why we have time zones, know how European time differs from UK time and can calculate time differences around the world know the names of many countries in Europe name and can locate the largest deserts in the world identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles understand what is meant by latitude and longitude

Geography – Place Knowledge

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • comment and asks questions about aspects of their familiar world such as the place where they live or the natural world • know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • know about similarities and differences in relation to places • talk about the features of their own immediate environment and how environments might vary from one another 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know where they live and tell someone their address • describe some of the physical features they notice locally • know what they like and do not like about a place that is different to the one they live in • describe some physical and human features of a place outside of Europe using geographical words • know how jobs may be different in other locations 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the correct geographical words to describe a place • list some of the geographical and human features of the county they live in • understand that different regions produce different natural resources • research to discover features of villages, towns and cities of contrasting regions within UK and Europe and can identify similarities and differences • know the main products made/grown in the areas studied • understand the cultural diversity of their school and their county 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • study a region of the UK and a region of North or South America, can identify similarities and differences and can say what are the main physical and human features of these regions • study a region of the UK and a contrasting region in Europe and can give reasons for the contrasts and similarities in physical and human geography • understand that there is more cultural diversity in some places than others

Geography – Human and Physical Geography

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • show interest in different occupations and ways of life • show care and concern for living things and the environment • know about similarities and differences in relation to places • understand some important processes and changes in the natural world around them, including the seasons • know about similarities and differences between themselves and others, and among families, communities and traditions 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • keep a weather chart and ask questions about the weather • know how the weather changes throughout the year and name the seasons • know about some of the things that are in hot or cold places and know which clothes they would wear in hot or cold place • know about some of the features of an island or coastal area, such as: beach, cliff, coast, forest, hill, mountain, sea, ocean • identify the equator and North and South Poles and know the typical weather in these areas • know about the facilities that a village, town and city may need and give reasons • know the key features of a place from a picture using words like: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know about, locate and name some of the world’s most famous mountains and volcanoes • describe key physical features of mountains • know about and describe the key aspects of volcanoes and earthquakes • describe the water cycle and explain the part played by evaporation and condensation • know why people may be attracted to live in cities • know why people may choose to live in one place rather than another • know about, locate and name some of the world’s most famous rivers • understand why rivers, mountains, earthquakes and volcanoes affect and change the surrounding environment. • understand how food and other resources are moved around the world and where some major resources are mostly produced 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • locate world climate zones and understand that the physical geography in these regions differs because of climate • recreate a model or diagram of the water cycle and understand how it relates to climate, weather, oceans, rivers and mountains • explain how a location fits into its wider geographical location with reference to human and economical features • know why land use can be controversial with regards to protecting the environment • locate and describe the different biomes and vegetation belts across the world • describe the upper, middle and lower courses and features of a river • describe how the shape of rivers changes • know where some of our main food and energy sources are produced and understand the role these places in world trade • understand that the distribution of natural resources affects a country’s economy

Geography – Geographical Skills and Fieldwork

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use everyday language to talk about position and distance 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know the four main directions on a compass are: North, South, East and West • point to the equator, North and South Poles in an atlas or on a globe • recognise snow, ice and desert from aerial photographs • use the directional vocabulary: near, far, left, right to explain where a location is • recognise their village, and rivers, mountains and key British landmarks from aerial photographs • mark features of their school environment on a plan of the school area and include simple symbols and a key to map areas such a grass and water 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use maps and globes to locate countries and describe features studied • create a key to identify locations on a map • create their own map of their local environment (school or village) • plan a journey in their local area • use the eight points of a compass • use two figure grid references on a map • know how to plan a journey from their town/city to another place in England 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use digital/computer mapping to locate countries and describe features studied • use four figure grid references on a map • plan a journey to a place in another part of the world, taking account of distance and time • understand how GPS works • use maps, aerial photographs, plans and e-resources to describe what a locality might be like • know and recognise some Ordnance Survey symbols and know how to use six-figure grid references • collect and accurately measure information in a specified location (e.g. rainfall, temperature, wind speed, noise levels etc) • make sketch maps, plans and charts to record to represent information about their local environment



History

"We are not makers of history. We are made by history."

– Martin Luther King Jnr, American civil rights activist

History

<p><u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment</p>		<p><u>Our Christian Values</u> Respect Forgiveness Friendship Trust Courage Thankfulness</p>		<p><u>Our School Locality</u> Historical heritage The great outdoors Sherborne village</p>	<p><u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility</p>
Cycle A	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6	
Autumn Term		AUTUMN – What is up in space?	AUT 1- Who were the Anglo-Saxons? AUT 2 – Why did Mayan men wear headdresses?	AUTUMN 1 - How did Britain change between the Stone Age and the Iron Age? AUTUMN 2 – How did Benin become an Empire?	
Spring Term		SPRING – What was life like for Tudor children?	SPRING – Victorian Britain: Dark Age or Golden Age?	SPRING 1 – Who stood here before me? SPRING 2 – How did Hitler convince a whole country to follow him?	
Summer Term		SUMMER – Who was Mary Anning?	SUMMER – Who were the Greek Heroes and gods?	SUMMER 1: Why did the Egyptians build pyramids? SUMMER 2 – What ancient Greek inventions do we still use today?	
Ongoing		My own history and family	History of invention	History of technology/computing	

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Cycle B	EYFS	Years 1 & Year 2	Years 3 & 4	Years 5 & 6	
Autumn Term		AUTUMN – How did the Great Fire of London start?	AUTUMN 1- Were the Vikings always vicious and victorious? AUTUMN 2 – What did the Romans do for us?	AUTUMN 1 – Why is Baghdad a round city? AUTUMN 2 – Why were the Romans so powerful?	
Spring Term		SPRING – Who were Florence Nightingale and Mary Seacole?	SPRING – Why did countries fight each other in World War 2?	SPRING – What was the Industrial Revolution?	
Summer Term		SUMMER – Was Henry VIII a good king?	SUMMER – Were the Egyptians the greatest civilisation ever?	SUMMER 1 – Cromwell: Revolution or Revolt? SUMMER 2 – How did the Tudors change Britain?	
Ongoing		My own history and family	History of invention	History of technology/computing	

History - Content

EYFS	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • talk about the lives of the people around them and their roles in society • know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • understand the past through settings, characters and events encountered in books read in class and storytelling 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • know of events beyond living memory that are significant nationally or globally • know of the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • know about significant historical events, people and places in their own locality 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know the changes in Britain from the Stone Age to the Iron Age • know about the Roman Empire and its impact on Britain • understand Britain’s settlement by Anglo-Saxons and Scots • understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • undertake a local history study • undertake a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • know about 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; Ancient Egypt; The Shang Dynasty of Ancient China • know about Ancient Greece – a study of Greek life and achievements and their influence on the western world • study 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

History – Chronology

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> know that their grandparents are the parents of their parents 	Pupils should be taught to: <ul style="list-style-type: none"> have an awareness of the past and use common words relating to the passage of time know where people and events studied, fit in to a chronological framework (ie. that they were Victorians or Tudors etc. and which came first) 	Pupils should be taught to: <ul style="list-style-type: none"> know that all places have different developing histories based on human advancement and invasions. place the aspects they study in a secure chronology (correct sequence) understand British history studied as a secure chronology with approx. dates know that ancient civilisations studied happened before the Roman invasion of Britain 	Pupils should be taught to: <ul style="list-style-type: none"> understand contemporary chronologies across different world locations (ie. contrast 1100s in different locations) understand the broad historical periods from the Stone Age onwards, including major ancient civilisations know approximate time periods for British history from Romans onwards.

History – Historical Enquiry

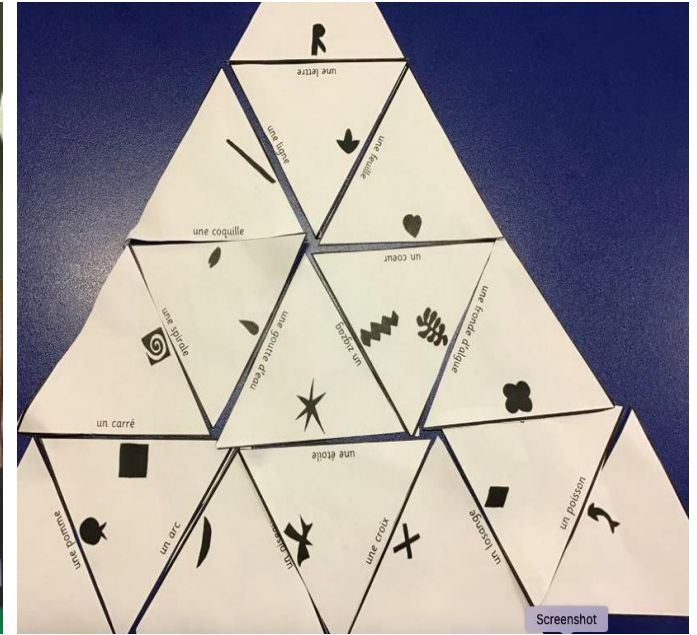
EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> ask other family members about their lives when they were children talk about past and present events in their own lives and in the lives of family members 	Pupils should be taught to: <ul style="list-style-type: none"> use stories as prompts, ask questions to clarify understanding use everyday language to describe historical terms ask and answer questions relating to a variety of sources they have been read or shown, to aid understanding broaden language used to describe historical terms 	Pupils should be taught to: <ul style="list-style-type: none"> answer and devise some historically valid questions about change, cause, similarity and difference think and enquire using a range of sources, about how their local environment has changed over time examine a range of sources which demonstrate the achievements of early civilisations 	Pupils should be taught to: <ul style="list-style-type: none"> explore a range of sources for prompting questions use a variety of sources to study a non-European society from circa. 900CE, making links to Britain during the same period develop appropriate use of historical terms ask and answer historically valid questions developed through exploring a range of contrasting sources consider key moments such as; discoveries, conflicts, pandemics and achievements that changed human development use a range of sources to produce an in-depth study of an earlier civilisation consider the impact of the Romans on Britain and to explore their legacy

History – Identifying Similarities and Differences

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • know what is similar and what is different about their parents’ childhoods and their own 	Pupils should be taught to: <ul style="list-style-type: none"> • say what is similar and what is different about the lives of people they have studied • understand some changes within living memory • identify the similarities and differences in the ways of life for people in the periods studied 	Pupils should be taught to: <ul style="list-style-type: none"> • notice and comment on connections and contrasts over time in regards to the periods studied • examine the lives of children in a particular society and say what is similar or different to today 	Pupils should be taught to: <ul style="list-style-type: none"> • make connections, understand contrasts and begin to spot trends over time, such as the development of thoughts and ideas • recognise the development of items over time • examine the lives of certain groups of society (eg. The poor, children, women, minorities) and identify how their lives might be different or similar today

History – Historical Perspective

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • know that their classmates may have different experiences to them and that their parents may have had different experiences too 	Pupils should be taught to: <ul style="list-style-type: none"> • feel encouraged to be curious about the past • think critically about how other people’s lives might have been different to their own experiences 	Pupils should be taught to: <ul style="list-style-type: none"> • begin to understand how beliefs, religions, art, culture and conflict evolve and shape societies • begin to understand the British role in slavery and know some of the Victorian campaigners who championed abolition 	Pupils should be taught to: <ul style="list-style-type: none"> • understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups • recognise the British role in Slavery, the British Empire, apartheid and the lasting impact of these • understand Britain’s influence around the world both positive and negative • think critically, weigh evidence, sift arguments & develop perspective about the past, understanding how information is presented and has been presented historically. • consider their own identity and the challenges of their time



Languages

"To learn a language is to have one more window from which to look at the world."

– Chinese Proverb

Languages

Sherborne – for LIFE! Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		Our Christian Values Respect Forgiveness Friendship Trust Courage Thankfulness		Our School Locality Historical heritage The great outdoors Sherborne village		Internationalism European links Tolerance and Understanding Appreciating other cultures Global responsibility	
Cycle A	EYFS	Years 1 & 2		Years 3 & 4		Years 5 & 6	
Autumn Term	No statutory Programme	No statutory Programme See skills progression		AUTUMN 1 - Where in the world speaks French? Spanish?		AUTUMN – Why is Spanish spoken South America and how can I read simple captions and listen to simple stories in Spanish?	
Spring Term				AUTUMN 2 – How can I give a command in French or Spanish?		SPRING – How can I write all about me & my family in Spanish?	
Summer Term				SPRING - How do I respond to classroom commands in French?		SUMMER – How can I build sentences in French & Spanish?	
Ongoing		Greetings/songs		Days of the week, months of the year		Days of the week, months of the year Weather	

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Cycle B	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6			
Autumn Term	No statutory Programme	No statutory Programme See skills progression	AUTUMN – What are some of the common greeting in European languages?	AUTUMN 1- How can I describe the weather in French and Spanish? AUTUMN 2 - What are the main languages spoken across Europe?			
Spring Term			SPRING 1 – How do I name foods in French? SPRING 2 - How can I discuss myself in French?	SPRING - How can I ask familiar questions and give commands?			
Summer Term			SUMMER – What food nouns do I need to know to cook a basic recipe in French or Spanish?	SUMMER – What are typical French & Spanish folk songs and stories and their cultural influence around the world?			
Ongoing		Greetings/songs	Days of the week, months of the year	Days of the week, months of the year Weather			

Languages - Content

EYFS	Key Stage 1	Key Stage 2
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • [listen to songs sung in another languages] • [learn a song or chant in a foreign language] • [learn basic greetings such as 'hello' in more than one language] • [learn to count to five in another language] • [appreciate members of the school community who may speak another language and understand that many languages are spoken across the world] <p>(No KS1 pos for languages)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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

Languages - Understanding

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand some foreign words that are assimilated into English 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise when someone is speaking a different language recognise familiar languages such as French and Spanish and languages spoken by people they know 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand and act on simple classroom commands understand when they have been asked a question and can answer with support 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand and act on a range of classroom commands recognise several common questions and respond correctly

Languages – Spoken Communication

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> say 'hello' in another language 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> say hello in a couple of languages and know which language they are speaking count to five in another language say several greetings in another language count to five in more than one foreign language 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask simple questions and pronounce them so they can be understood tell someone their name and age know some common nouns 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ask a range of questions tell someone several things about themselves tell someone about themselves and their family know many nouns for common objects and can describe familiar things

Languages – Written Communication

EYFS / Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>No POS</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know that other languages have different structures to English know that French and Spanish use masculine and feminine articles write some familiar greetings and words correctly use masculine and feminine articles with common nouns 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know a range of adjectives and nouns which use to adapt given sentences know some common verb structures write about themselves and their family write captions for familiar things using known vocabulary write about familiar objects using known grammar write about familiar subjects using known vocabulary

Languages – Cultural Appreciation

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know that people in other countries • may speak a different language to me 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • enjoy and join in with songs in a foreign language • know people in the school community who speak another language • learn a song in a foreign language and learn what the translation is 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • begin to match words in foreign songs to words they are learning and use these to work out unknowns • know that some languages are spoken in many countries • take an interest in language and can express hello in a variety of languages • recognise the difference between French and Spanish when hearing it spoken • take an interest in the culture of foreign countries • sing songs in another language and can translate familiar words 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sing songs in another language and listen to simple stories and can translate familiar words • understand some simple phrases in stories and can appreciate songs and stories which need further translation • research aspects of foreign cultures that they are interested in • know that languages are often spoken in more than one country and understand something of language families



Music

"Music acts like a magic key, to which the most tightly closed heart opens."

– Maria Von Trapp, singer

Music

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Friendship Courage		Forgiveness Trust Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village	<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility
Cycle A	EYFS	Years 1 & 2		Years 3 & 4		Years 5 & 6	
Autumn Term		Chants, rhymes and clapping songs Singing for Christmas performance		Focus on North American continent – 20 th century musical traditions up to hip-hop – evolution of music within a continent (inc. blues and jazz) Singing for Christmas performance		Focus on African continent – musical traditions from ancient history up to Arab Spring hip-hop – evolution of music within a continent Singing for Christmas performance	
Spring Term		Musical appreciation – listen to music from around the world		Graphic notation – learning short pieces on tuned and un-tuned instruments		Using ICT to create music for multimedia art piece	
Summer Term		Understanding and creating rhythm and music for Tudor dances Singing for summer performance		Singing for summer performance Composition for soundtrack to accompany film in computing		Musical notation for composition for composition of short pieces on tuned and un-tuned instruments Singing for summer performance	

Cycle B	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn Term		<p>Experimenting with musical sounds to make 'Space' music</p> <p>Singing for Christmas performance</p>	<p>Instruments of the orchestra/ appreciation and experimentation</p> <p>Singing for Christmas performance</p>	<p>European musical traditions including the 'great' composers</p> <p>How technology revolutionised music in the 20th Century</p> <p>Singing for Christmas performance</p>
Spring Term		<p>How are different instruments played?</p> <p>Experiment with playing instruments from different musical groups</p>	<p>Graphic notation for composition of short pieces on tuned and un-tuned instruments</p>	<p>Musical notation - learning short pieces on tuned and un-tuned instruments</p>
Summer Term		<p>Singing for summer performance</p> <p>Making music outside in the environment – experimenting with wind and water</p>	<p>Singing for summer performance</p> <p>Making music outside in the environment – experimenting with wind and water</p> <p>Making an instrument to use to create a particular musical effect</p>	<p>Folk traditions from around the world</p> <p>Singing for summer performance</p>

Music - Content

EYFS	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music sing a range of well-known nursery rhymes and songs 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and un-tuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music

Music - Performance

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sing some familiar songs make music on a range of instruments when joining in with a group 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play a percussion instrument in a group and keep time know and can sing some rhymes and songs using expression to show understanding play a tuned instrument in a group and keep time clap simple beats and suggest their own rhythms 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know some songs and can sing them without support perform a range of songs and can sing a separate part in a group such as when singing a 'round' play a short learnt piece on both a percussion and a tuned instrument independently 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> perform a range of songs and can sing a learnt part in harmony with a group play a short piece on both a percussion and a tuned instrument independently, either from memory or from reading a score sing individually, in a choir or group and hold a tune independently read/remember a piece of music to play for performance on a tuned instrument and play with expression play along with others in a style that emulates theirs

Music - Composition

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play an instrument in a different way (eg. louder/quieter) to express different feelings or to create different effects represent their own ideas, thoughts and feelings through music 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> experiment with different sounds and combine to make music experiment with different sounds to achieve a particular effect 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> choose sounds that match with a particular theme they have been given and combine to make a piece of music select from different instruments and record different sounds to create particular effects on a theme experiment with making music using natural resources 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> guide a musical performance for others by selecting and composing ideas for them to play together compose a simple tune for a tuned instrument, using musical notation compose and improvise music on a given theme, for a group of tuned and untuned instruments, compose and improvise music on a given theme, for a mixture of tuned and untuned instruments, using a music app

Music - Technical

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> keep time to music as shown through dancing or clapping 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand that music can be read as a language using symbols and they are familiar with how it looks sing along to music whilst looking at a musical score know that instruments can be hit, plucked (strummed), bowed or blown 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use simple graphic notations to beat time or play along on an instrument know the main orchestral instrument groups recognise many orchestral instruments visually and orally use more complex graphic notations to show variation in note length and pitch 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know the basic music notations for crochet, quaver and minim and can recognise them and tap a beat to show understand their values know and recognise that music is written on a staff record music using ICT which demonstrates contrasting effects read and write a simple tune using a pentatonic scale, understanding some musical notation for duration and pitch

Music – Musical Appreciation

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • choose what and how to play an instrument based on their preferences • say which music they like and why 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen to high-quality music and express their opinion • pick out familiar instruments • begin to decide if the music is using 'modern' instruments 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know that historical musical traditions differ around the world and that instruments also differ around the world • listen to an express an opinion about a range of music from different places • know that instruments and music has evolved over time and can begin to place some music chronologically • become familiar with traditional music from different continents but understand that contemporary music is also very diverse 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know and appreciate a range of famous composers, both contemporary & from history. • understand that live performance was the only way to hear music until relatively recently (approx 1880). • know the traditions of folk music from different nations and understand its importance in recounting stories. • make choices about the music they prefer to listen to. • know how some music movements evolved (eg. Gregorian, polyphony, protest songs(Diggers) blues, jazz (atonal), hip-hop & rock) – arising from advances in technology or through oppression and expression



Physical Education

"Sport can create hope where once there was only despair. It is more powerful than governments in breaking down racial barriers. It laughs in the face of all types of discrimination"

– Nelson Mandela, former President of South Africa

Physical Education

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Forgiveness Friendship Trust Courage Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village	<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility
Cycle A	EYFS	Years 1 & 2		Years 3 & 4	Years 5 & 6
Autumn Term	Running & jumping	AUT 1 – Running & jumping AUT 2 – Ball skills Competitive sports		AUT 1 – orienteering Competitive sports AUT 2 – competitive sports	AUT 1 – orienteering Competitive sports AUT 2 – Competitive sports
Spring Term	Dance Outdoor/adventurous sports	SPR 1 – Ball skills Competitive sports SPR 2 – Dance Outdoor/adventurous sports		SPR 1 – Cross-country running Competitive sports SPR 2 – Outdoor/adventurous sports Competitive sports Dance	SPR 1 – Cross-country running Competitive sports SPR 2 – Outdoor/adventurous sports Competitive sports Dance
Summer Term	SUM - Ball skills	SUM 1 – Gymnastics SUM 2 - Athletics		SUM 1 – Gymnastics Competitive sports SUM 2 - Athletics Competitive sports	SUM 1 – Gymnastics Competitive sports SUM 2 – Athletics Competitive sports
All classes to take part in a daily ten-minute run on days when there is no PE being taught					
Competitive sports, season & weather dependent, from: football, tag rugby, netball, hockey, cricket, tennis, rounders, athletics, handball, table-tennis,					

Cycle B	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn Term	Running & jumping	AUT 1 – Running & jumping AUT 2 – Ball skills Competitive sports	AUT 1 – orienteering Competitive sports AUT 2 – Competitive sports	AUT 1 – orienteering Competitive sports AUT 2 – Competitive sports
Spring Term	Dance Outdoor/adventurous sports	SPR 1 – Ball skills Competitive sports SPR 2 – Dance Outdoor/adventurous sports	SPR 1 – Cross-country running Competitive sports SPR 2 – Outdoor/adventurous sports Dance	SPR 1 – Cross-country running Competitive sports SPR 2 – Outdoor/adventurous sports Dance
Summer Term	Ball skills	SUM 1 – Gymnastics SUM 2 - Athletics	SUM 1 – Gymnastics SUM 2 - Cricket, Athletics	SUM 1 –Tennis, Gymnastics SUM 2 - Cricket, Athletics

All classes to take part in a daily ten-minute run on days when there is no PE being taught

Competitive sports, season & weather dependent, from: football, tag rugby, netball, hockey, cricket, tennis, rounders, athletics, handball, table-tennis,

Physical Education - Content

EYFS	Key Stage 1	Key Stage 2
Pupils should be taught to: <ul style="list-style-type: none"> • negotiate space and obstacles safely, with consideration for themselves and others • demonstrate strength, balance and coordination when playing • move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	Pupils should be taught to: <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns • participate in team games, developing simple tactics for attacking and defending 	Pupils should be taught to: <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis] and 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 both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Physical Education – Health

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • explain ways to look after their body 	Pupils should be taught to: <ul style="list-style-type: none"> • know that keeping physically fit is good for their all-round health 	Pupils should be taught to: <ul style="list-style-type: none"> • understand what exercise is doing for their body and how it plays a role in their overall health 	Pupils should be taught to: <ul style="list-style-type: none"> • know the names of some of their muscles and understand the circulatory system • know that exercise plays a big role in keeping their heart and muscles functioning well • know that physical activity can be good for positive mental health

Physical Education – Physical Competence

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • move around a space without bumping into another child • go over, round and under obstacles safely • show good control and co-ordination in large and small movements • move confidently in a range of ways, safely negotiating space 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • run in a coordinated way • jump landing with two feet together • throw a ball in a particular direction • practise catching a ball with increasing success • hit a ball with a bat • balance on one leg • balance during gym activities • use their body to twist, turn, hop and skip • use their body in a coordinated way so to perform simple dance movements 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • run for stamina as well speed and know how to pace themselves • use some taught techniques for jumping horizontally and vertically • throw a ball with some accuracy, so a partner can catch it and am beginning to throw longer distances • regularly catch a ball with has been thrown to me with reasonable success • hit a ball with a bat or racket, with increasing control • perform a sequence of dance moves with control • use a range of movement patterns when dancing • develop their flexibility, strength, technique control and balance in order to perform a sequence of gymnastics moves • develop their flexibility, strength, technique control and balance in order to perform a sequence of dance move • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • adapt their running style for different distances, understanding the need for pacing when running long distance • use some taught techniques for jumping horizontally and vertically • throw a ball accurately so a partner can catch it and am beginning to throw longer distances • throw a ball with some accuracy at a target, or for bowling, such as when playing cricket • catch a ball which requires me to move into position to catch • hit a ball with a stick, bat or racket and direct it to a desired position • use a range of movement patterns when dancing and learn and repeat them • perform a sequence of dance moves with control and style • develop their flexibility, strength, technique control and balance in order to perform a sequence of dance moves • develop their flexibility, strength, technique control and balance in order to perform a sequence of gymnastics moves involving pieces of equipment • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Physical Education – Physical Activity

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • keep active by taking part in a daily ten-minute run • stay active for the duration of a PE lesson • know that sports use different skills and muscles and think about which they need to do a particular activity 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • keep active by taking part in a daily ten-minute run • stay active for the duration of a PE lesson • stay active for the duration of a competitive match • go for a long, or strenuous walk without need for resting • take part in outdoor activities and activities which are adventurous and challenging such as orienteering, archery or climbing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • keep active by taking part in a daily ten-minute run • take part in cross-country activities even if they are not competitive • stay active for the duration of a PE lesson • stay active for the duration of a competitive match • go for a long, or strenuous walk without need for resting • take part in outdoor activities and activities which are adventurous and challenging such as orienteering, archery, caving or climbing

Physical Education – Competitive Participation

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know simple tactics for attacking • know simple tactics for defending • take part in a competitive game and understand their role in it 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand that attacking and defending require different skills and have learnt some of these in order to play a range of sports • play competitive games and understand the particular role that they are playing in a team • know the rules for a range of competitive games • change some of their tactics on reflection 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • attack and defend in a range of different competitive sports • lead or be led and give or follow instructions accordingly • take on a number of different roles in a competitive game • know the rules for many competitive sports and can follow them to the best of their ability • learn from their mistakes and adapt their tactics for future games • perform their best for the team result



Personal, Social, Health & Economic Education

"You're braver than you believe, stronger than you seem and smarter than you think."

–Winnie the Pooh, honey-lover

Personal, Social, Health & Economic Education

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Friendship Courage Forgiveness Trust Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village		<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility	
Cycle A	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6			
Autumn Term	Relationships – Kindness and Anti-Bullying Health and Wellbeing – Developing risk management, keeping safe	AUT 1 - Relationships – Kindness and Anti-Bullying Health and Wellbeing – Developing risk management, keeping safe AUT 2 - Health and Wellbeing – Resilience, mindfulness and the importance of sleep	AUT 1 - Relationships – Friends and Family Health and Wellbeing – Developing risk management, keeping safe AUT 2 - Health and Wellbeing – Resilience, mindfulness and the importance of sleep	AUT 1 - Relationships – Friends and Family Health and Wellbeing – Developing risk management, keeping safe AUT 2 - Health and Wellbeing – Resilience, mindfulness and the importance of sleep			
Spring Term	Living in the wider world – Internet safety Relationships – Friends and Family	SPR 1 - Living in the wider world – Internet safety SPR 2 - Living in the wider world – Media influence	SPR - Living in the wider world – Citizenship & cultural awareness	SPR 1 - Health and Wellbeing – Developing risk management, drugs SPR 2 - Health and Wellbeing – Resilience, mindfulness and the importance of sleep			

Summer Term	Health and Wellbeing – Developing risk management, drugs Health and Wellbeing – Developing risk management, keeping safe	SUM 1 - Living in the wider world – The local/global community, tolerance and respect SUM 2 - Living in the wider world – Health and wellbeing, understanding personal change & responsibility	SUM 1 - Living in the wider world – The rule of liberty SUM 2 - Living in the wider world – The local/global community, tolerance and respect	SUM 1 - Living in the wider world – Internet safety SUM 2 - Living in the wider world – Health and wellbeing, understanding personal change & responsibility
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Cycle B	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn Term	Living in the wider world – Financial Capability	AUT 1 - Relationships – Friends and Family AUT 2 - Health and Wellbeing – Developing risk management, drugs	AUT 1 - Relationships – Kindness and Anti-Bullying AUT 2 - Health and Wellbeing – Resilience, mindfulness and the importance of sleep	AUT 1 - Relationships – Kindness and Anti-Bullying AUT 2 - Living in the wider world – Health and wellbeing, understanding personal change & responsibility
Spring Term	Living in the wider world – Internet safety	SPR 1 - Health and Wellbeing – Resilience, mindfulness and the importance of sleep SPR 2 - Living in the wider world – Financial Capability Living in the wider world – Internet safety	SPR 1 - Health and Wellbeing – Developing risk management, drugs SPR 2 Living in the wider world – responsibility Health and well-being – understanding personal change	SPR 1 - Living in the wider world – Media influence SPR 2 - Living in the wider world – Health and wellbeing, understanding personal change & responsibility

Summer Term	Living in the wider world – Health and wellbeing, understanding personal change & responsibility	SUM 1 - Health and Wellbeing – Developing risk management, keeping safe	SUM 1 - Living in the wider world – Internet safety	SUM 1 - Living in the wider world – The rule of liberty
		SUM 2 - Living in the wider world – Health and wellbeing, understanding personal change & responsibility	SUM 2 - Living in the wider world – Health and wellbeing, understanding personal change & responsibility	SUM 2 - Living in the wider world – The local/global community, tolerance and respect

Personal, Social & Health Education – Content			
EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • be confident to try new activities and show independence, resilience and perseverance in the face of challenge 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know and discuss factors which help them feel good about themselves • explain how they are similar/different • be kind to others • take responsibility for what they choose to do • know what bullying is • make the class a safe and fair place • help to make and keep the rules • show respect and tolerance to those who are different from them 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explain healthy choices • understand what affects their feelings and have strategies to manage them • know the physical differences between males and females • talk about their feelings when someone is kind or unkind to them • know what bullying is • identify why different rules are needed in different places • begin to understand how rules are made within a democratic system • discuss rights and responsibilities • show respect and tolerance to those with different faiths and beliefs • know that there are different sources of income 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know what makes them special • know how to be emotionally, physically and socially resilient • discuss bodily and emotional changes which happen through puberty • talk about ways to respond to bullying • understand how laws are made and changed • explain how rights are linked to responsibilities • have an understanding of the various aspects of different faiths and beliefs • understand & explain the term 'profit & loss' • how to be sensible and responsible online and how to keep themselves and others safe • discuss how events seen in the media affect their and others' opinions

<ul style="list-style-type: none"> • explain the reasons for rules, know right from wrong and try to behave accordingly • manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices • work and play cooperatively and take turns with others • form positive attachments to adults and friendships with peers • show sensitivity to their own and to others' needs • Use a range of small tools, including cutlery 	<ul style="list-style-type: none"> • recognise and use different denominations of coins and notes • keep themselves safe online • use medicines safely • talk about ways to keep themselves safe • how to make friends • understand the term 'private' • care for their local environment and that of wider world 	<ul style="list-style-type: none"> • be sensible and responsible online and how to keep themselves safe • share opinions about events seen in the media • talk about the difference between medicine and drugs which do not improve our health • recognise dangerous situations and how to avoid them • talk about the responsibilities of adults • know that behaviours can effect feelings • take an active role is caring for their local environment and understand how to care for the wider world 	<ul style="list-style-type: none"> • know why some drugs are illegal • know how to resist negative pressure to take risks/drugs • recognise dangerous situations and how to avoid them • talk about healthy and unhealthy relationships • talk about appropriate behaviours with an understanding of 'inappropriate' • take an active role is caring for their local environment at home and at school • understand how the actions of people can harm the wider environment and make positive changes to counter this
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Personal, Social & Health Education – Personal

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know how to cross a road safely holding an adult's hand • know the school's fire drill procedures • know which adults are responsible for keeping me safe • know about the underwear rule PANTS • know how to keep themselves safe online • talk about ways to keep themselves safe 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • wash their hands • keep themselves clean • know changes that have taken place since being a baby • know about the emergency services • understand 'stranger danger' and where and who to go to if they need to feel safe • know about road safety including where to play safely outside • know about the underwear rule PANTS 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know how to wash their hands effectively • know the importance of keeping their body clean • express what affects their thoughts and feelings and know how they impact on their behaviour • manage their feelings when upset • know the physical differences between males and females • know the physical changes that will take place during puberty and how to manage them 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • keep themselves clean and know why good hygiene matters • understand what it means to have self-worth and know some positive strategies to help me deal with times when they have low self-esteem • know the internal and external differences between males and females • know how their body will change during puberty

		<ul style="list-style-type: none"> • identify and assess risks • know about hazards in the home 	<ul style="list-style-type: none"> • know the names and function of the sexual organs • know the human life-cycle, including sexual intercourse. • identify and assess risks • know about hazards in the home and outside • stay safe on public transport • know how to get emergency aid
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Personal, Social & Health Education – Social			
EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • include others • use kind words and actions • understand random acts of kindness • understand that it is okay to be similar/different • celebrate differences in cultures • know that some games, television programs and websites are not suitable for me • understand that media has age restrictions 	Pupils should be taught to: <ul style="list-style-type: none"> • take responsibility for their own actions • show random acts of kindness • recognise different forms of unkind behaviour, both emotional and physical (including cyber) • know that kind behaviour benefits both the receiver and the giver • know which behaviours are considered unkind • know how to stay safe when playing games, emailing and 	Pupils should be taught to: <ul style="list-style-type: none"> • know the difference between kind and unkind behaviours and can consider how we feel as both the giver and the receiver • show random acts of kindness • understand the difference between isolated incidents of bad behaviour, and bullying • recognise that bullying is not the norm • stay safe when texting, instant messaging or on gaming or other websites. 	Pupils should be taught to: <ul style="list-style-type: none"> • understand a range of unkind behaviours eg. emotional, physical, verbal, cyber, homophobic, sexual, racial and cultural. • understand the term peer pressure and can recognise when it is being used on me • use assertiveness to feel confident without being aggressive • know about age restrictions and the law, when online • know how to stay safe when using social media. • know how to change app setting for privacy

<ul style="list-style-type: none"> • listen, care, co-operate, take turns and share • show sensitivity to others' needs and feelings • hold conversation when engaged in back-and-forth exchanges with their teacher and peers 	<p>chatting online, by keeping their personal information private</p> <ul style="list-style-type: none"> • know how to stay safe when using media that involves messaging • know it is important to let an adult know before using technology • understand that there are age-restrictions on media and the law about these • respect a person's boundaries • show respect, honesty, tolerance and concern for others 	<ul style="list-style-type: none"> • know a range of ways to report things online that scare or worry me • know the importance of being kind online • begin to evaluate the reliability of digital content and understand how image editing is used to manipulate content • know the responsibilities adults have for children – love, feeding, housing, clothing, safety, social interactions, health and happiness • respect a person's boundaries 	<ul style="list-style-type: none"> • know about the dangers of talking with strangers online. • understand what is meant by cyberbullying • understand how events in the media are portrayed and how they can be manipulated to influence opinion. They should also understand the influence of advertising • know the changes in relationships with parents and friends • know ways to nurture positive relationships • know that permission should be got before touching someone • understand what is meant by consent
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Personal, Social & Health Education – Health

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know that adults take responsibility for medicines when they are young • know they should only have medicine when a doctor or carer says they need it • know how to keep safe in the sun 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know what is meant by diet and how to exercise • know the benefits of sleep, including both quality and length • understand what is meant by mindfulness and can practise it • know how to use medicines safely under adult supervision and that they have specific instructions for doses. • know that medicines are only needed for when they are unwell 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know the importance of good diet and exercise • understand the importance of good sleep • understand what is meant by 'wellness' and can try to keep balanced • understand the causes of some illnesses • know that medicines are drugs which improve our health • know what age-restricted' means 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know the importance of good diet and exercise • understand the importance of good sleep • have a range of ways to practise mindfulness and take time to do so. • know what effects and risks drug have and that some are illegal • know about drugs and the law

	<ul style="list-style-type: none"> • know to take breaks from technology 	<ul style="list-style-type: none"> • know about the effects of tobacco and e-cigarettes • know that some drugs damage our health • know about drinks which contains drugs and about the effect of alcohol 	<ul style="list-style-type: none"> • know ways to resist negative pressures to take risks/drugs
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Personal, Social & Health Education – Economic

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • demonstrate their knowledge of money through play • show awareness of when money is used 	Pupils should be taught to: <ul style="list-style-type: none"> • understand the value of money • understand about saving up for a purchase 	Pupils should be taught to: <ul style="list-style-type: none"> • understand about different sources of income such as gifts, salaries and pocket money • know some different forms of money and payment 	Pupils should be taught to: <ul style="list-style-type: none"> • understand about managing a budget • experience running a model budget/enterprise

Personal, Social & Health Education – Citizenship

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • know the class rules and the school rules • know what types of items can be recycled • talk about their own and others' behaviour and the consequences • know that some behaviour is unacceptable • know what is right and what is wrong 	Pupils should be taught to: <ul style="list-style-type: none"> • know some of the ways that people are similar/different and can celebrate those differences • understand how rules help us • contribute to the rules of the classroom • actively recycle items at school into the correct places • know that the media can have positive and negative impacts and discuss both 	Pupils should be taught to: <ul style="list-style-type: none"> • understand that people can belong to different groups within a community • know something of the lives of people living in other places • know of people with different values and customs to their own • recognise and respect the diversity in our culture 	Pupils should be taught to: <ul style="list-style-type: none"> • know of a range of religious identities amongst UK citizens • know of a range of ethnic identities amongst UK citizens • know of a range of regional and national identities within the UK • know, respect and value the differences in people across the world

<ul style="list-style-type: none"> • recognise similarities and difference between people • show care for their environment and that of the wider world 		<ul style="list-style-type: none"> • know why different rules are needed in different settings • understand the term 'democracy'. • be aware of Human Rights including specifically the rights of a child • understand the terms: right, responsibilities and duties • be aware of the Equalities Act 2010 • make choices to re-use and recycle where possible • know to save electricity and water where possible 	<ul style="list-style-type: none"> • know how rules are made and changed and how this differs to laws • understand the rights in a democratic society • know that there is an international declaration of Human Rights which sets out rights for everyone, including children • understand rights in relation to the law • actively engage in recycling and re-using of items and reduce waste • know what is harming the planet and encourage others to take an active role in measures to protect their environment
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Relationship and Sex Education - Content

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Pupils should be taught to: <ul style="list-style-type: none"> • understand responsibility • know about growing up • know about people who help them • keep themselves clean 	Pupils should be taught to: <ul style="list-style-type: none"> • speak about their feelings • keep themselves safe • understand who takes care of me • know what a family provides • know that families can be different to their own • know what private means • explore different relationships 	Pupils should be taught to: <ul style="list-style-type: none"> • identify how they can talk to about their feelings • explore gender differences • understand about physical changes and how to manage them • make themselves happy • keep clean • develop resilience • know about being unique and special 	Pupils should be taught to: <ul style="list-style-type: none"> • know the stages in the human life-cycle • how babies are made • know the changes in puberty • manage feelings • know the names and functions of male and female reproduction • explore gender differences • keep clean • develop resilience • understand self-worth

	<ul style="list-style-type: none"> • understand personal and parental responsibilities • know what positive touch means • know about growing up • name the parts of the body • explore gender differences • understand that humans produce babies • develop resilience • keep clean • know about being unique and special 	<ul style="list-style-type: none"> • explore parental responsibility • understand different relationships (such as with parents, friends and teachers) • understand different types of love • know about love and trust within marriage and established relationships • know what positive touch means • understand healthy/unhealthy relationships • know that 'love and care' is what characterises a family 	<ul style="list-style-type: none"> • explore media influences • develop a positive body image • understand healthy/unhealthy relationships • explore how behaviours affect our feelings • understand changes in relationships • know that stable and caring relationships come in many different types and to show respect for others' choices • know that marriage is a legal commitment • know the facts and the law about sex and sexuality • understand the term 'stereotype' and why they are often negative • know what appropriate touch means • understand peer pressure
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Relationship and Sex Education – Families and People Who Care For Me

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to:	Pupils should be taught to: <ul style="list-style-type: none"> • know that a family can provide love and security • know it is important to spend time together as a family • know that families can look different but are characterised by love and care 	Pupils should be taught to: <ul style="list-style-type: none"> • understand the words love, security and stability in relation to what a family can provide • know that sharing together and spending time with their family helps to nurture family life • know and respect others' families and understand that they may look different from their own 	Pupils should be taught to: <ul style="list-style-type: none"> • know that families are important for children growing up because they can give love, security and stability • understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

	<ul style="list-style-type: none"> • know that stable and caring relationships come in many forms • know that marriage is a formal commitment between two people • ask for help if a family relationship makes me feel unsafe or unhappy 	<ul style="list-style-type: none"> • know that a caring and stable relationship is important for bringing up children and that these relationships can take many forms • know that marriage is a legal commitment between two people • recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
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Relationship and Sex Education – Families and People Who Care For Me

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know how to make friends and how they make me feel • know what qualities they need to show as a friend, including supporting their friends • know that healthy friendships do not make others feel pushed out • know that friendships can have ups and downs and that violence is never a solution for fixing problems • know someone they can go to when a friendship is making me feel uncomfortable or unhappy 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know how to make friends and how to nurture and value their friendships • know many of the characteristics of a good friend regarding both sharing experiences and with supporting with difficulties • know that healthy friendships are welcoming and not exclusive • know some ways to repair and strengthen their friendships if they have gone wrong • know who they can trust to help me when a friendship is making me uncomfortable or unhappy and how to use advice positively 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Relationship and Sex Education – Respectful relationships

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to:	Pupils should be taught to: <ul style="list-style-type: none"> • know to respect everyone, regardless of their differences • know positive relationships are built on love and respect • respect others at their school and show this through their behaviour • always say please and thank you • value themselves • know that respect should be shown to everyone and know that I should in turn be respected • understand the impact of bullying and know how to get help if I need to, or how to report it if they are a bystander (including cyberbullying) • understand the word stereotype in basic terms • understand the importance of permission-seeking and giving in relationships with friends, peers and adults 	Pupils should be taught to: <ul style="list-style-type: none"> • respect others and value their differences • show their respect for other through positive actions • know positive relationships are built on love and respect, including showing understanding of LGBTQ relationships • show good manners in a range of situations • value themselves and respect their qualities • understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • know their responsibility to report bullying if I witness it and where to get help if they are a victim of bullying (including cyberbullying) • know how stereotypes can be used negatively • understand the importance of permission-seeking and giving in relationships with friends, peers and adults 	Pupils should be taught to: <ul style="list-style-type: none"> • understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • know practical steps they can take in a range of different contexts to improve or support respectful relationships • know positive relationships are built on love and respect, including showing understanding of LGBTQ relationships • about the conventions of courtesy and manners • understand the importance of self-respect and how this links to their own happiness • know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • know what a stereotype is, and how stereotypes can be unfair, negative or destructive • know importance of permission-seeking & giving in relationships with friends, peers & adults

Relationship and Sex Education – Online relationships

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to:	Pupils should be taught to: <ul style="list-style-type: none"> • know that people online may not be who they say they are • know to show respect online as they do in person • know how to report online content they think is harmful • know not to make friends online with people they do not know in person • know that information they put online is not private 	Pupils should be taught to: <ul style="list-style-type: none"> • know that people online may not be who they say they are • know that the same principles of respect apply to online relationships as to face-to face relationships • know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • know the risks associated with making friends online and let an adult know if they have friends online that they have not met in person • know how information and data is shared and used online 	Pupils should be taught to: <ul style="list-style-type: none"> • know that people sometimes behave differently online, including by pretending to be someone they are not • know that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • know how information and data is shared and used online

Relationship and Sex Education – Sex Education

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to:	Pupils should be taught to: <ul style="list-style-type: none"> • name the parts of the body including the sexual organs • know the differences between males and females • understand that humans produce babies 	Pupils should be taught to: <ul style="list-style-type: none"> • know about the physical changes that occur during puberty • know about gender differences in terms of changes during puberty • know how a baby is made and the responsibility of being a parent • know what positive touch means and what inappropriate touch means 	Pupils should be taught to: <ul style="list-style-type: none"> • know the changes that will occur during puberty • know the facts and the law about sex and sexuality • know about sexual intercourse and life-cycles • understand about gender differences • know the names of the female and male reproductive organs • know what appropriate touch means • understand peer pressure in relation to sexual behaviours

Relationship and Sex Education – Being safe

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to:	Pupils should be taught to: <ul style="list-style-type: none"> • know the boundaries between friends • know that they do not have to keep a secret if they think it is unsafe to do so • know their body is private to them • know how to respond appropriately and safely to unknown adults • know someone they can speak to if an adult makes them feel bad or unsafe • know to make sure they are heard if they need advice or help • know how to report their worries • know a range of places and people from where they can get advice 	Pupils should be taught to: <ul style="list-style-type: none"> • know what forms an appropriate boundary to keep between friends • know that they should tell a responsible adult a secret if it means keeping safe • know the difference between appropriate and inappropriate contact • know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • know how to recognise and report feelings of being unsafe or feeling bad about any adult • know how to ask for advice or help for themselves or others, and to keep trying until they are heard. • know how to report concerns or abuse, and the vocabulary and confidence needed to do so • know where to get advice e.g. family, school and/or other sources 	Pupils should be taught to: <ul style="list-style-type: none"> • know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • know how to recognise and report feelings of being unsafe or feeling bad about any adult • know how to ask for advice or help for themselves or others, and to keep trying until they are heard. • know how to report concerns or abuse, and the vocabulary and confidence needed to do so • know where to get advice e.g. family, school and/or other sources



Religious Education

"Be faithful in small things because it is in them that your strength lies."

– Mother Teresa, nun

Religious Education

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Friendship Courage		Forgiveness Trust Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village	<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility
Cycle A	EYFS	Years 1 & 2		Years 3 & 4		Years 5 & 6	
Autumn Term	AUT 1 Being special: where do we belong? AUT 2 Why is Christmas special for Christians?	Who do Christians say made the world? What is the 'good news' Christians believe Jesus brings?		What do Christians learn from the Creation story? What do Hindus believe God is like? What does it mean to be Hindu in Britain today?		Why do Hindus want to be good? Creation and science: conflicting or complementary?	
Spring Term	SPR 1 Which stories are special and why? SPR 2 Why is Easter special for Christians?	Why does Easter matter to Christians? What makes some places sacred to believers?		For Christians, what was the impact of Pentecost? What does 'Holy Trinity' mean to Christians?		What do Christians believe Jesus did to 'save' people? For Christians, what kind of king is Jesus? How do Christians decide how to live? - 'What would Jesus do?'	
Summer Term	SUM 1 Which places are special and why? SUM 2 Why is the word 'God' so important to Christians?	Who is Muslim and how do they live? (double unit)		How and why do people try to make the world a better place? <i>Christians, Muslims, non-religious</i>		What matters most to Humanists, Christians? <i>Christians and non-religious, with opportunities to include other faiths studied</i>	

Cycle B	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn Term		<p>How should we care for others and for the world, and why does it matter?</p> <p>Why does Christmas matter to Christians?</p>	<p>How do festivals and worship show what matters to Muslims?</p> <p>What is it like for someone to follow God?</p>	<p>Why do Christians believe Jesus was the Messiah?</p> <p>Why is the Torah so important to Jewish people?</p>
Spring Term		<p>What does it mean to belong to a faith community?</p> <p>What do Christians believe God is like?</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>What kind of world did Jesus want?</p>	<p>What does it mean if Christians believe God is holy and loving?</p> <p>What does it mean to be a Muslim in Britain today?</p>
Summer Term		<p>Who is Jewish and how do they live? (double unit)</p>	<p>How and why do people mark the significant events of life? <i>Christians, Hindus, Muslims, non-religious</i></p> <p>How do festivals and family life show what matters to Jewish people?</p>	<p>Why do some people believe in God and some people not? <i>Christians, non-religious</i></p> <p>How does faith help people when life gets hard? <i>Christians, Muslims and/or Jews and/or Hindus, non-religious</i></p>

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • show consideration of other religions and non-religious world views can occur at any key stage, as appropriate to the school context • know specifically about Christians, Jews and Muslims • identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. meaning behind festival) • give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • show consideration of other religions and non-religious world views can occur at any key stage, as appropriate to the school context. • know specifically about Christians, Hindus, Jews and Muslims • identify and describe the core beliefs and concepts studied, making clear links between texts/ sources of authority • offer informed suggestions about what texts/sources of authority can mean & give examples of what these sources mean to believers • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and how they live • identify some differences in how people put their beliefs into practice • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • show consideration of other religions and non-religious world views can occur at any key stage, as appropriate to the school context. • know specifically about Christians, Hindus, Jews and Muslims • identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority • describe examples of ways people use texts/sources of authority to make sense of core beliefs/concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures • make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on & articulate lessons people might gain from the beliefs/ practices studied, recognising that others may think differently • consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Religious Education – Making Sense of Belief

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • retell the story of the creation from Genesis 1 and know it is the beginning of the 'big story' of the Bible. • identify what a parable is and can tell the story of The Lost Son, explaining in simple terms what it means to Christians • know that the story of Jesus comes from the gospels and can give an account of the story of his birth. • recognise that Jesus gives instructions to people about how to behave and give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, recognising that it is very important for Muslims. They can give examples of how stories about the Prophet show what Muslims believe about Muhammad. • [identify the three key Hindu gods and know that there are millions of gods in Hinduism which are all aspects of 'oneness']. NS. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • link Genesis 1 with what Christians believe about Creation and make a timeline of this story. They also recognise that the 'fall' in Genesis 3 explains what went wrong. • make clear links between the story of Noah and the idea of the covenant. • recognise what a Gospel is and give examples of stories it contains, giving examples of what texts about baptism and Trinity mean. • identify texts that come from a Gospel, and make clear links between the calling of the first disciples and how Christians today try to follow Jesus, suggesting ideas about what Jesus' actions towards outcasts mean for a Christian • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people and give examples of what Christians say about the importance of the events of Holy Week. • identify some beliefs about God in Islam, expressed in Surah 1 and make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) • identify some Hindu deities and say how they help Hindus describe God, making clear links between some stories and what Hindus believe about God. They can offer informed suggestions about what Hindu murtis express about God. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify what type of text Christians say Genesis 1 is, and suggest what it might mean showing awareness of different interpretations. • identify different biblical text types and can make connections between these texts and the Christian ideas of God, using theological terms. They can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. • explain connections between biblical texts, Incarnation and Messiah, using theological terms. • identify features of Gospel texts (for example, teachings, parable, narrative), taking account of the context, and compare their own ideas with ways in which Christians interpret biblical texts. • outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it and explain what Christians mean when they say that Jesus' death was a sacrifice • identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an and can describe ways in which Muslim sources of authority guide Muslim living. • identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. They can give meanings for the story of the man in the

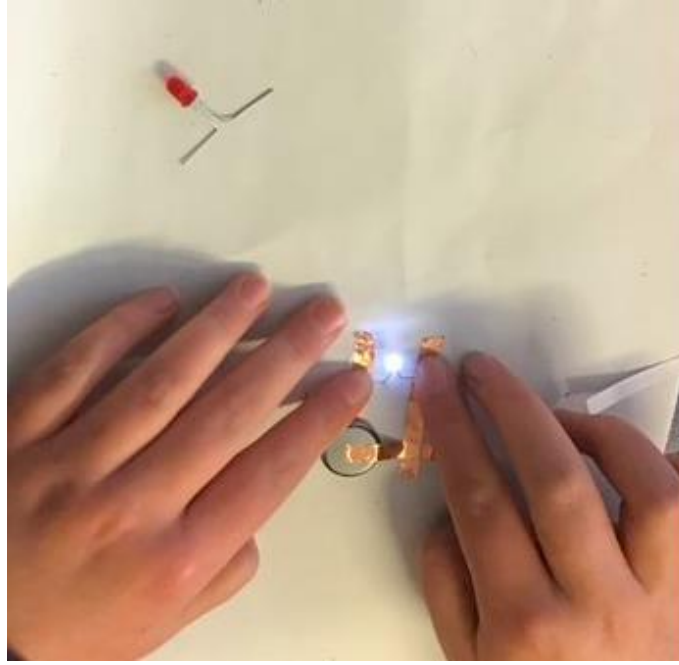
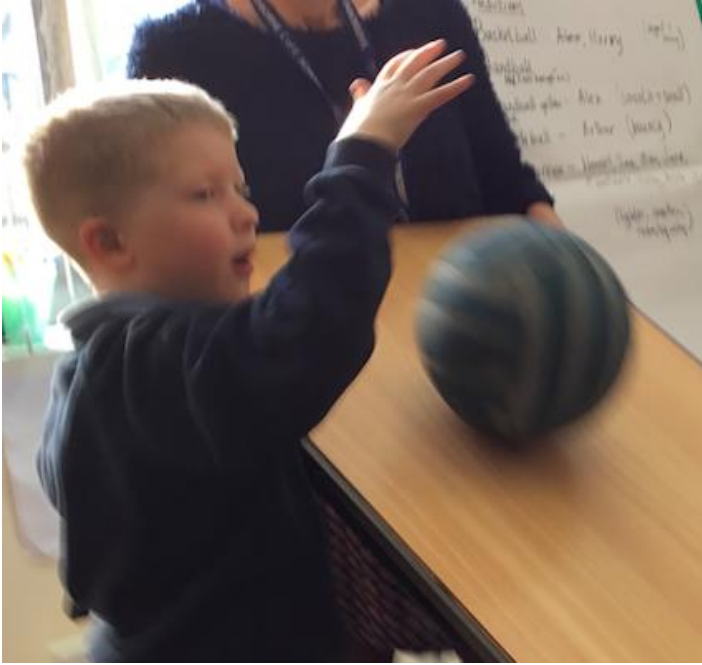
	<ul style="list-style-type: none"> • [recognise some of the ways in which Hindus worship, such as through keeping a shrine for example.] NS. • recognise the words of the Shema as a Jewish prayer, retell simply some stories used in Jewish celebrations (e.g. Chanukah) and give examples of how the stories used in celebrations remind Jews about what God is like. • recognise that loving others is important in lots of communities and say simply what Jesus and one other religious leader taught about loving other people. • recognise that there are special places where people go to worship and talk about what people do there. They can identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. • identify a story or text that says something about each person being unique and valuable and give an example of a key belief some people find in one of these stories (e.g. that God loves all people). 	<ul style="list-style-type: none"> • describe how Hindus show their faith within their families and within their faith communities in Britain today. They can identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India). • identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. They can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people and offer informed suggestions about the meaning of the Exodus story for Jews today. • make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. They can offer informed suggestions about what the events of Pentecost in Acts 2 might mean with regards to having faith. • describe what happens in ceremonies of commitment and say what these rituals mean, making simple links between beliefs about love and commitment and how people in at least two religious traditions live and celebrate commitment. • identify some beliefs about why the world is not always a good place and make links between religious beliefs and teachings and why people try to live and make the world a better place. 	<p>well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <ul style="list-style-type: none"> • [describe how Hindus show their faith within their families and within their faith communities in Britain today. They can identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).] • identify and explain Jewish beliefs about God and give examples of some texts that say what God is like and explain how Jewish people interpret them. • define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. They can identify and explain what religious and non-religious people believe and give examples of reasons why people do or do not believe in God. • describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life and they can identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. • identify and explain beliefs about why people are good and bad, and make links with sources of authority that tell people how to be good.
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EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • give examples of: what Christians do to say 'thank you' to God. • give examples of: how Christians put their beliefs into practice in worship and give two examples of how they show God is loving and caring. • give examples of: how Christians use the Nativity story to guide their beliefs and actions at Christmas. • give examples of: ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless, knowing how these are brought into practice in the church community. • give examples of: how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter • give examples of: how Muslims use stories about the Prophet to guide their beliefs and actions and they can give examples of how Muslims use the Shahadah to show what matters to them, eg. putting their beliefs about prayer into action • [give examples of: how Hindus use stories to guide their beliefs and actions] NS. • [give examples of some of the ways Hindus celebrate the Festival of Lights (Diwali)]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe how and why Christians might pray to God and ask for forgiveness, as they believe in God as creator. • make simple links between the promises in the story of Noah and those made at a wedding ceremony. • describe how Christians show their beliefs about Trinity in worship through baptism and prayer for example. • give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. • make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve, making links between Muslim beliefs about God and a range of ways in which Muslims worship • make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali), and identify some different ways in which Hindus worship • identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. They can make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • make connections between Genesis 1 and Christians belief as God the Creator and understand why many Christians believe science and faith can go hand in hand. • show how Christians put their beliefs into practice in worship and connect how Bible texts match with their beliefs about God. • show how Christians put their beliefs about Jesus' Incarnation into practice in celebrating Christmas and comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Show how Christians put their beliefs into practice in different ways. • make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper • make clear connections between Muslim beliefs and ibadah, giving evidence and examples to show how Muslims put their beliefs into practice in different ways • make clear connections between Hindu beliefs about dharma, karma, samsara & moksha and ways in which Hindus live & connect the four aims & the four stages of life with beliefs about dharma, karma, moksha

	<ul style="list-style-type: none"> • give examples of: how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah), make links between Jewish ideas of God found in the stories and how people live and give an example of how some Jewish people might remember God in different ways. • give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. identify at least two ways people show they love each other and belong to each other when they get married • give examples of: stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe and the ways people worship at a church, mosque or synagogue. They can talk about why some people like to belong to a sacred building or a community. • give an example of how people show that they care for others (e.g. by giving to charity), making a link to a story. They can give examples of how Christians and Jews can show care for the natural earth and say why this might be. 	<ul style="list-style-type: none"> • make simple links between Jewish beliefs about God and his people and how Jews live, describing how Jews show their beliefs through worship in festivals, both at home and in wider communities • identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean and offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today • make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. They can describe how Christians show their beliefs about the Holy Spirit in worship. • make simple links between teachings about how to live and ways in which people try to make the world a better place, describing some examples of how people try to live. They can identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> • give evidence and examples to show how Hindus put their beliefs into practice in different ways. • make clear connections between Jewish beliefs about the Torah and how they use and treat it. They can make clear connections between Jewish commandments and how Jews live and give evidence and examples to show how Jewish people put their beliefs into practice in different ways. • make clear connections between what people believe about God and the impact of this belief on how they live, giving evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). • make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) and give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives. • make clear connections between Christian and Humanist ideas about being good and how people live. They can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.
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<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • think, talk and ask questions about: living in an amazing world. They can also make links between the Jewish/ Christian creation story and the world I live in. • think, talk and ask questions about: the parable of The Lost Son and give reasons for connections they make. • think, talk and ask questions about: Christmas for both Christians and non-Christians and can decide what they are personally grateful for. • think, talk and ask questions about: whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving good reasons for their ideas. • think, talk and ask questions about: whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. • think, talk and ask questions about: Muslim beliefs and ways of living, prayer, respect, celebration and self-control, giving a good reason for their ideas and give a good reason for why they might have something to say to them too. • [think, talk and ask questions about: Hindu beliefs and ways of living, prayer, respect and celebration.] NS. • [think, talk and ask questions about: What it is like to be a Hindu in Britain today] NS. • talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people and give a good reason for their ideas about 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • ask questions and suggest answers about the Creation Story and say what might be important for Christians and non-Christians. • make links between the story of Noah and how we live in school and the wider world. • make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. • make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. • raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. • raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. They make links between the Muslim idea of living in harmony with the Creator & the need for all people to live in harmony with each other in the world today. • raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. They make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today. • raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • weigh up how far Genesis 1 is in conflict or is complimentary with a scientific account of creation, and comment on how helpful or inspiring the key ideas are, with justification. • weigh up how biblical ideas about God as holy and loving might make a difference in the world today. • weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. • make connections between Christian teachings and the issues, problems and opportunities in the world today and articulate their own responses to the issues studied, recognising different points of view. They articulate their own responses to the idea of the importance of love and service in the world today. • weigh up the value and impact of ideas of sacrifice in their own life and the world today and articulate their responses to the idea of sacrifice, recognising different points of view. • make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today and can consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today. • make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. • make connections between Jewish beliefs studied and explain how and why they are important to Jewish people
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<p>whether reflecting, thanking, praising and remembering has something to say to me too.</p> <ul style="list-style-type: none"> • give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. They talk about what they think is good about being in a community, for people in faith communities and for themselves • think, talk and ask questions about: what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. They talk about what makes some places special to people, and what the difference is between religious and non-religious special places. • think, talk and ask questions about: what difference believing in God makes to how people treat each other and the natural world and give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<p>rituals is a good thing for individuals and society, giving good reasons for their ideas.</p> <ul style="list-style-type: none"> • raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. They make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today. • make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. • raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. They make links between ideas of love, commitment and promises in religious and non-religious ceremonies and give good reasons why they think ceremonies of commitment are or are not valuable today • raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better and they express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 	<p>today. They consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</p> <ul style="list-style-type: none"> • reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. They consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. • interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. They offer a reasoned response to the question of how faith helps people, with evidence and examples, expressing insights of their own. • raise important questions and suggest answers about how and why people should be good and make connections between the values studied and their own life, and their importance in the world today, giving good reasons for their views
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Science

"Science is the process that takes us from confusion to understanding."

– Brian Greene, theoretical physicist

Science

<u>Sherborne – for LIFE!</u> Love of Learning Independence and Individuality Fun and Fulfilment Excellence and Enjoyment		<u>Our Christian Values</u> Respect Forgiveness Friendship Trust Courage Thankfulness		<u>Our School Locality</u> Historical heritage The great outdoors Sherborne village		<u>Internationalism</u> European links Tolerance and Understanding Appreciating other cultures Global responsibility	
Term	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6			
1	Living Things: Plants	Living Things: Plants	Living Things: Plants	Living Things: Plants			
			Living Things: Habitats				
			Adaptation				
			Living Things: Classification				
2	Materials	Materials	Materials (Rocks)	Materials/ States of matter			
			Sound	Sound			
3	Living Things: Animals - Humans	Living Things: Animals - Humans	Living Things: Animals	Living Things: Animals - Humans			
	Forces/states of matter	Forces/states of matter	Living Things: Animals - Humans	Living Things: Animals			

Term	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
4	Light	Light	Forces & magnets	Forces & magnets
	Electricity		Electricity	Electricity
			States of Matter	
5	Living Things: Animals	Living Things: Animals	Light	Light inc. Earth in Space
			Electricity	Light
6	Living Things: Habitats	Living Things: Habitats	Living Things: Plants	Living Things: Evolution
			Living Things: Habitats	Living Things: Classification
	Living Things: Adaptation/ classification	Living Things: Adaptation/ classification	Living Things: Adaptation	Living Things: Adaptation
			Living Things: Classification	

Science – Working scientifically

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore the natural world around them • make observations • ask simple questions 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • ask simple questions and recognising that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classify • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • ask relevant questions and using different types of scientific enquiries to answer them • set up simple practical enquiries, comparative & fair tests • make systematic and careful observations and, where appropriate, taking 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, & tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results & conclusions • use results to draw simple conclusions, make predictions, suggest improvements & 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 their findings 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat 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 results to make predictions to set up comparative & fair tests • report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identify scientific evidence that has been used to support or refute ideas or arguments

Science - Living Things: Plants

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore the natural world around them, making observations and drawing pictures of plants 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees • 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth and how they vary from plant to plant • investigate how water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe the life process of reproduction in some plants

Science – Living Things: Animals

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • explore the natural world around them, making observations and drawing pictures of animals 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify & name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify & name a variety of common animals that are carnivores, herbivores and omnivores • describe & compare the structure of a variety of common animals • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain • identify and name different sources of food • notice that animals have offspring which grow into adults 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from food • identify that some animals have skeletons and muscles for support, protection and movement • construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>Pupils should be taught to:</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 animals • describe the ways in which nutrients and water are transported within animals

Science – Living Things: Animals (Humans)

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the basic body parts of a human body 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 humans have offspring which grow into adults find out about and describe the basic needs of humans for survival (water, food & air) describe the importance for humans of exercise, eating the right amounts of different types of explore and compare the differences between things that are living, dead & things that have never lived identify that most living things live in habitats to which they are suited describe how habitats provide for the basic needs of different kinds of plants & animals, & how they depend on each other identify a variety of plants & animals in their habitats, inc. micro-habitats food, and hygiene 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify that humans need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from foods identify that humans 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age identify & name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels & 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 humans

Science – Living Things: Habitats

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • explore the habitats around the school and identify some organisms that live in each 	Pupils should be taught to: <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead & things that have never lived • identify that most living things live in habitats to which they are suited • describe how habitats provide for the basic needs of different kinds of plants & animals, & how they depend on each other • identify a variety of plants & animals in their habitats, inc. micro-habitats 	Pupils should be taught to: <ul style="list-style-type: none"> • recognise that environments can change and that this can sometimes pose dangers to living things 	Pupils should be taught to: <ul style="list-style-type: none"> • [understand and explain how some habitats around the world are under threat and know some ways in which we can personally help protect them]

Science – Living Things: Classification

Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • [group some living things by set criteria] • [with support, sort leaves into evergreen and deciduous] • [sort animals into broad groups such as birds, fish] 	Pupils should be taught to: <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	Pupils should be taught to: <ul style="list-style-type: none"> • 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

Science – Living Things: Adaptation, Evolution & Inheritance

Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• [know that a fossil is evidence of a creature or plant that lived millions of years ago]• [know that fossils can tell us about extinct species and that humans did not live with dinosaurs, evolving millions of years later]	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• [know that life on Earth has evolved and changed for millions of years]• [know the term 'Natural Selection' and understand how it leads to evolution of plants and animals]	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• [know about Charles Darwin and his role in understanding the principles of adaptation, inheritance and evolution]• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago• recognise that living things produce offspring of the same kind, but normally offspring are not identical to their parents• identify how animals & plants are adapted to suit their environment in different ways & that adaptation may lead to evolution

Science – Materials: Properties

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sort objects into groups according to which material it is made 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • describe the simple physical properties of everyday materials • compare & group together a variety of everyday materials on the basis of their simple physical properties • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare and group together materials on the basis of their properties, inc. their hardness, solubility, transparency, conductivity and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Science – States of Matter

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand some important processes and changes in the natural world around them, including changing states of matter 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> [observe things melt, freeze and evaporate] 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare & group materials, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use knowledge of solids, liquids and gases to decide how mixtures might be separated, inc. through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in new materials, & that this kind of change is not usually reversible, inc. changes associated with burning & the action of acid on bicarbonate of soda

Science – Light, including Earth in Space

EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies [Observe shadows and create them] 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 and describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye 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 recognise that light appears to travel in straight lines and use this idea to explain why shadows have the same shape as the objects that cast them

Science - Sound

Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • [notice vibrations when sounds are created by strings] • [know that sound travels in waves from the source to our ears] 	Pupils should be taught to: <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • 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 • recognise that sounds get fainter as the distance from the sound source increase] 	Pupils should be taught to: <ul style="list-style-type: none"> • [identify how sounds are made, associating some of them with something vibrating] • [recognise that vibrations from sounds travel through a medium to the ear] • [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] • [recognise that sounds get fainter as the distance from the sound source increases]

Science – Forces & Magnets

Years 1 & 2	Years 3 & 4	Years 5 & 6
Pupils should be taught to: <ul style="list-style-type: none"> • [understand the difference between a push and a pull] • [know that some metals can be magnetic and experience this] 	Pupils should be taught to: <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can 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 	Pupils should be taught to: <ul style="list-style-type: none"> • 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, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Science - Electricity

Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • [understand how to keep safe when using electrical items] • [identify common appliances that run on electricity] 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, inc. 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram