Primary Curriculum 2020-2024

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Our Curriculum Principles

When the early church was forming, Saint Peter wrote in his second epistle, *"Grow in the grace and knowledge of our Lord Jesus Christ."* This has become our guiding motto and vision. At our school, we believe that children grow not only in knowledge but also in character, nurtured within our Christian setting. Saint Peter also encouraged early Christians to read and learn, emphasising the importance of understanding to grow in grace and knowledge.

Building on this foundation, our curriculum is shaped by three core principles:

1. **Reading is at the heart of everything we do.**
   We view reading as the gateway to learning, fostering growth in both grace and knowledge.
2. **Developing a deep body of knowledge and cultural capital.**
   Our curriculum equips children with the knowledge and skills they need to thrive in education and in life, preparing them for the future.
3. **Exceeding the ambitions of the National Curriculum.**
   Designed to meet the specific needs of our community, our curriculum reflects our commitment to going beyond standard requirements. It is dynamic and continuously evolving to remain relevant and effective.

What is our curriculum intent?

Our leadership team has carefully designed our knowledge-based curriculum with the following goals in mind:

- **Articulating subject-specific intentions.**
  Clear statements of intent guide each subject area, ensuring alignment with our broader educational vision.
- **Exceeding national expectations.**
  We identify and highlight, in green text, areas where our curriculum surpasses the ambitions of the National Curriculum, the RSHE framework, the Early Years Framework, or the locally-agreed syllabus. These enhancements reflect our spiritual mission to nurture children and serve our community's needs.
- **Defining essential outcomes.**
  We set clear expectations for what children must know, understand, and do by the time they leave our school. These are captured in our outcome statements.

Our curriculum is a living document, always in draft form and subject to refinement as we strive to provide the best for our children.

Our curriculum is bespoke and designed to meet the needs of the pupils in our school. Our curriculum is underpinned by the Quantock Education Trust curriculum principles (SMART) which guide the development of the curriculum in all schools in the Trust:

- A strong and carefully **Sequenced** curriculum, so that children and young people's learning progresses in a way that builds knowledge intentionally and cumulatively
- A curriculum that **Motivates** children and young people so they can value and experience joy in learning whilst developing their own unique voice.
- An **Ambitious** curriculum, so that children and young people are challenged and empowered to think deeply and critically and grapple with complexity, challenge assumptions, question accepted authorities and embrace curiosity.
- A curriculum that is **Responsive**, so that it meets the needs of children and young people in our local community as well as opening doors to the wider world.
- A curriculum that is **Transformative,** so that children and young people can put their learning to use as active citizens, working for social justice, environmental stewardship and a healthy, equitable world, enabling them to build character and shape their future.

Curriculum Domains

Traditional subjects within our curriculum are grouped into domains, loosely based on the Early Years Framework.

Traditional Subject	**Stogursey Curriculum Domain**
Oracy	Communication and Languages
Modern Foreign Language	
Reading	Literacy
Writing	
Art and Design	Expressive Arts and Design
Music	
Design and Technology	
Physical Education	Physical Development
Mathematics	Mathematics
PSHE	Personal, social and emotional development
Science	Understanding the World
History	
Geography	
Religious Education	
Computing	

Small school curriculum challenges and mitigations

Small School Curriculum Challenges	**Mitigations**
National Curriculum being 'geared' towards **single year groups**	**Viewing curricula milestones of achievement as phases and NOT year groups:** At Stogursey, we use mixed-age classes and implement a 2/3 year rolling programme to ensure a progressive and coherent curriculum. **It is imperative that it is understood that children will meet what is expected at the end of a phase rather than at the end of a year.** This is crucial in understanding our curriculum. Also, see the Mathematics content to understand why certain Year groups will achieve certain objectives out of line with the National Curriculum document. **Creative Scheduling:** Some subjects are not timetabled to be weekly and so are organised in different ways so that an equitable offer can be made and to ensure frequent exposure to subjects happens but in a realistic way.
Longer periods of time in between teaching of content	**Frequent opportunities to review previous learning and connect to it:** As we organise in phases rather than year groups, we have had to be cognizant of the fact that long periods of time can happen before connected learning takes place. This is why our curriculum documents enable teachers to track back to the previous phase to see what came before. Teachers are expected to keep referring back to previous content to ensure learning is not forgotten. Our daily and weekly reviews of learning are crucial in this endeavour. Leaders have taken actions to ensure each phase builds on what came before. Our knowledge progressions show the connections between substantive and disciplinary knowledge areas across phases and these connect together to build over time.
Mixed ages/ curricula class: This has been a challenge to ensure both Early Years entitlements as well as National Curriculum content has been covered in one class.	**Introduced the Grow and Flourish curriculum:** This is a 'bottom-up' approach in which the 7 areas of the Early Years Framework are the drivers for learning and National Curriculum subjects 'hang off' this. It enables the class to stay together for the hooks of the lessons and then for Early Years children to learn through play with Key Stage 1 children expected to have longer periods of adult-led teaching using the Universal Learning Design.
Fewer Staff: With such a small team of teachers and teaching assistants, staff often hold multiple responsibilities including subject leadership	**Maximising Staff Talents:** At Stogursey, every staff member's skills are valuable. We recognise individuals' strengths and passions assigning responsibilities based on these and then provide professional development to enhance these abilities. We can also share staff expertise with our partner school (Spaxton) within the Trust, and benefit from a range of CPD opportunities via the QET central offer plus access to national experts who support us in addressing our school improvement priorities. **Efficient Monitoring of subjects:** leaders have a subject leader record and with the exception of the core subjects, **these are reviewed every two years** with a systematic programme of monitoring built into it.

Small School Curriculum Challenges	Mitigations
Isolation: Our rural location can cause us to face isolation, both socially and academically, leading to a lack of exposure to diverse perspectives and experiences.	**Agreed cultural capital:** We work closely with other schools within the Trust as well as those in the local area to share ideas, best practices, and resources. Much thought has gone into what children should be exposed to in gaining cultural capital and deliberate decisions have been taken with this in mind to ensure only the most 'powerful knowledge' is taught as well as the most culturally significant, broadening horizons in the process. **Embracing Technology:** Through being part of the Trust, we have been able to integrate a number of technology based platforms, including Artificial Intelligence (AI) into our lessons.
Limited Resources: As a small school we operate with a limited budget this makes it challenging to make investments to support learning and extra-curricular activities.	**Resourceful Budgeting:** At Stogursey, we prioritise spending by identifying the most critical needs and allocating resources accordingly. They may also explore alternative funding sources such as grants, fundraising through the PTFA, and community partnerships to supplement the budget. We are also able to apply for additional funding from the Trust, if needed.

How our curriculum is organised

At our school, we have embraced the academy freedoms afforded to us to design a truly unique and innovative curriculum tailored to the needs of our community. Rooted in research and guided by our Christian ethos, we have created a curriculum that is both ambitious and relevant, exceeding the expectations of the National Curriculum while fostering the skills, knowledge and values our children need to thrive in an ever-changing world. How we exceed this ambition is set out in each curriculum domain area further on in this document.

Our approach is grounded in the belief that a broad, balanced curriculum is essential for academic success and for developing cultural capital. Research supports that children achieve their best when given access to diverse learning opportunities that build confidence, curiosity, and resilience. With a Biblical focus on reading and understanding texts, our curriculum instils a love of literature and critical enquiry across all subject areas.

We have used our academy status to shape a curriculum that draws on the strengths of our local environment while connecting children to the wider world. By leveraging these freedoms, we incorporate firsthand learning experiences, international collaborations, and bespoke units. Our curriculum is enriched with high-quality cultural and sporting activities that extend beyond the classroom.

Our curriculum is structured using a bottom-up approach, beginning with secure foundations in the Early Years. We organize learning through the seven Early Years Domains, aligning these with National Curriculum subjects to ensure a seamless progression of knowledge and skills. This innovative structure not only supports continuity but also reflects our commitment to meeting the unique needs of every learner in our school.

Children learn through carefully planned two- and three-year rolling programmes, ensuring all objectives are thoroughly covered and revisited. We have invested significant time and effort into thoughtfully selecting the specific knowledge and skills children need not only to meet but to exceed these objectives. This deliberate focus ensures that every aspect of the curriculum contributes to our ultimate goal: equipping children to achieve our ambitious end-of-school outcomes and thrive in the next stage of their education.

We encourage children to ask big questions, challenge ideas, and think critically. By building on their individual and collective strengths, children become confident problem solvers who can respond thoughtfully to the world around them. Through intentional opportunities to take risks, learn from mistakes, and persevere toward ambitious goals, our children develop character using virtues such as flexibility and resilience.

Our curriculum also ensures a strong focus on English and mathematics, preparing children for assessments while embedding key skills for future success. Across all areas, we remain committed to fostering secure foundations that set children up for lifelong learning and success.

We take great care to ensure transparency and collaboration with parents. Detailed curriculum overviews and weekly learning letters are available on our website, providing insights into our plans and enabling parents to support their child’s learning journey.

A note about Grow and Flourish

The Grow and Flourish Curriculum (Reception/ Key Stage 1) operates within the broader school curriculum but differs in its structure and delivery, particularly in comparison to the Key Stage 2 curriculum. Rooted in the principles of a unique child, positive relationships, and enabling environments, it prioritises a blend of structured teaching and play-based learning, ensuring children progress through purposeful experiences rather than rigid instructional methods. Unlike the more formal, subject-driven approach in Key Stage 2, this curriculum bridges Early Years and Key Stage 1 through a carefully phased transition. Reception follows an 80:20 model, with child-led play making up the majority of learning, whereas Key Stage 1 gradually shifts towards adult-led learning, preparing children for more structured teaching. The curriculum integrates six-weekly themes, driven by 'Understanding the World', enhancing engagement through real-world experiences. Oracy is central, addressing post-pandemic communication needs. Whole-class teaching is structured around common hooks, leading to differentiated activities, ensuring learning remains inclusive. Assessment aligns with developmental stages—best-fit for Early

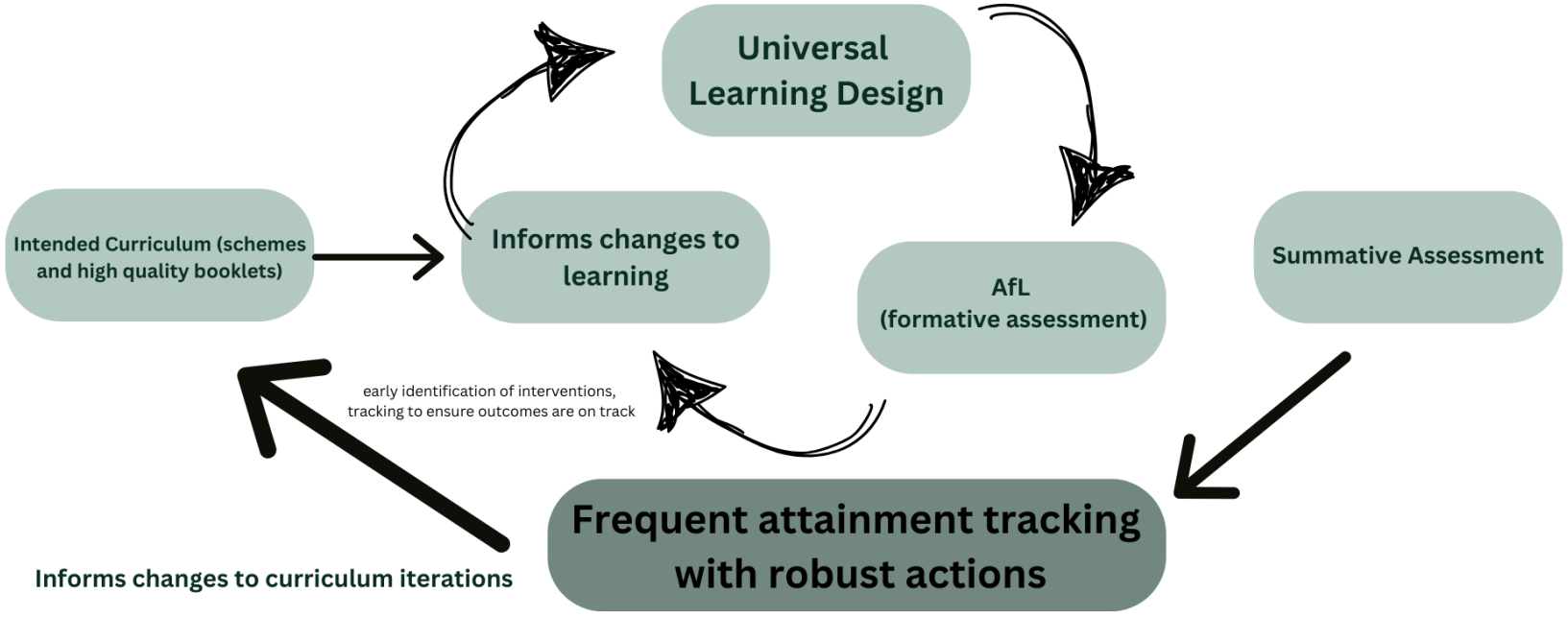
Years and a mastery model for Key Stage 1. This adaptive, evolving approach exceeds National Curriculum expectations, meeting the specific needs of the school community while maintaining high academic and developmental ambitions. For more information, please read the Grow and Flourish documentation.

High Quality Booklets and Schemes

We have spent significant time as subject leaders carefully constructing supportive booklets which are rooted in the principles of the OfSTED research review series to ensure children engage with the subject disciplines appropriately, acquiring both substantive and disciplinary knowledge. We developed some subjects using this approach as well as supplementing this with high quality schemes of work. Although units are sequenced, **teachers have autonomy to add or delete component parts to meet the needs of their classes.**

The model below sets out how we implement the curriculum and ensure impact.

Curriculum Implementation



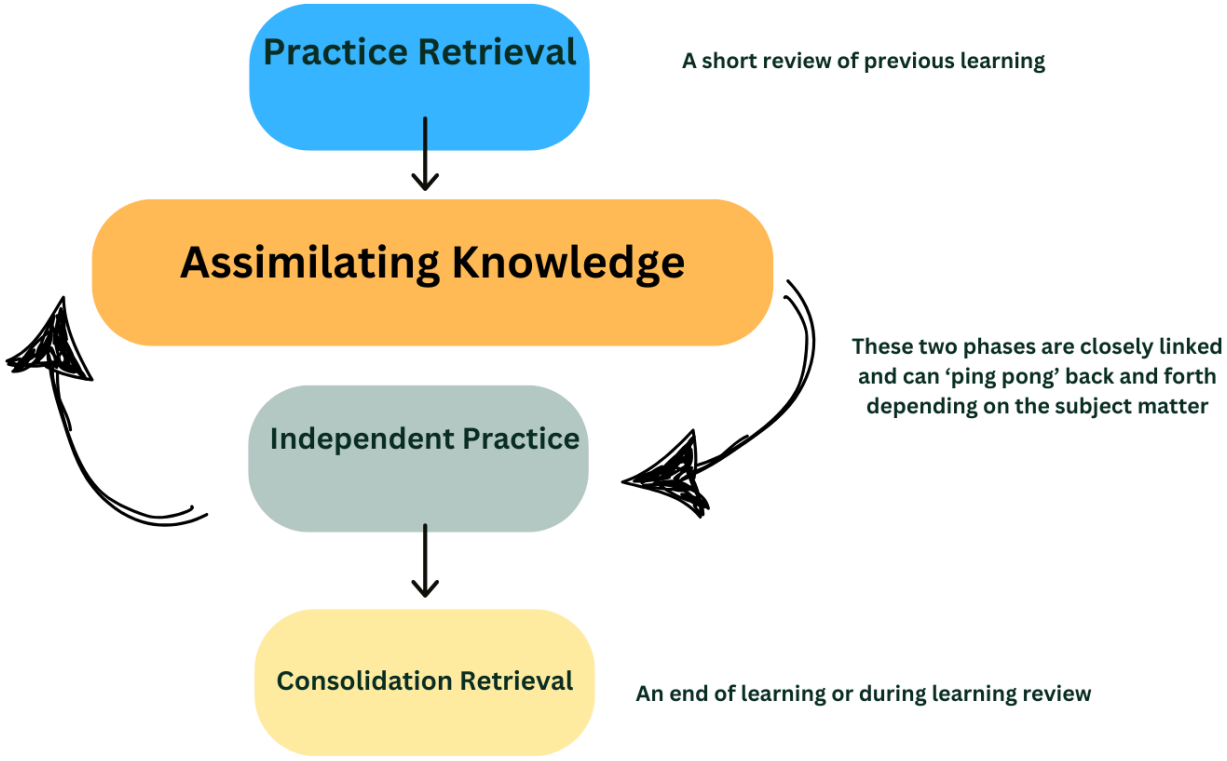
The continuous iterative process of curriculum development over years is never-ending and leaders can use their monitoring to ensure coverage but deep mastery of the content being taught. Similarly, on a daily and weekly basis, teachers are required to adapt the sequences of lessons to ensure that all children have progressed and achieved what has been set out and if they have not, teachers are expected to take action. AfL practices ensure this happens

and teachers use their Formative Assessment books to track this, setting out next steps without over-relying on distance marking to communicate this. Our mantra is 'the next lesson is the next step' and further detail on how this is achieved is set out in our Feedback Policy.

Universal Learning Design: Essential for some- beneficial for all

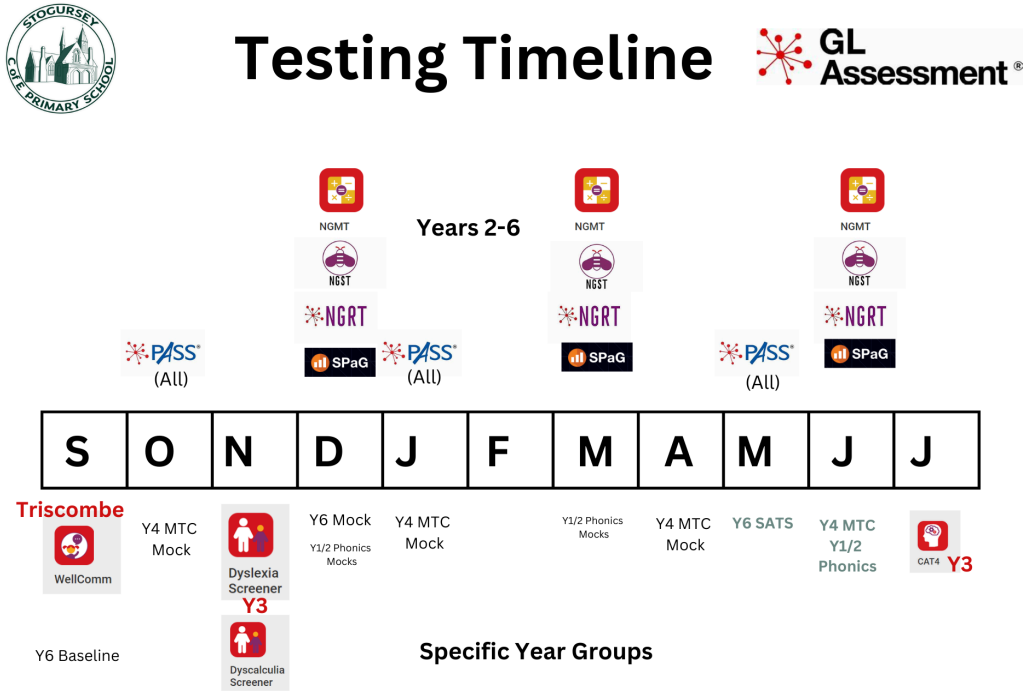
Much time has been spent on looking at how teachers can deliver content in ways that reduce the chance of cognitive overload and for children to acquire knowledge in the most efficient way possible. Our Universal Learning Design, regardless of content coming from an off-the shelf scheme or from our high-quality booklets, ensures that lessons follow the same structure. Much care is taken to present knowledge in a consistent way so that children spend their 'cognitive currency' grappling with the content rather than being distracted by any extraneous 'noise'. The diagram below shows the phases of our Universal Learning Design and you will see this being consistently delivered in all of our lessons. For non-schemes, we use QET slideshow decks to deliver the lessons. It might seem that teacher autonomy is lacking in this model but teachers do have autonomy in what to choose to present to children and the order as well as the tasks they design. We chose this consistent approach due to the evidence that this benefits the most vulnerable learners in particular.

Universal Learning Design



Curriculum Impact

We generally use our bank of online tests (GL assessment) to capture learning in the Core subjects and Wellbeing. In Year 5/6, we use standardised paper NFER tests to acclimate children to the Key Stage 2 SATs. The testing schedule below shows how a typical year progresses and for every capture, SLT analyse this through Pupil Progress Meetings with teachers, altering what is happening in classes as well as planning any interventions that may be needed.



Assessment of Foundation Subjects

We use whatever is advised in schemes or high-quality booklets. This is designed to be manageable and for children to demonstrate that they 'know more and remember more'. Teachers then record outliers (those not achieving standards and those children working at a greater depth), the purpose being for subject leaders to be able to spot trends and alter curriculum iterations. Teachers also get a holistic view of children's progress and attainment. We use these assessment sheets to answer 3key assessment questions pre and post units.

What do I already know?	What do I know now?
1	
2	1. I know what happens in a Sikh Gurdwara... 2. I know what is special about the daily reading from the Golden Temple... 3. I know how belonging to a Gurdwara enables Sikhs to carry out the basic tenets of Sikhism...
3	

CURRICULUM CONTENT
BY SUBJECT DOMAINS


Physical Development
Expressive Arts and Design
Literacy
Understanding the World
Personal, Social and Emotional Development
Mathematics
Communication & Languages

Physical Education (PE) Intent

Physical Education at Stogursey reflects an inclusive and equitable approach, aligned with the values of the Trust and our school. We aim to inspire every pupil to develop confidence, physical competence, and a lifelong love of movement. Our use of the Real PE programme, including Real Gymnastics and Real Dance, ensures that all pupils can succeed, regardless of their starting point, by focusing on Learning Behaviours and promoting inclusivity and equity.

Swimming is taught as part of the National Curriculum but throughout the school because Stogursey is surrounded by many watercourses, making it essential for pupils to develop water safety skills and confidence in swimming. By embedding swimming into our curriculum, we ensure that every child achieves this critical life skill while promoting physical fitness and enjoyment.

We teach physical education through Real Pe and this centres on six cogs—Social, Personal, Cognitive, Creative, Applying Physical, and Health and Fitness—that help pupils develop holistically, addressing not just physical abilities but also teamwork, resilience, creativity, and problem-solving skills. Each unit combines a focus on one of these cogs with the development of Fundamental Movement Skills, such as agility, balance, and coordination, providing a robust foundation for physical development.

Through creative scheduling, we deliver Real PE to ensure all pupils benefit from its inclusive and progressive structure. By integrating Real Gymnastics and Real Dance, we provide diverse opportunities for pupils to explore movement, creativity, and expression, ensuring their physical education is both engaging and well-rounded.

Our PE curriculum nurtures physical literacy, emotional resilience, and a positive attitude towards physical activity, equipping pupils with the skills and confidence to thrive as active, capable individuals in their future lives.

Beyond the National Curriculum

Our Physical Education curriculum exceeds the ambition of the National Curriculum by ensuring pupils gain a deeper understanding of success across **personal, social, physical, cognitive, creative, and health and fitness standards appropriate to their phase.** This holistic approach helps pupils set high expectations for themselves and supports their development in all aspects of physical and emotional wellbeing.

Additionally, pupils learn that **competition**, whether against oneself or others, is a fundamental part of life. By understanding the value of competition, they develop resilience, perseverance, and the ability to celebrate achievements while learning to **handle setbacks constructively**. These elements prepare pupils to navigate challenges both in and beyond the classroom with confidence and determination.

Outcomes for PE in our school

Know	Understand	Do
The criteria needed for the 12 fundamental movement skills	Their own levels of challenge within the 12 fundamental movement skills and how to progress within this	Carry out the 12 fundamental movement skills proficiently
Swimming is an essential life skill	That Stogursey and the surrounding area has many water courses so therefore learning to swim is essential	Swim 25m unaided and get out of deeper water
What is expected for successful personal, social, physical, cognitive, creative and health and fitness standards for their phase.	Their own levels of challenge within the standards and where to go next with this.	Carry out standards for personal, social, physical, cognitive, creative and health and safety goals.
Rules required to be met for specific sports and games.	A range of sports and the variations and exceptions within those rules.	Follow rules agreed in sports and games.
Strategies and tactics to achieve goals in specific sports.	That strategies and tactics are in response to the situation presented to them.	Use tactics and strategies to become more successful in sports.
That physical activity is an important part of maintaining a healthy body and a healthy mind.	Why physical activities are important for health.	Participate in a range of sports both in class and in enrichment time.
That in the moment feedback needs to be acted on in order to improve efforts.	A range of feedback techniques.	Use feedback to improve.
That competition is part of life and a fundamental part of being human whether against self or others.	That we can become dysregulated during competition if winning or losing.	Handle the emotions of winning and losing successfully.

PE Knowledge Progression

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY KNOWLEDGE	**12 Fundamental Movements**	• Green challenges- leg balance, floorwork, dynamic balance on a line, counterbalance in pairs, balls skills, ball chasing, seated balance, stance, jumping and landing, sending and receiving, footwork, reaction and response	• Red challenges-leg balance, floorwork, dynamic balance on a line, counterbalance in pairs, balls skills, ball chasing, seated balance, stance, jumping and landing, sending and receiving, footwork, reaction and response	• Blue challenges- leg balance, floorwork, dynamic balance on a line, counterbalance in pairs, balls skills, ball chasing, seated balance, stance, jumping and landing, sending and receiving, footwork, reaction and response
SUBSTANTIVE KNOWLEDGE	**Gymnastics**	• Explore Tricky Shape , balance, travel, flight and rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) • Perform (Consolidated) Tricky Shape , balance,	• Perform (Consolidated) Tricky Shape, balance, travel, flight and rotation skills (1/2/3) combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) • Perform (Consolidated) Trickier Shape , balance,	• Perform (Consolidated) Trickier Shape, balance, travel, flight and rotation skills combined with one of the following: - Hand Apparatus (4) - Low Apparatus (5) - Partner/s (6) - Large Apparatus (7) • Perform (Consolidated) Trickiest Shape , balance, travel, flight

		travel, flight and rotation skills on the floor (1/2/3).	travel, flight and rotation skills on the floor (1/2/3).	and rotation skills on the floor (1/2/3).
	Creative (Dance)	• Create a sequence of 5 static and dynamic moves - in contrast to my partner's. - using different partner shapes. - at different levels. - with different timings. • Create shapes, circles and silk movements to - express the music. - change my moves so they match different music. • Create 2 ways of moving linked to the silk - using 3 or 4 limbs and pausing throughout my movement. - fluently and without stopping	• Create a sequence of a minimum of 5 moves - with limbs in different planes and directions. l Perform both in my and my partner's place. • Create combination of shapes, circle and silk moves - matching the energy of the music. - in time to the beat and the rhythm. - matching 1 instrument playing off the main beat. • Create multiple ways of moving linked to the silk - where silk moves lead me into stepping, jumping, floor moves and floor shapes	• Create a sequence of a minimum of 6 various moves - with movements made both with arms and legs. - in unison followed by moves in contrast and performed independently of my partner • Create a combination of shapes, circle and silk moves - both matching and in contrast to the melody or the main song line. - responding to musical phrases. • Create multiple ways of moving linked to the silk - where the silk moves lead me into jumping, a turn and a jump, floor and floor shapes. - fluently without stopping.
	GAMES			
	Social	• I can help, praise and encourage others in their learning	• I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	• I can involve others and motivate those around me to perform better. • I can give and receive sensitive feedback to improve myself and

		• I can work sensibly with others, taking turns and sharing • I can play with others and take turns and share with help. • I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas		others. I can negotiate and collaborate appropriately.
	Personal	• I try several times if at first I don't succeed and I ask for help when appropriate • I can follow instructions, practise safely and work on simple tasks by myself • I enjoy working on simple tasks with help. • I know where I am with my learning and I have begun to challenge myself.	• I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	• I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. • I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.
	Physical	• I can perform a range of skills with some control and consistency. I can perform a sequence of movements	• I can perform a variety of movements and skills with good body tension. I can link actions together so that	• I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills

		with some changes in level, direction or speed ● I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. ● I can move confidently in different ways. ● I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency	they flow in running, jumping and throwing activities	consistently and effectively in challenging or competitive situations. ● I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.
	Cognitive	● I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well. ● I can understand and follow simple rules. I can name some things I am good at.	● I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. ● I can describe the basic fitness components and explain how often and how	● I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop ● I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success

		• I can follow simple instructions • I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	long I should exercise to be healthy. I can record and monitor how hard I am working.	and I can develop methods to outwit opponents.
	Health and Fitness	• I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. • I am aware of why exercise is important for good health. • I am aware of the changes to the way I feel when I exercise. • I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.	• I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working	• I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. • I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity
	Swimming	• As determined in ability groupings by qualified swimming coaches	• As determined in ability groupings by qualified swimming coaches	• As determined in ability groupings by qualified swimming coaches

	Striking and fielding: net and wall games	• Use basic underarm and rolling skills. • Hit a ball in a variety of ways • Intercept, stop and catch balls, as well as small equipment consistently. • Perform a basic technique for catching and underarm throwing, with consistency from standing and moving. • Perform basic skill of striking a ball with control from standing.	• Throw and catch a ball with control when under pressure. • Strike a ball with control while moving • Change the pace, length and direction, when throwing or striking a ball to outwit an opponent. • Choose and use a range of ball skills with consistent accuracy. • Appreciate that rules need to be consistent and fair.	• Use a range of sending, receiving and travelling techniques in games with control. • Develop techniques and skills, for attacking and defending, and using them consistently, accurately, confidently and with control. • Perform a range of skills (throwing, catching, kicking, and striking) with greater speed, fluency and accuracy during invasion, striking and net games
	Athletics	• Improve their running technique and run for long distances • Complete a run and jump sequence Develop an underarm and overarm throwing action. • Take part in a variety of team races using a variety of equipment.	• Select running techniques and speeds appropriate to an activity. • Make up and repeat a short sequence of linked jumps. • Throw a variety of objects, changing their action for accuracy and distance. • Take part in relay activities, knowing when to run and what to do.	• Understand and demonstrate the difference between sprinting and distance running. • Show balance and control in take-off activities. • Demonstrate a range of throwing actions using modified equipment with some accuracy and control. • Organise and manage an event well.

		• Run with a good technique at different speeds. • Perform a two footed jump. • Show a good throwing technique and extend accuracy and distance. • Compete in a range of team events.	• Show some control when using a range of basic running, jumping and throwing actions, knowing when it's appropriate to change their technique. • Perform a range of jumps showing contrasting techniques. • Throw with some accuracy and power into a target area. • Work in groups cooperatively, to use different techniques, speeds and effort to meet challenges	• Choose the best pace for a running event, in order to sustain running and improve their personal target. • Show control, balance and power in take-off and landing activities. • Show accuracy and good technique when throwing for distance. • Choose appropriate techniques for specific event. • Organise and judge events and challenges well.
	Outdoor Adventurous Activities **(Year 1- Year 3)** **(Year 4- Year 6)**	• Follow simple instructions to move around an obstacle. • Understand key directions (right left, forward backwards, turn) • Individually and in pairs solve simple problems. • Create simple instructions to move a partner around an obstacle.	• Orientate themselves with accuracy around a short trail. • Create a short trail for others with a physical challenge. • Communicate clearly with other people in a team and with other teams. • Experience a range of roles within a team.	

		• Understand and use key directions (right, left, forward, backwards, turn) • Individually and in pairs solve simple problems in a set period of time. • Start to look at simple maps to move around a short course • Orientate themselves with increasing confidence and accuracy around a short trail. • Identify and use effective communication to begin to work as a team. • Identify symbols used on a key. • Begin to choose equipment that is appropriate for an activity. • Begin to complete activities in a set period of time. • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time.	• Try a range of equipment for creating and completing an activity. • Make an informed decision on the best equipment to use for an activity. • Begin to use a map to complete an orienteering course. • Start to improve trails to increase the challenge of the course. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve better results • Orientate themselves with increasing confidence and accuracy around an orienteering course. • Design and create an orienteering course that can be followed and offers some challenge to others. • Begin to use navigation equipment to orientate around a trail. • Orientate themselves with increasing confidence and accuracy around an orienteering course. • Design and create an orienteering course that can be followed and offers some challenge to others.

			• Begin to use navigation equipment to orientate around a trail. • Use clear communication to effectively complete a particular role in a team. • Complete orienteering activities as part of a team and individually. • Choose the best equipment for an outdoor activity. • Create an outdoor activity that challenges other. • Work effectively as part of a team. • Complete an orienteering course on multiple occasions, in a quicker time due to improved techniques. • Orientate themselves with confidence around an orienteering course when under pressure. • Design an orienteering course that is clear to follow and offers challenge to others. • Use navigation equipment to improve a trail. • Communicate effectively with others when under pressure. • Demonstrate leadership skills when necessary. • Identify the quickest route to accurately navigate an orienteering course.

			• Successfully use a map to complete an orienteering activity. • Give detailed and effective evaluation of performances and activities with an aim of increasing challenge and improving performance. • Listen to feedback and improve an orienteering course from it.

PE Overviews

Years 5-6 only	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A (Y5 in schemes)	Real PE (Personal) / Real Gymnastics		Real PE (Social)/ Real PE (Cognitive) Real Dance (Creative)/ Real PE (Health and Fitness)		Summer Sports including striking and net games/ athletics	
Year B (Y6 in schemes)	Real PE (Personal) / Real Gymnastics		Real PE (Social)/ Real PE (Cognitive) Real Dance (Creative)/ Real PE (Health and Fitness)		Summer Sports including striking and net games/ athletics	

Years 4-6	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A (Y4 in schemes)	Swimming				Outdoor Adventurous Activities/ Real PE (Physical)	
Year B (Y5 in schemes)	Swimming				Outdoor Adventurous Activities/ Real PE (Physical)	
Year C (Y6 in schemes)	Swimming				Outdoor Adventurous Activities/ Real PE (Physical)	

Years 3-4 only	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

Year A (Y3 in schemes)	Real PE (Personal) / Real Gymnastics	Real PE (Social)/ Real PE (Cognitive) Real Dance (Creative)/ Real PE (Health and Fitness)	Summer Sports including striking and net games/ athletics
Year B (Y4 in schemes)	Real PE (Personal) / Real Gymnastics	Real PE (Social)/ Real PE (Cognitive) Real Dance (Creative)/ Real PE (Health and Fitness)	Summer Sports including striking and net games/ athletics

Years 1-3	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A (Y1 in schemes)	Outdoor Adventurous Activities/ Real PE (Physical)				Swimming	
Year B (Y2 in schemes)	Outdoor Adventurous Activities/ Real PE (Physical)				Swimming	
Year C (Y3 in schemes)	Outdoor Adventurous Activities/ Real PE (Physical)				Swimming	

Years R-2 only	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A	Real PE (Personal) / Real Gymnastics		Real PE (Social)/ Real PE (Cognitive)		Summer Sports including striking and net games/ athletics	

(Y1 in schemes)		Real Dance (Creative)/ Real PE (Health and Fitness)	
Year B (Y2 in schemes)	Real PE (Personal) / Real Gymnastics	Real PE (Social)/ Real PE (Cognitive) Real Dance (Creative)/ Real PE (Health and Fitness)	Summer Sports including striking and net games/ athletics
Year C (Foundation in schemes)	Real PE (Personal) / Real Gymnastics	Real PE (Social)/ Real PE (Cognitive) Real Dance (Creative)/ Real PE (Health and Fitness)	Summer Sports including striking and net games/ athletics


Physical Development
Expressive Arts and Design
Literacy
Understanding the World
Personal, Social and Emotional Development
Mathematics
Communication & Languages

Art and Design Intent

Art and Design at Stogursey is a vibrant and enriching part of our curriculum, designed to inspire creativity, build confidence, and empower children to express their ideas, identity, and connection to the world around them.

Our carefully structured curriculum has been developed in partnership with the Head of Secondary Art from a school within our Trust, ensuring high-quality booklets and progression that support skill development, critical thinking, and artistic expression. The curriculum is designed in line with Artsmark principles and balances a rich blend of media exploration, artist studies, cultural knowledge, and historical understanding.

We are proud of our strong local arts connections, including the vibrant Stogursey Arts Group, who lead the annual Stogursey Arts Festival and provide a real-world platform for our pupils' work to be celebrated. Pupils also benefit from engagement with local artists, offering meaningful opportunities for children to see the value of creativity beyond the classroom and to learn from practicing professionals.

From EYFS to Year 6, pupils develop a broad understanding of artistic techniques, tools, and movements, learning to evaluate and refine their work and to appreciate the work of others. They are taught to observe closely, think deeply, and respond personally, whether through drawing, painting, sculpture, printmaking, collage, or mixed media.

Our Art and Design curriculum supports all learners to become confident and reflective artists, helping them develop a lifelong appreciation for the power of creativity and its role in shaping culture, community, and self-expression.

Beyond the National Curriculum

At Stogursey, we believe that art has the power to **transform, connect, and contribute to community life**, and our curriculum reflects this belief by going far beyond National Curriculum expectations.

Pupils learn about the **impact art can have within a community**, from public murals and exhibitions to collaborative installations and local displays. They are given real opportunities to **create artwork for the local community**, including for the Stogursey Arts Festival, helping them to see the **purpose and power of their creativity in action**.

We also expose pupils to **career opportunities in the creative industries**, helping them understand that being an artist extends far beyond the classroom. Through interactions with visiting artists, workshops, and community projects, pupils begin to see themselves as future designers, illustrators, architects, curators, animators—or as creative thinkers in any profession.

By developing artistic skills in tandem with community purpose, our curriculum ensures that pupils not only grow as artists, but also as **citizens with the tools to influence, inspire, and enrich the world around them**.

Outcomes for Art & Design in our school

These statements show what we want children to know, understand and do by the time they leave our school.

Know	**Understand**	**Do**
Know that art is to be appreciated, created and shared and reflects experiences and imagination	Understand that art is to be appreciated, created and shared and reflects experiences and imagination	Have opportunities to appreciate, create and share own art work which reflects experiences and imagination
Know that art is created from a wide range of mediums such as but not limited to: ○ Paint, sketches, sculpture,	Understand that art is created from a wide range of mediums such as but not limited to: ○ Paint, sketches, sculpture,	Have opportunities to see and produce art work which is created from a wide range of mediums such as but not limited to: ○ Paint, sketches, sculpture,
Know and appreciate a range of high-quality art/artists (modern and historical) from: ○ **Drawing Painting:** Rosalind Monks, Lucy Arnold, Joseph.W.M.Turner, Claude Monet, John William Waterhouse, Chelsey Bonestell, Roman art, ○ **Sculpture**: Guiseppe Arcimboldo, Edward Landseer, David Best, Antony Gormley, Danny Osbourne,	Understand the process, story (within art) and life of a range of high-quality art/artists (modern and historical) from: ○ **Drawing Painting:** Rosalind Monks, Lucy Arnold, Joseph.W.M.Turner, Claude Monet, John William Waterhouse, Chelsey Bonestell, Roman art, ○ **Sculpture**: Guiseppe Arcimboldo, Edward Landseer, David Best, Antony	3. Have opportunity to learn about the process, story (within art) and life of a range of high-quality art/artists (modern and historical) from: ○ **Drawing Painting:** Rosalind Monks, Lucy Arnold, Joseph.W.M.Turner, Claude Monet, John William Waterhouse, Chelsey Bonestell, Roman art, ○ **Sculpture**: Guiseppe Arcimboldo, Edward

○ **Mixed Media**: Antony Gormley, Lorenzo Manuel Duran, Local historical portraits (Luttrell Family – varied artists), A variety on display at The Louvre Religious (varied culture) artwork	Gormley, Danny Osbourne, ○ **Mixed Media**: Antony Gormley, Lorenzo Manuel Duran, Local historical portraits (Luttrell Family – varied artists), A variety on display at The Louvre Religious (varied culture) artwork	Landseer, David Best, Antony Gormley, Danny Osbourne, ○ **Mixed Media**: Antony Gormley, Lorenzo Manuel Duran, Local historical portraits (Luttrell Family – varied artists), A variety on display at The Louvre Religious (varied culture) artwork
Know and appreciate a range of high-quality architects and designers in history: ○ Isambard Kingdom Brunel (science) ○ Egyptian architecture ○ Prehistoric architecture ○ Victorian architecture (inc I.K.B) ○ Roman architecture ○ Anglo-Saxon & Viking architecture ○ Ancient Greek architecture ○ Castles ○ London architecture (royalty and iconic structures)	Understand and appreciate the importance and impact of a range of high-quality architects and designers in history: ○ Isambard Kingdom Brunel (science) ○ Egyptian architecture ○ Prehistoric architecture ○ Victorian architecture (inc I.K.B) ○ Roman architecture ○ Anglo-Saxon & Viking architecture ○ Ancient Greek architecture ○ Castles ○ London architecture (royalty and iconic structures)	Have opportunity to appreciate the importance and impact of a range of high-quality architects and designers in history: ○ Isambard Kingdom Brunel (science) ○ Egyptian architecture ○ Prehistoric architecture ○ Victorian architecture (inc I.K.B) ○ Roman architecture ○ Anglo-Saxon & Viking architecture ○ Ancient Greek architecture ○ Castles ○ London architecture (royalty and iconic structures)
Know a variety of painting techniques such as: ○ Dry brush, splattering, print, water, stippling, bubble,	Understand that there are a variety of painting techniques such as: ○ Dry brush, splattering, print,	Have opportunity to apply a variety of painting techniques such as: ○ Dry brush, splattering, print,

dabbing, overlay, sgraffito and more	water, stippling, bubble, dabbing, overlay, sgraffito and more	water, stippling, bubble, dabbing, overlay, sgraffito and more
Know about the seven formal elements of art: line, colour, pattern, shape, form, space and texture	Understand the seven formal elements of art: line, colour, pattern, shape, form, space and texture	Have opportunity to apply the seven formal elements of art: line, colour, pattern, shape, form, space and texture
Know the processes involved in a wide variety of printing techniques such as (but not limited to): sponge, roller and poly tiles	Understand there are various processes involved in a wide variety of printing techniques such as (but not limited to): sponge, roller and poly tiles	Have opportunity to apply various processes involved in a wide variety of printing techniques such as (but not limited to): sponge, roller and poly tiles
Know the effect art can have within the community	Understand the effect/impact art can have within the community and its importance	Have opportunity to produce artwork for the local community and its reflect upon its importance
Know career opportunities which are available to artists	Understand the career opportunities which are available to artists	Have opportunities to learn about career opportunities which are available to artists
Know that a range of materials can be used to create a product	Understand how a range of materials can be used to create a product	Have opportunity to use a range of materials to create a product
Know that painting, sculpture and drawing can be used to express their ideas, experiences and imagination	Understand that painting, sculpture and drawing can be used to express their ideas, experiences and imagination	Have opportunities to apply painting, sculpture and drawing skills to express their ideas, experiences and imagination
Know the links between well-known artists, architects and designers' work and their own	Understand that links can and should be made between well-known artists, architects and designers' work and their own	Have opportunities to make links between well-known artists, architects and designers' work and their own
Know that reflection, editing and practise can help with mastering artistic skills	Understand that reflection, editing and practise can help with mastering artistic skills	Have opportunities to reflect, edit and practise mastering their own artistic skills

Art & Design Knowledge Progression

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY KNOWLEDGE	**Processes**	**Mastery of Techniques** ● Experiment with drawing, painting, and sculpting, developing basic control over tools and materials. ● Use different tools to create marks, patterns, and textures (e.g., brushes, sponges, fingers).	**Mastery of Techniques** ● Practise using a range of drawing, painting, and sculpting techniques with increasing control. ● Explore how different tools can create different effects. **Creative Process** ● Use sketchbooks to collect ideas, plan compositions, and experiment with materials. ● Reflect on their own work and suggest ways to improve it. **Critical Thinking and Analysis**	**Mastery of Techniques** ● Refine control over drawing, painting, and sculpture techniques, using different materials with confidence. ● Experiment with techniques such as shading, perspective, and texture to create more detailed artwork. **Creative Process** ● Use sketchbooks to plan, develop, and refine ideas before creating a final piece. ● Make independent artistic choices and justify their decisions. **Critical Thinking and Analysis**

		Creative Process ● Explore ideas by making marks, drawing, and using colour freely. ● Begin to use sketchbooks or collections of drawings to record experiences and ideas. **Critical Thinking and Analysis** ● Talk about what they see in artworks using simple descriptive words. ● Share their thoughts on their own artwork and that of others.	● Describe what they like or dislike about a piece of art, using simple artistic vocabulary. **Problem-Solving and Experimentation** ● Try out different artistic techniques and take creative risks. ● Explore what happens when they mix colours, use different textures, or combine materials. **Curation and Presentation** ● Display and discuss their own artwork, considering how it is arranged or framed.	● Compare and contrast different artworks, explaining the artist's techniques and intentions. ● Evaluate their own and others' work constructively, using artistic vocabulary. **Problem-Solving and Innovation** ● Adapt and improve their artwork based on feedback, experimenting with new approaches. ● Take risks in their creative work and explore alternative solutions when faced with artistic challenges. **Curation and Presentation** ● Consider how artwork is displayed and how this affects its meaning and impact. ● Present their work to an audience, explaining their artistic choices.

		Problem-Solving and Experimentation ● Try out different techniques and see what happens. ● Make choices about colours, shapes, and materials and explain why they picked them. **Curation and Presentation** ● Show and discuss their artwork with others. ● Begin to consider how art is displayed in a classroom or school setting.		

SUBSTANTIVE KNOWLEDGE	**Art and Design Content**	**Great Artists and Designers** ● Learn about famous artists, craftspeople, and designers, exploring their work and discussing what they notice. **Techniques and Materials** ● Know that different materials (e.g., pencil, crayon, paint, fabric) can be used to create different effects in art. **Formal Elements of Art** ● Recognise and name simple elements of art, such as line,	**Great Artists and Designers** ● Learn about significant artists, designers, and architects, exploring their work and key characteristics. **Techniques and Materials** ● Understand the basic properties of different materials (e.g., paint, pencil, clay) and how they can be used to create art. **Formal Elements of Art** ● Recognise and describe key elements of art such as line, shape, colour, texture, and pattern. **Artistic Styles and Movements** ● Explore different art styles (e.g., abstract, realism) and how artists use them to express ideas. **Cultural and Historical Contexts** ● Learn that art is influenced by different cultures and historical periods. **Symbolism in Art**	**Great Artists, Architects, and Designers** ● Develop a deeper understanding of influential artists, designers, and architects, considering their impact on the art world. **Techniques and Materials** ● Understand how different materials can be manipulated, combined, and layered to achieve specific effects. **Formal Elements of Art** ● Explore more complex elements, such as tone, perspective, and composition, to create depth and mood. **Artistic Styles and Movements** ● Identify and compare different artistic movements (e.g., Impressionism, Cubism, Surrealism), explaining how they differ. **Cultural and Historical Contexts** ● Understand how art has changed over time and how it reflects society, beliefs, and historical events. **Symbolism and Meaning in Art**

		shape, colour, and texture. **Art in Different Cultures and Times** ● Understand that people from different places and times create art in different ways. **Symbolism and Meaning in Art** ● Begin to recognise that colours and shapes can represent feelings and ideas.	● Begin to understand how artists use colours and symbols to communicate ideas.	● Analyse how artists use symbols, colours, and composition to express emotions or tell stories.

Art & Design Long-Term Overview

****The start of every year is 2 weeks contributing to the Stogursey Arts Fest****

Reception, Year 1, Year 2			
	AUTUMN	**SPRING**	**SUMMER**
Year A	YEAR A TERM 1 & 2 R/1/2 Autumn A DRAWING/PAINTING Theme: Minibeasts Artist: Rosalind Monks https://www.rosalindmonks.com/about Artist: Lucy Arnold https://lucyarnold.com/ Medium: Pen/watercolor Skill: Still life/colour, pattern, line (drawing & painting) Application idea: Study Rosalind's art & her background. Learn about line/line drawing (thick/thin/impact/straight/wavy etc). Apply by recreating a line minibeast by Rosalind and one of your own. Study Lucy Arnold minibeast art. Learn watercolour techniques. Apply	YEAR A TERM 3 & 4 R1/2 Spring A SCULPTURE Theme: Save the Planet Artist: Andy Goldsworthy https://www.tate.org.uk/art/artists/andy-goldsworthy-7274 Medium: Natural objects and cameras (photography) Skill: colour, form texture, space. Application idea: Study Andy Goldsworthy art. Study the form & colour/texture of natural objects. Consider space to create own art inspired by Andy Goldsworthy. Theme: Local area Artist: : Harriet Popham https://www.harrietpopham.com/	YEAR A TERM 5 & 6 R/1/2 Summer A MIXED MEDIA Theme: Castles / Royalty Artist: Portraits – The Luttrell Family (various artists) https://artuk.org/visit/venues/national-trust-dunster-castle-4962 Artist: Various (Kings and Queens) https://www.rmg.co.uk/whats-on/national-maritime-museum/tudors-windsors-british-royal-portraits Video: https://youtu.be/YtEMOJUJaZo Medium: magazines, tissue paper, 3D materials, fabric etc Skill: Collage of self-portraits using mixed media (tissue paper/magazine cuttings/3D materials) Application idea: Study the Luttrell Family portraits, their artists and understand the reason these were created/hung in Dunster Castle. Study portraits of kings and queens. Learn how to create images using collage. Create collage portraits of kings and queens

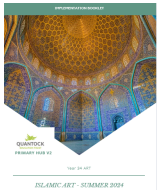
	by recreating Lucy Arnold art and then some of your own minibeasts. Theme: Weather Artist: Joseph.W.M.Turner https://www.tate.org.uk/art/artists/joseph-mallord-william-turner-558 (Specifically 'Shipwreck 1806-7, Slave Ship c1879, A rainbow with Cattle c1815) Medium: acrylic paint/pastel (chalk/oil) Skill: colour (mixing) Application idea: Over the course of the term, teach primary colours and how to make secondary colours from these. Learn about Joseph Turner and his 'sea/weather' themed art. Teach blending skills using oil and chalk pastels. Use all three techniques to recreate seascapes by Turner and/or other weather images.	Medium: nature printing, rubbings & poly-printing Skill printmaking Application idea: Study Harriet Popham/Turner (with possibility of visit from the artist – local). Study texture of objects through rubbings, identifying pattern through the colour/absence of colour on the rubbings. Repeat with printing with natural objects such as leaves/twigs etc. Learn how to use poly-tiles to remove some of the form then use this to create a print. (TEXTURE, PATTERN, SPACE, FORM)	for your history display. Next, reflect on work and create another collage of a self-portrait. Additional: Trip to Dunster Castle , Local trip to sketch & photograph Stogursey Castle (PATTERN, COLOUR, TEXTURE)

	(PATTERN, COLOUR, LINE)		
Year B	YEAR B TERM 1 & 2 R/1/2 Autumn B DRAWING/PAINTING Theme: Creation Medium: Acrylic paint Skill: Colour mixing & primary/secondary colours, including tone. Application idea: Revisit primary and secondary colours. Teach chn about tone using black and white added to a colour to make it darker or lighter. For each part of the story of creation, create images which reflect children's own perception E.G God created the oceans, chn use blues /black & white to create an image that reflects their view. At the end, class could create a whole class creation timeline merging from one	YEAR B TERM 3 & 4 R/1/2 Spring B SCULPTURE Theme: London Artist: Edward Landseer (Trafalgar Square Lions) http://www.speel.me.uk/sculptlondon/landseerlions.htm Medium: Clay (additive sculpture) Skill: Additive sculpture Application idea: Study Edward Landseer London Lions. Study additive sculpting techniques for recreating lions, including sketching and studying form of lion toys (3D). Recreate lions, reflect, improve. Apply skills to own additive sculpting project. Theme: Great Fire of London	YEAR B TERM 5 & 6 R/1/2 Summer B MIXED MEDIA Theme: Other Cultures (Hinduism) Artist: Various Hindu Gods PPTX: https://www.twinkl.co.uk/resource/t2-r-019-hindu-gods-information-powerpoint-and-worksheet-pack Medium: Mixed media (Bright fabric, glue, sequins and paint) Skill: collage to form images of Hindu Deities Application idea: Study Gods and fabric collage. Test skills and apply by creating collage deities.

	colour/tone to the next to tell the story (this could even be done with handprints). Theme: Celebrations/winter Artist: Claude Monet https://fiveminutehistory.com/an-impression-of-winter-by-claude-monet/ https://www.nationalgallery.org.uk/paintings/claude-monet-snow-scene-at-argenteuil Medium: pencil & acrylic paint Skill: sketching, underpainting (background) and splattering Application idea: Practise sketching and painting winter images by Claude Monet (practise underpainting and splatter painting), learn about his life. Final piece to create a sketch and painting of Stogursey School using underpainting and splatter painting to create a wintery (snow) scene.	Artist: David Best (sculptor of London 1066 using matchsticks) https://www.domusweb.it/en/news/2016/09/01/london_1666_david_best.html Medium: Matchsticks/lolly sticks, glue, blue Tack Skill: Additive sculpting Application idea: Study David Best sculptures. Experiment with techniques for forming sculptures from matchsticks/lolly sticks. Create own London themed sculpture/famous landmark. (Could do the burning with risk assessment but may be sad to see their work destroyed.)	

Year C	YEAR C TERM 1 & 2 R/1/2 Autumn C SCULPTURE Theme: Food Artist: Giuseppe Arcimboldo https://www.twinkl.co.uk/resource/t-t-14187-food-ks1-giuseppe-arcimboldo-information-powerpoint-presentation https://www.giuseppe-arcimboldo.org/ Medium: Fruit & vegetables, poster paint, camera Skill: Sculpture & printing Application idea: Study works by Giuseppe. Create self portraits using own photographs, fruit and veg. Photograph for display. Create prints using fruit & vegetables. (can be an EYFS continuous provision station). Theme: Guy Fawkes Artist: N/A Study story of Guy Fawkes	YEAR C TERM 3 & 4 R/1/2 Spring C MIXED MEDIA Theme: Memories Artist: n/a Medium: photographs & objects which hold memories Skill: collage Application idea: Create memory trees (hand prints for leaves) using photos and objects which hold memories for the children. Individual or class project. Theme: Outside Artist: Lorenzo Manuel Duran https://www.lorenzomanuelduran.com/en/Leaf-1/ Medium: Natural objects, pencil, paint, paper etc. Skill: Mixed media Application idea: Study Lorenzo's leaf mixed media art pieces. Collect leaves/outdoor objects and create own mixed media pieces from these (eg make a hedgehog from a leaf,	YEAR C TERM 5 & 6 R/1/2 Summer C DRAWING/PAINTING Theme: Animals Artist: TBC Medium TBC Theme: Seaside Artist: https://www.tate.org.uk/kids/make/paint-draw/sand-art-picture Medium Painting

	https://www.brightideascrafts.co.uk/blog-project-ideas/guy-fawkes-crafts-top-10/ Medium: bright paper/cellophane, paper straws/tubes, junk modelling materials. Skill: Sculpture with junk Application idea: To create sparklers/fireworks/rockets using card tubes (painted), with strips of brightly colours cellophane/paper coming out. To hold junk modelling days for chn to sculpture their own Guy Fawkes/bonfire night sculptures.	sketching the nose & using the leaf for the spines etc).	

Year 3 & 4			
Year A	3/4 Autumn A DRAWING/PAINTING Theme: Poverty/Victorians/Tudors Artist: William Morris https://www.twinkl.co.uk/resource/t2-a-105-new-william-morris-powerpoint https://www.wmgallery.org.uk/ Medium: painting Skill: Block painting Application idea: Create wallpaper (Victorian, William Morris style) using block painting RELIGIOUS/EVENT THEME Harvest Christmas ● Chalk & oil pastel within harvest art/Christmas art	3/4 Spring A SCULPTURE/MIXED MEDIA Theme: Human Body Artist: Antony Gormley https://antonygormley.com/ Medium: poly printing, clay/Natural object sculpture Skill: Additive sculpture, printing, form study and use of natural objects RELIGIOUS/EVENT THEME Easter	: 3/4 Summer A  MIXED MEDIA Theme: Egyptians Artist: Artist: Medium: Skill: Application idea: RELIGIOUS/EVENT THEME RELIGIOUS/EVENT THEME

Year B	3/4 Autumn B	3/4 Spring B	3/4 Summer B
	SCULPTURE Theme: Anglo Saxons (jewellery) Artist: Anglo Saxons – historical artifacts https://www.twinkl.co.uk/resource/t2-h-5735-anglo-saxon-art-powerpoint  MIXED MEDIA Theme: Water/Local History Artist: Robin Brooks https://robinbrooksart.com/collage-landscape/ https://somersetrivers.uk/somerset-rivers/south-somerset-rivers/river-parrett/	PAINTING/PRINTING Theme: Vikings / pattern Artist: viking – historical artifacts/records https://jonaslaumarkussen.com/osebergstyle Osberg/Borre/Jelling/Mammen/Ringerike/Uknes Medium: gel/foam printing blocks, printing ink, sculpting tools Skill: printing RELIGIOUS/EVENT THEME Easter	RELIGIOUS/EVENT THEME

	Medium: paper collage (opaque/translucent) Application: To create images of the River Parrett using collage of a range of transparencies of paper. Medium: Clay / polymer clay Skill: Clay subtractive & additive sculpture DRAWING AND PAINTING Theme: Europe Artist: Ed Fairburn https://edfairburn.com/ Medium: maps (places within Europe) and artists line pens Skill: Line (think/thin) drawing RELIGIOUS/EVENT THEME Harvest Christmas ● Chalk & oil pastel within harvest art/Christmas art		

Year 5 & 6			
Year A	5/6 (Artsmark) Autumn A DRAWING/PAINTING PAINTING Theme: Space Race Artist: Chelsey Bonestell https://www.bonestell.org/ Medium: shaving foam painting (ink) and stencilling (Acrylic paint) Skill: creating abstract effects - painting Application: additives for paint and ink, stencilling. RELIGIOUS/EVENT THEME Harvest Christmas RELIGIOUS/EVENT THEME Harvest Christmas ● Charcoal,chalk & oil pastel within harvest art/Christmas art	5/6 (Artsmark) Spring A SCULPTURE Theme: Ancient Times (Stone to Iron Age) Artist: Henry Moore Medium: Sculpture – poly printing, clay, sculpting foam, sculpting blocks (subtractive sculpting) Skill: RELIGIOUS/EVENT THEME Easter	5/6 (Artsmark) Summer A MIXED MEDIA MIXED MEDIA Theme: Myths & Legends/Ancient Greece Artist: Ancient Greeks https://www.historyforkids.net/ancient-greek-architecture.html https://www.twinkl.co.uk/resource/ancient-greek-architecture-ks2-information-powerpoint-t-h-1650526310 Medium: matchsticks, other construction materials (clay/stone/wire/plaster) Skill:Architecture/construction Application:To design and create an architectural model RELIGIOUS/EVENT THEME

Year B	5/6 (Artsmark) Autumn B MIXED MEDIA  Theme: Costal Artist: JWTurner Medium: watercolour Skill/disciplinary: watercolour techniques, masking, colour blending techniques Substantive: JWTurner artist study, vocabulary for unit, watercolour use knowledge & paper types for watercolour use, how masking aids effect Event (additional work): Stogursey Arts Festival 2025 – sea monsters & local even – mythical creatures Christmas: cards/calendars/religious art Theme: Romans Artist: Various Roman mosaics	5/6 (Artsmark) Spring B SCULPTURE  Theme: Disasters - volcanoes and earthquakes Artist: Danny Osbourne https://www.dannyosborne.com/lava-process Medium: Sculpture – mixed media printing, wire modelling, paper mache sculpting (additive sculpting) Skill: sculpting with a variety of materials, printing RELIGIOUS/EVENT THEME Easter	5/6 (Artsmark) Summer B DRAWING Theme: Art Through the Ages Artist: variety from a range of countries to study how drawing techniques and styles (as well as materials) have developed through history to the current era. Medium: Drawing/digital drawing Skill: artist study Application: study, application of all techniques discovered

	http://www.primaryhomeworkhelp.co.uk/romans/mosaics.html https://theancienthome.com/blogs/blog-and-news/roman-mosaics-history-materials-examples Medium: Paper times, glue, cartridge paper, Mosaic tiles, grout, grouting tools, MDF backing Skill: Painting with tiles/pattern RELIGIOUS/EVENT THEME Harvest Christmas ● Charcoal,chalk & oil pastel within harvest art/Christmas art		

Design and Technology Intent

Design and Technology at Stogursey reflects a thoughtful and practical approach, designed to inspire creativity, problem-solving, and a deep appreciation for the hands-on skills that are integral to our rural community. We teach this through our 'Stogursey Adventurers' programme in which the whole school comes together once a week to complete the work.

We dedicate significant time to Design and Technology because many local jobs are practical and hands-on, making these skills essential for life in our community. Every term, every child gets the opportunity to cook, following a dedicated cookery progression that reflects the importance of food in Stogursey culture. Additionally, pupils engage in a resistant materials unit each year—woodworking, electronic components, or sewing—aligned with whole-school themes. These units emphasise the importance of the design process, encouraging pupils to plan, create, and evaluate their work thoughtfully and systematically.

Our approach is tailored to reflect the unique needs and culture of our local community, while also fostering progression through carefully structured knowledge and skills. Whole-school themes drive our Adventurers DT curriculum, with clear progressions within these themes ensuring that all pupils build on prior learning. This model equips pupils with the ability to apply their skills in meaningful contexts, enhancing their understanding of the design process and its application in real-world scenarios.

In the Grow and Flourish Foundation/Key Stage 1 phase, Design and Technology is experiential, creative, and exploratory, enabling pupils to develop their fine motor skills and engage with materials in practical ways.

By the end of Key Stage 2, pupils will have developed a deeper understanding of the design process and the practical skills needed to create purposeful, high-quality products, preparing them for future opportunities in education and employment. Crucially, children would have learned to follow a range of recipes independently and achieved successful culinary outcomes.

This carefully designed curriculum nurtures pupils' creativity, practical skills, and resilience, equipping them with the knowledge and confidence to thrive as resourceful and capable individuals in our rural and interconnected world.

Beyond the National Curriculum

Our Design and Technology curriculum goes beyond the National Curriculum by fostering a deep appreciation for the journey of food from farm to plate, while equipping pupils with the confidence to **cook meals from scratch and on a budget.** Pupils learn where and how a variety of ingredients are grown, reared, caught, and processed, helping them understand the origins of their food and develop the skills needed to prepare nutritious, home-cooked meals. This knowledge empowers pupils to make healthy choices and provides them with a practical means of **overcoming challenges such as food insecurity or poverty.**

Additionally, pupils explore the importance of sustainability in design, understanding that well-made products last longer and can be adapted or reused to reduce waste. This encourages pupils to **consider the environmental impact of their work** and equips them to contribute thoughtfully to a more sustainable future.

Outcomes for Design & Technology in our school

These statements show what we want children to know, understand and do by the time they leave our school.

Know	Understand	Do
A range of food preparation techniques.	The safe use of kitchen tools	Prepare ingredients for a variety of recipes.
What makes a healthy meal.	Key ways in which recipes can be changed to suit the consumer and add flavour and change flavours.	Prepare a meal to fit on the healthy plate.
That recipes can be adapted.	Understand the principles of the healthy plate and the balance of macro elements of food.	Cook – bake, roast, fry, boil food safely and well to comply with a recipe.
Where and how a variety of ingredients are grown, reared, caught and processed.	That cooking from scratch can help with overcoming food insecurity and poverty	Make a range of meals within a given budget.
That the design process is important in producing well made products.	Which foods are inexpensive and where to find out food costs.	Use cheap ingredients to make nourishing meals.
That innovative design comes from research and testing.	How cooking food changes its texture, taste, nutritional value and health implications and how seasonality affects this.	Follow an ingredient from raw to finished product eg plant potatoes then prepare and eat them/ Catch a fish, gut and fillet then cook one.
That the design process is important in producing well made products.	How the design process works.	Take part in design processes including using CAD.
That the design of innovative design comes from research and testing.	The impact of a designer on the world eg Isambard Kingdom Brunel.	Study the work of a designer who has influenced major change.
That designs can be aimed at particular individuals or groups.	That design is a process that may involve several stages.	Make a range of quality products (bird houses, vehicles, bridges, quilts)
That structures can be strengthened, stiffened, reinforced using particular techniques.	That evaluating products to a given criteria will inform design.	Cut cardboard, wood, paper, textiles using appropriate tools.

That gears, pulleys, cams, levers and linkages can be used to make mechanical system.	How cams, levers, linkages work.	Mock up designs.
That products can incorporate electrical systems.	The methods to strengthen joints.	Use a range of techniques to strengthen a design or model
That the design has changed over time and has changed the world.	How circuits, switches, bulbs, buzzer and motors work.	Create sculptures from found objects
That well-made products last longer and that we can adapt products for sustainability.	That products should be reused or adapted to prevent waste.	Make products that reuse materials or reduce the chance of wastage.

DT Knowledge Progression

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY KNOWLEDGE	**Design Process**	● Know how to follow a design, make and review process guided by an adult	● Know that we need to look to existing products before designing ● Know how to design products ● Know how to prepare and assemble products ● Know how to evaluate how products have met the design brief	● Know that a thorough research phase and user survey needs to take place ● Know how to design products that meet users' needs ● Know how to prepare and assemble high quality sustainable products ● Know how to evaluate how products have met the design brief and suggest improvements
SUBSTANTIVE KNOWLEDGE	**Cookery**	● Know which breads go with soups ● Know kneading techniques ● Know how to weigh ingredients ● Know how to roll pastry ● Evaluate spices based on heat level ● Know how to make samosa pockets	● Know how to make kugel muffins ● Know how to make falafels ● Know how to follow a basic recipe	● Know how to make Jewish Challah bread ● Know how to make kugels ● Know how to follow a recipe

		• Identify and explore common baking ingredients, understanding their roles in simple recipes. • Follow a basic no-bake recipe, using simple measuring techniques and safe food handling. • Recognise the effects of heat on different ingredients, predicting changes in texture and appearance. • Bake a simple item (e.g., biscuits or flatbreads) while practising measuring and mixing skills. • Identify staple African ingredients (e.g., maize, plantains, yams, rice, beans) and their cultural significance. • Prepare a simple no-cook African dish (e.g., fruit salad with tropical fruits) while learning basic food handling. • Explore different African spices and flavour combinations, recognising their role in regional dishes. • Cook a simple side dish (e.g., chapati, fried plantains) using basic cooking techniques. • Identify staple ingredients in American cuisine (e.g., corn, potatoes, wheat, beans, meats) and their historical significance.	• Know how to follow a recipe with further steps • Know how to bake pakoras • Know how to prepare and make parathas • Understand the importance of accurate measuring, using scales and measuring jugs for consistency. • Explore different raising agents (e.g., yeast, baking powder) and their effects on baked goods. • Learn about traditional African cooking methods (e.g., steaming, roasting, stewing) and their uses. • Follow a recipe to prepare a staple dish (e.g., jollof rice, ugali, or couscous) while practising measuring skills. • Understand the role of legumes and grains in African cuisine by cooking a basic bean or lentil dish. • Explore the importance of sharing meals in African	• Know how to follow more complicated recipes • Know how to make Aloo Tikki • Explore budget-friendly baking by comparing homemade vs. store-bought baked goods for cost and quality. • Develop time management skills in baking, organising preparation, baking, and cooling effectively. • Create a baked product with a specific purpose (e.g., a celebratory cake or bread for a meal). • Design, bake, and evaluate a final baked product, demonstrating independence and creativity. • Compare fresh, dried, and preserved ingredients used in African cooking and their

		• Prepare a simple no-cook American dish (e.g., peanut butter and jelly sandwich, fruit salad) while learning basic food handling. • Explore classic American flavours and seasonings, recognising regional differences in cuisine. • Cook a simple American side dish (e.g., cornbread, mac and cheese, mashed potatoes) using basic techniques. • Identify staple ingredients in Italian cuisine (e.g., pasta, tomatoes, olive oil, garlic, cheese) and their cultural significance. • Prepare a simple no-cook Italian dish (e.g., bruschetta, caprese salad) while learning basic food handling. • Explore key Italian herbs and seasonings (e.g., basil, oregano, rosemary) and their role in flavouring dishes. • Cook a simple Italian side dish (e.g., garlic bread, polenta, roasted vegetables) using basic techniques.	culture by preparing a dish for a group. • • Follow a structured recipe to bake a simple bread or cake, identifying key baking processes. • Modify a basic recipe by adjusting ingredients for texture, flavour, or dietary needs. • Learn about indigenous and immigrant influences on American cooking (e.g., Native American, African, European, Mexican, Asian contributions). • Follow a recipe to cook a classic American comfort food (e.g., pancakes, grilled cheese, or chili). • Understand the role of BBQ and slow cooking in American cuisine by preparing a simple grilled or slow-cooked dish. • Explore the importance of food in American holidays by cooking a traditional	impact on cost and flavour. • Adapt a traditional African recipe to be more budget-friendly or accessible with local ingredients. • Create a full African meal incorporating key cooking techniques and flavour profiles. • Present, share, and evaluate an African dish, discussing cultural traditions and cooking skills learned. • Compare fresh vs. processed foods in American cooking and their impact on cost and health. • Adapt a traditional American recipe to be more budget-friendly or healthier. • Create a full American meal incorporating key cooking techniques and regional influences.

			dish (e.g., Thanksgiving stuffing, apple pie). ● Learn about traditional Italian cooking methods (e.g., simmering, baking, fresh pasta making) and their importance. ● Follow a recipe to cook a classic pasta dish (e.g., spaghetti with tomato sauce, pesto pasta). ● Understand the role of dough-based foods in Italian cuisine by making a simple pizza or focaccia bread. ● Explore the importance of family meals in Italian culture by preparing a dish meant for sharing.	● Present, share, and evaluate an American dish, discussing cultural traditions and cooking skills learned. ● Compare fresh vs. dried pasta, canned vs. fresh tomatoes, and their impact on cost and flavour. ● Adapt a traditional Italian recipe to be more budget-friendly or healthier. ● Create a full Italian meal incorporating key cooking techniques and authentic flavours. ● Present, share, and evaluate an Italian dish, discussing cultural traditions and cooking skills learned.
	Cookery on a budget	● Recognise different food types and compare their costs, identifying better value options. ● Prepare a simple no-cook meal while understanding basic hygiene and measurement concepts.	● Compare food prices per unit, identify value-for-money options, and plan a simple three-ingredient meal.	● Read supermarket labels, create a meal plan within a budget, and apply discounts and ingredient swaps.

		• Understand portion sizes, food waste reduction, and simple addition/subtraction in meal planning. • Create a budget-friendly snack by selecting cost-effective ingredients and recognising basic pricing.	• Follow a basic recipe using heat safely, weigh ingredients, and calculate cost per portion. • Adjust portion sizes using fractions, plan budget-friendly meals, and compare homemade vs. store-bought meals. • Cook a simple one-pot dish, track total meal cost, and reflect on portion efficiency and food waste.	• Cook a balanced meal independently, using weighing scales, measuring jugs, and time calculations. • Adapt meals for budget and nutrition by swapping ingredients and calculating per-serving costs. • Plan, cook, and present a nutritious budget meal while explaining its cost and nutritional value.
	Resistant Materials	• Know what a structure is • Know which shapes make up a structure • Know how to saw wood safely and accurately using a guideline • Know how to measure, mark and cut wood safely • Know the shapes needed for a project • Know how to assemble • Know how to decorate • Identify and explore everyday objects that use simple levers, understanding how they make tasks easier.	• Know what a shell structure is • Know how to construct a 3D shape from a net • Know what is needed in a product analysis • Know how to develop ideas from a design brief • Explore wheels and axles, understanding how they reduce friction and aid movement. • Construct and test different axle and wheel	• Know how to construct a 3D shape from a net • Know how to conduct a product analysis • Know how to develop ideas from a design brief • Know how to use CAD to design a product • Explore gears and pulleys, identifying how they change direction, speed, and force. • Construct and test different gear and pulley

		● Investigate and test different types of pivots and fulcrums, recognising how placement affects movement. ● Construct a simple lever-based system, applying basic measurement and force concepts. ● Design and make a moving model using a basic lever mechanism, testing for effectiveness. ● Identify basic sewing tools (e.g., needle, thread, fabric, scissors) and understand their uses. ● Practise threading a needle and making a simple running stitch on fabric. ● Learn how to sew a basic shape (e.g., a fabric square) using straight stitches. ● Sew two pieces of fabric together using a simple seam and explore basic fabric types.	systems, identifying stability and efficiency. ● Investigate different linkages and cams to create movement in simple models. ● Design and build a mechanical system incorporating a lever, linkage, or cam to create controlled motion. ● Practise different hand stitches (e.g., backstitch, overcast stitch) and their purposes. ● Create a small fabric item (e.g., a bookmark, simple pouch) using different stitches. ● Understand how to use a pattern or template to cut fabric accurately. ● Sew a simple decorative item (e.g., a felt ornament) using embellishments like buttons or embroidery.	systems to see how they affect movement. ● Combine levers, axles, gears, and linkages to design a functional mechanism for a moving vehicle. ● Design, build, and evaluate a working vehicle that incorporates multiple mechanisms for controlled movement. ● Learn basic hemming techniques to create neat fabric edges. ● Follow a simple sewing pattern to create a small functional item (e.g., a cushion or drawstring bag). ● Understand how to reinforce seams and make simple repairs to clothing (e.g., fixing a tear, sewing on a button). ● Design, sew, and evaluate a functional textile item, demonstrating a range of sewing skills.

DT Adventurers Long-Term Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A	Cooking: Cooking on a budget Resistant Materials: Mechanisms		Cooking: Cooking on a budget Resistant Materials: Making/ evaluating mechanisms		Cooking: Cooking on a budget	
Year B	Cooking: Jewish Cookery Resistant Materials: Researching bird houses		Cooking: Sikh Cookery Resistant Materials: Making/ evaluating bird houses		Cooking: Hindu cookery	
Year C	Cooking: Cooking in Africa Resistant Materials: Electronics		Cooking: Cooking in the Americas Resistant Materials: Making/ evaluating electronic devices		Cooking: Cooking in Europe	
Year D	Cooking: Cooking on a budget Resistant Materials: Climate emergency and sustainable products		Cooking: Cooking on a budget Resistant Materials: Making/ evaluating decorations using sustainable materials		Cooking: Cooking on a budget	
Year E	Cooking: British foods Resistant Materials: Researching bridges		Cooking: Italian/ Spanish Chef Resistant Materials: Creating bridges and evaluation		Cooking: Cakes	
Year F	Cooking: Cooking on a budget		Cooking: Cooking on a budget		Cooking: Cooking on a budget	

	Resistant Materials: Sewing techniques	Resistant Materials: Making/ evaluating quilts	
Year G	Cooking: Baking Resistant Materials: Researching vehicles	Cooking: Baking Resistant Materials: Making/ evaluating vehicles	Cooking: Baking

Music Intent

Music at Stogursey reflects a thoughtful and immersive approach, designed to inspire creativity, expression, and a deep appreciation for the power of music in everyday life.

We use the Charanga Scheme to deliver a broad and rigorous music curriculum that fosters progression and equips pupils with essential musical skills and knowledge. This is complemented by an emphasis on singing, encompassing both traditional and modern religious and non-religious music, to nurture pupils' musicality and build cultural capital.

Our approach is tailored to reflect the makeup of our local community while exposing pupils to music from other cultures and history, enriching their understanding of the world through sound. Children are encouraged to reflect on how music connects people, expresses emotions, and tells stories, fostering curiosity, empathy, and respect.

We believe that **Music is for performing** so at the end of each Charanga unit, it is the expectation that each phase showcases the learning to the community, including parents.

In the Grow and Flourish Foundation/Key Stage 1 phase, music education is experiential, creative, and playful, allowing pupils to explore rhythm, melody, and sound. By the end of Key Stage 1, pupils begin to recognize the role of music in their lives and the wider world. By the end of Key Stage 2, they will have developed a deeper understanding of musical structures and techniques, enabling them to create, critique, and perform with confidence and purpose.

The Charanga Musical School Scheme provides teachers with lesson support for each phase in the school. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Beyond the National Curriculum

Our music curriculum goes beyond the National Curriculum to instil a deeper appreciation for the transformative power of music. Pupils learn that music can be appreciated and enjoyed in a range of situations, from **personal reflection to community celebrations**, **enhancing their emotional and social experiences**. They also explore the versatility of musical performance, understanding that solos, duets, and ensembles can be performed **using a wide variety of tuned and untuned instruments,** fostering confidence and collaboration while broadening their creative horizons.

Outcomes for Music in our school

These statements show what we want children to know, understand and do by the time they leave our school.

Know	Understand	Do
Know a range of religious and non-religious songs.	Understand that there are a range of religious and non-religious songs which sometimes contain a lesson/message or story.	Do learn and a range of religious and non-religious songs which sometimes contain a lesson/message or story through: o Weekly singing worship o Yearly productions such as but not limited to: Christmas, Easter, Harvest, Christingle, Summer Production, o Class singing opportunities o Music lessons o Termly performances to parents o Singing festival (Bridgwater) o External musical opportunities (guitar lessons, workshops, etc)
Know that the voice can be used expressively and creatively.	Understand that the human voice can be used expressively and creatively.	Do use the human voice at every opportunity (explicit music lessons or singing worship etc) to explore and produce expressive and creative sounds.
Know that there are a range of tuned and untuned instruments.	Understand that there are a range of tuned and untuned instruments.	Do have opportunities to play a range of tuned and untuned instruments.
Know a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Understand that there is a range of music available to them which consist of but is not limited to: high-quality live music and recorded music which can be drawn from	Do listen to, discuss and explore a range of high-quality live music and recorded music which is drawn from different traditions and from great musicians, such as but not limited to: o Bill Withers o The Beatles

	different traditions and from great composers and musicians.	○ Will Smith ○ Adele ○ Local/family/school bands and/or musicians ○ Abba and Bon Jovi
Know that sounds can be combined and created using inter-related dimensions of music.	Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: **pulse, pitch, dynamics, tempo, texture, structure and appropriate musical notations**	Do have opportunities to play musical instruments to explore how music is created, produced and communicated, including through the interrelated dimensions: **pulse, pitch, dynamics, tempo, texture, structure and appropriate musical notations**
Know that music can be performed as solo, duet or ensemble contexts.	Understand that music can be performed as solo, duet or ensemble contexts.	Do have opportunities to produce/perform music in solo, duet or ensemble contexts.
Know that music can be created using the voice or an instrument.	Understand that music can be created using the voice or an instrument.	Do have opportunities within and beyond music lessons to create musical sounds using the voice and/or an instrument.
Know that music can be recorded in a written form and can be read back to recreate a sequence of sounds	Understand that music can be recorded in a written form (staff and other forms of notation) and can be read back to recreate a sequence of sounds	Do have opportunities to learn to read and record notation (staff and other forms of notation).
Know that music has developed throughout history to the current age.	Understand that music has developed throughout history to the current age.	Do have opportunities within music lessons to learn that music has developed throughout history to the current age and listen to a range of these with the opportunity to reflect on what has been heard.
Know that music can be appreciated in a range of situations to enhance or for enjoyment	Understand that music can be appreciated in a range of situations to enhance or for enjoyment	Do have opportunities to listen to and appreciate music in a range of situations to enhance (for example school plays, fetes, events) or for enjoyment.
Know that solos, duets and ensembles can be applicable to a range of tuned and non-tuned instruments.	Understand that solos, duets and ensembles can be applicable to a range of tuned and non-tuned instruments.	Do have opportunities to conduct solos, duets and ensembles with a range of tuned and non-tuned instruments. Pupils also have extra-curricular access to guitar lessons via the school.

Music Knowledge Progression

Understanding Music

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY KNOWLEDGE	**Engaging with musical notation**	● Follow graphic symbols, dot notation and stick notation, as appropriate, when playing and performing.	● Recognise the symbols for minims, crotchets, quavers and crotchet rests. ● Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. ● Use dot notation to show higher or lower pitch with greater confidence ● Introduce the stave, lines and spaces, and clef.	● Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and begin to understand their equivalent rests where appropriate. ● Understand the differences between 2/4, 3/4 and 4/4 time signatures ● Read and play confidently from rhythm flashcards that contain known rhythms/ notes. ● Develop the skills to read and perform pitch notation.

SUBSTANTIVE KNOWLEDGE	**Listening and appraising**	● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use. ● To know nine songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style.	● To know six songs from memory and who sang them or wrote them. ● To know the style of the six songs. ● To choose one song and be able to talk about: ● Some of the style indicators of that song (musical characteristics that give the song its style). ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song.	● To know six songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else

				was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity
	Engaging with musical elements	● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments.	● Know and be able to talk about: ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music/ every piece of music has a pulse/ steady beat ● How to keep the internal pulse ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Know the difference between a musical question and an answer. ● Musical Leadership: creating musical ideas for the group to copy or respond to	● Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to

			● Pitch: High and low sounds that create melodies	
	Singing (some of these objectives are also covered in whole school rehearsals as well as in class nursery rhyme time)	● To know ten nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● Songs have sections. ● To confidently sing or rap nine songs from memory and sing them in unison. ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices.	● To know and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● ● To know why you must warm up your voice	● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ● ○ To know and explain the importance of warming up your voice
	Playing	● Learn the names of the notes in their instrumental part from memory or when written down.	● To know and be able to talk about: ● The instruments used in class (a glockenspiel)	● To know and be able to talk about: ● Different ways of writing music down –

		● Learn the names of the instruments they are playing. ● Know the names of untuned percussion instruments played in class	● ● Other instruments they might play or be played in a band or orchestra or by their friends.	e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● ● The instruments they might play or be played in a band or orchestra or by their friends (recorder)
	Performing	● A performance is sharing music with an audience. ● A performance can be a special occasion and involve a class, a year group or a whole school. ● An audience can include your parents and friends.	● To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience	● To know and be able to talk about: ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know

			including of people you don't know ● It is planned and different for each occasion ● ● It involves communicating feelings, thoughts and ideas about the song/music	● It is planned and different for each occasion ● ● A performance involves communicating ideas, thoughts and feelings about the song/music
	Improvisation	● Improvisation is making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise, and you can use one or two notes.	● To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have	● To know and be able to talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake

			heard in the Challenges in your improvisations	● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
	Composition	● Composing is like writing a story with music. ● Everyone can compose.	● To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● ● Different ways of recording compositions (letter names, symbols, audio etc.)	● To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

Music Long-Term Overview

YEAR A	**Autumn Unit -singing and playing focus**	**Spring Unit -singing and composition focus**	**Summer Unit – performance focus**
YR/1/2	Pulse 'Me!'	Pitch 'My stories'	Rhythm 'Everyone'
Y3/4	Pulse Let your spirit fly'	Pitch 'Three Little Birds'	Rhythm The Dragon Song'
Y5/6	Pulse, dynamics and tempo 'Livin' on a prayer'	Structure and pitch 'Make you feel my love'	Rhythm and texture 'The Fresh Prince of Bel Air'
YEAR B	**Autumn Unit**	**Spring Unit**	**Summer Unit**
YR/1/2	Pulse 'Hey you!'	Rhythm 'Rhythm in the Way we walk'	Pitch 'In the Groove'
Y3/4	Pulse 'Mamma Mia'	Rhythm 'Lean on Me'	Pitch 'Blackbird'
Y5/6	Pulse, dynamics and tempo 'Happy'	Structure and pitch 'You've got a friend'	Rhythm and texture 'Music and me'
YEAR C	**Autumn Unit**	**Spring Unit**	**Summer Unit**

YR/1/2	Pulse ‘Hands feet and heart’	Rhythm ‘I wanna play in a band’	Pitch ‘Zootime’


Physical Development
Expressive Arts and Design
Literacy
Understanding the World
Personal, Social and Emotional Development
Mathematics
Communication & Languages

Literacy Intent

At Stogursey School, we are committed to developing confident, creative, and skilled readers and writers through a carefully structured hybrid approach to teaching writing. Our curriculum combines the **Power of Reading** and **Talk for Writing** schemes to provide an engaging and enriching learning experience that nurtures a love for reading and writing while ensuring all children develop the essential skills to communicate effectively.

Through the **Power of Reading**, children are immersed in high-quality, diverse texts that inspire creativity, broaden vocabulary, and deepen comprehension. This approach allows them to explore different genres, develop their authorial voice, and engage critically with a range of literary styles.

Alongside this, we implement the **Talk for Writing** approach, which enables children to internalize language patterns, build confidence in structuring their ideas, and develop fluency in their writing. By learning through imitation, innovation, and independent application, children gain the tools to craft well-structured, imaginative, and purposeful pieces of writing.

Our hybrid approach ensures that all children, regardless of their starting points, have the opportunity to thrive as writers. We provide rich opportunities for discussion, storytelling, and exploration of language, empowering pupils to express themselves with clarity, creativity, and confidence. By combining these approaches, we create an inclusive and inspiring writing curriculum that fosters a lifelong passion for literacy and prepares our children for future success.

At Stogursey School, we are dedicated to ensuring that every child becomes a confident, fluent, and enthusiastic reader. Our reading curriculum is designed to provide a structured, systematic approach to reading development from **EYFS to Year 6**, using evidence-based strategies to support all learners.

In **EYFS and Year 1**, we follow the **Wandle approach to systematic phonics**, providing children with a strong foundation in decoding and word recognition. Daily phonics lessons ensure that children develop the skills needed to read accurately and fluently.

From **Year 2 to Year 6**, we continue to support reading development through **Wandle interventions**, including **Rapid Catch-Up** for those who need additional support and **Wandle Fluency** to enhance reading accuracy, prosody, and comprehension. These targeted interventions help bridge gaps and ensure that all children progress towards becoming skilled readers.

To address specific barriers to reading, we also implement **YARC (York Assessment of Reading for Comprehension) interventions**, enabling us to provide personalized support where needed.

Across the whole school, we use the **Big Cat reading scheme**, ensuring that children have access to a progressive range of engaging and high-quality texts that support their reading journey.

Through this structured and inclusive approach, we strive to instill a lifelong love of reading in every child, equipping them with the skills and confidence to access a broad and enriching curriculum.

Beyond the National Curriculum

At Stogursey, we go beyond the National Curriculum by ensuring that pupils develop not only essential literacy skills but also a deep appreciation for the value of progress, perseverance, and creativity in reading and writing.

Pupils learn the **importance of valuing their progress and taking pride in their achievements**, understanding that writing is a craft that improves over time. They develop high expectations for **presentation**, recognising that clarity, structure, and care in their work contribute to effective communication. Alongside this, they are taught **resilience in literacy**, learning to evaluate their writing, adapt strategies when faced with challenges, and refine their ideas with confidence.

We enrich pupils' experiences by **exploring hybrid texts**, where fiction and non-fiction blend to create innovative and engaging writing. This approach fosters creativity and critical thinking, helping pupils understand how different genres can be combined for purpose and effect.

Additionally, we place a strong emphasis on **building cultural capital through exposure to a diverse repertoire of texts**. Pupils engage with literature that spans different time periods, cultures, and perspectives, ensuring they develop a broad and informed worldview. A key part of this is **studying a range of culturally significant poems**, equipping pupils with a deep appreciation for the power of poetry and its place in literary heritage.

By embedding these elements into our literacy curriculum, we ensure that pupils **develop confidence, adaptability, and a rich literary foundation**, preparing them not just for academic success but for a lifelong engagement with reading and writing.

Outcomes for Literacy in our school

These statements show what we want children to know, understand and do by the time they leave our school.

Know	**Understand**	**Do**
Know and enjoy range of high-quality texts from: **fiction texts:** historical fiction, plays and drama, origins of storytelling, power and conflict, poetry and performance **Non-fiction texts**: reference texts (R.S.H.E and No Outsiders texts, newspapers, online research and additional high-quality models)	To understand different texts genres and purposes; experiencing a wide, high-quality, diverse range (as listed in, but not limited to, Stogursey School reading spine)	To have exposure to high-quality texts (as listed in the curriculum reading spine)
Know the generic and grammatical features of a range of text types (fiction, poetry, plays, writing to inform, discuss and persuade and other high-quality text types)	Understand how to write a range of text types (fiction, poetry, plays, inform, discuss and persuade) including the structure, grammatical features and linguistic features (Talk 4 writing/POR)	To progressively have opportunities to learn and write a wide-variety of text types (as listened in the English progression/curriculum overview) (Talk 4 writing/POR)

Know how punctuation provides clarity as well as to achieve certain writerly effects on the audience.	To understand and progressively learn punctuation skills (as listed in Stogursey School English progression document) and have opportunity to apply	To progressively have opportunities to learn and apply punctuation (as listened in the English progression/curriculum overview)
Know how grammar provides clarity as well as to achieve certain writerly effects on the audience.	To understand and progressively learn grammatical skills (as listed in Stogursey School English progression document) and have opportunity to apply	To progressively have opportunities to learn and apply grammatical knowledge (as listed in the English progression/curriculum overview)
Know most rules and strategies to successfully spell	To understand and progressively learn spelling rules/patterns (as listed in Stogursey School English progression document) and have opportunity to apply	To progressively have opportunities to learn and apply spelling rules/patterns via Little Wandle (as listed in the English progression/curriculum overview)
Know the importance of reading, speaking and writing independently as well as collaboratively	To understand how and have opportunities to read, speak and write collaboratively or independently	To have opportunities to work independently, paired or in groups
Know the importance of reading a range of texts for: purpose, comprehension and prosody	To understand and progressively learn reading skills (decoding/blending/segmenting as listed in Stogursey School English progression document)) and have opportunity to apply	To progressively have opportunities to learn and apply reading skills (as listed in the English progression/curriculum overview) which were learnt using: Little Wandle and Talk for Reading (implementation Sept 2022)

Know the importance of communicating confidently and effectively	To understand how to communicate effectively in a range of situations	To have opportunities to progressively build communication skills in a range of curricular areas and in a range of situations (Oracy 21 implemented Sept 2022)
Know when is the right time to edit and improve both independently and collaboratively	To understand how to use a range of sources to identify, correct and improve written work independently and collaboratively	To use resources available effectively to edit and amend work effectively (peer and independently)
Know the importance of engaging an audience	To understand how to perform/recite effectively, clearly and confidently in a range of situations	To have opportunities to perform aloud and respond to critical feedback
Know the importance of valuing progress and having a sense of pride/achievement	To understand that different people have different targets. To value progress/achievements of everyone, including having own sense of pride	To have opportunities to share feedback (critical and praise) and share a sense of pride and achievement for all pupils through feedback and praise, peer and self-reflection, house points, class stars
Know the importance of presentation and handwriting	To understand how to present written work neatly	To have regular opportunities to present written work neatly and practise (cursive y2+) handwriting

Know when a strategy has or has not been successful and adapting it to be resilient and try a different way	To understand how to identify when a strategy isn't working and use metacognitive skills to try other strategies from different contexts.	To have opportunities to access help and support freely (including peers, aids such as: dictionaries, books, walls, classes, etc) and opportunities to learn how to do so effectively
Know the impact of creating hybrid texts (mixture of non-fiction and fiction)	Understand how to amalgamate text types to create a complex piece of writing (hybrid of fiction/non-fiction or varying text types)	To have opportunities in writing to amalgamate text types to create a complex piece of writing (hybrid of fiction/non-fiction or varying text types)
Know the importance of having an exposure to a repertoire of texts that build cultural capital	To understand that many texts can educate about the world and world issues & understanding that building a repertoire of these texts will build knowledge of a range of cultures	To have opportunities to access many texts which can educate about the world and world issues & build a repertoire of these texts to build knowledge of a range of cultures
Know a range of culturally significant poems by memory	To understand the cultural significance of a range of poems (which are learnt by memory)	To have exposure to cultural significance of a range of poems (which are learnt by memory)

Literacy Knowledge Progression

***See Grow and Flourish curriculum document for EYFS curriculum**

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Strands	Grow and Flourish Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Spoken Language- Physicality	· See Grow and Flourish Documents for this	• To consider position and posture when addressing an audience. • To experiment with adjusting tone, volume and pace for different audiences. • To consider movement when addressing an audience.	• For body language to become increasingly natural. • To project their voice to a large audience. • To have a stage presence. • To adjust tone, volume and pace for a given purpose and audience.

		• To consider how tone, volume and pace influence meaning.	
Spoken language- linguistic competence		• To begin to use specialist vocabulary. • To be able to use specialist language to describe their own and others' talk. • To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice'). • To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. • To use specialist vocabulary when discussing a known topic.	• To use an increasingly sophisticated range of sentences stems with accuracy. • To select specific vocabulary appropriate to the topic at hand. • To vary sentence structures and length for effect when speaking. • To be comfortable using idiom and expressions. • To use sophisticated vocabulary appropriate to the context and purpose of talk.
Spoken language- cognitive skills		• To offer opinions that aren't their own. • To reflect on discussions and identify how to improve. To be able to summarise a discussion.	• To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives. • To identify when a discussion is going off topic and to be able to bring it back on track. • To construct a detailed argument or complex narrative.

		• To reach shared agreement in discussions. • To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. • To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve.	• To assess different viewpoints and present counter-arguments. To spontaneously respond to increasingly complex questions, citing evidence where appropriate. • To acknowledge and explain changes of position.
Spoken language- social and emotional		• Listen actively, questioning and responding to others. • To adapt the content of their speech for a specific audience. • To speak with confidence in front of an audience. • To use more natural and subtle prompts for turn taking. • To develop an awareness of audience. • To consider the impact of their words on others when giving feedback.	• Listening actively for extended periods of time. • To speak with flair and passion • To use humour effectively. • To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions. • To develop an awareness of group dynamics and invite those who haven't spoken to contribute.

Spoken language-Mathematical Reasoning skills	● To describe the mathematics they are engaging in ● To explain the mathematics	● To describe and explain more complex mathematics connected to the subject areas ● To convince people on their point of view about the mathematics	● To describe, explain and convince people about more complex mathematics connected to the subject areas ● To justify a hypothesis ● To prove using examples and counter-examples

Reading: **Phonics**	· apply phonic knowledge and skills as the route to decode words · respond speedily with the correct sound to graphemes (letters or groups of letters) 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 common exception words, noting unusual correspondences between spelling and sound and where		

	these occur in the word · read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings · read other words of more than one syllable that contain taught GPCs · read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) · read aloud accurately books that are consistent with their 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.		

Reading – Tricky words	Y1 **Review:** the, put, pull, full, push, to, into I, no, go, of, he, she, we, me, be, ws, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today **New:** their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want, any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye, busy, beautiful, pretty, hour, move, improve, parents, shoe,		

Reading - Comprehension	develop pleasure in reading, motivation to read, vocabulary and understanding by: · listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently · being encouraged to link what they read or hear read to their own experiences · becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: · listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks · reading books that are structured in different ways and reading for a range of purposes · using dictionaries to check the meaning of words that they have read · increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally · identifying themes and conventions in a wide range of books	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: · continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks · reading books that are structured in different ways and reading for a range of purposes · increasing 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 · recommending books that they have read to their peers, giving reasons for their choices · identifying and discussing themes and conventions in and across a wide range of writing · making comparisons within and across books · learning a wider range of poetry by heart

	· recognising and joining in with predictable phrases · learning to appreciate rhymes and poems, and to recite some by heart · discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: · drawing on what they already know or on background information and vocabulary provided by the teacher	· preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action · discussing words and phrases that capture the reader's interest and imagination · recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: · checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context · asking questions to improve their understanding of a text · drawing inferences such as inferring characters' feelings,	· preparing 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 understand what they read by: · checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context · asking questions to improve their understanding · drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence · predicting what might happen from details stated and implied · summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas · identifying how language, structure and presentation contribute to meaning · discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

	· checking that the text makes sense to them as they read and correcting inaccurate reading · discussing the significance of the title and events · making inferences on the basis of what is being said and done · predicting what might happen on the basis of what has been read so far · participate in discussion about what is read to them, taking turns and listening to what others say · explain clearly their understanding of what is read to them.	thoughts and motives from their actions, and justifying inferences with evidence · predicting what might happen from details stated and implied · identifying main ideas drawn from more than one paragraph and summarising these · identifying how language, structure, and presentation contribute to meaning · 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	· 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 · 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 · provide reasoned justifications for their views.

Writing transcription - Spelling	spell: · words containing each of the 40+ phonemes already taught · common exception words · the days of the week name the letters of the alphabet: · naming the letters of the alphabet in order · using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes:		

	· using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs · using the prefix un– · using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Apply simple spelling rules and guidance Revise material taught in Reception, including:		

	· all letters of the alphabet and the sounds which they most commonly represent · consonant digraphs which have been taught and the sounds which they represent · vowel digraphs which have been taught and the sounds which they represent · the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds · words with adjacent consonants		

	· guidance and rules which have been taught Learn to spell using the following rules: · The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck · The /ŋ/ sound spelt n before k · Division of words into syllables · -tch · The /v/ sound at the end of words · Adding s and es to words (plural of nouns and the third person singular of verbs)		

	· Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word · Adding –er and –est to adjectives where no change is needed to the root word · Vowel diagraphs & trigraphs: ai, oi, ay, oy, a-e, i-e, o-e, u-e, ar, ee, ea (/iː/), ea (/ɛ/), er (/ɜː/), er (/ə/), ir, ur, oo (/uː/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/iː/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/) · Words ending –y (/iː/ or /ɪ/)		

Literacy Long-Term Overview

Teachers have autonomy with choosing the books but they must come from the CLPE canon of literature. If the aim is to promote a love of reading, then the teacher must also be excited by the titles. The ones listed here are what is planned but a teacher may change it by letting the reading lead know.

English Year 5 and 6				
Text Choices **CLPE POR**			**Writing Genres to assess:**	**Recommended Grammar and Punctuation to Teach**
Year A	**Autumn 1**	**Autumn 2**	• narrative (suspense, journey, etc) • Poetry • Recount • Non-chronological report • Chronological report • Discussion • Persuasion • Instructions • Explanation	**Entertain** **Y5:** • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun CHARACTER DESCRIPTION • Can use punctuation to show division between clauses, indicate, vary pace, create atmosphere, or sub-divide (e.g., colons,

	Cross-Curricular Link (Space Race - USA): 'COSMIC' By Frank Cottrell-Boyce **Non-Fiction:** Curiosity: The Story of a Mars Rover – Markus Motum **Poetry:** Cosmic Disco – Grace Nichols **Other High-Quality Fiction:** I Talk Like a River – Jordan Scott The Matchbox Diary – Paul Fleischman **Non-Power of Reading, CLPE Corebooks of Relevance:** Professor Astro Cat's Frontiers of Space – Dominic Walliman	**Cross-Curricular Link (Stone Age):** **Poetry:** Dark Sky Park – Philip Gross **Other High-Quality:** The Last Wild – Piers Torday Macbeth – William Shakespeare (Oxford University Press – The Arden Shakespeare)) **Non-Power of Reading, CLPE Corebooks of Relevance:** Wolf Brother – Michelle Paver A Really Short History of Nearly Everything – Bill Bryson		semicolons, dashes, ellipses). NARRATION • Can use punctuation to show a division between clauses, to indicate, to vary the pace, to create atmosphere or to sub-divide, (e.g. colons, semicolons, dashes, ellipses) PASSING OF TIME/ SUSPENSE • Can confidently vary sentence length (compound, complex and simple) and word order to sustain interest, PACING • Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile). NARRATIVE/ POETRY • Can use a wider range of punctuation, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon. GOOD FOR

				LISTS OF THINGS SEEN IN SETTINGS Y6: • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs AMBITIOUS VOCABULARY GD: • Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience SHOW CONTROL OVER STANDARD ENGLISH...PERHAPS CHARACTER USES LOCAL DIALECT IN DIALOGUE • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) DESCRIPTION/ TURNS OF PHRASE **Inform** **Y5:** • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun NCR/ FORMAL(use brackets or commas)
	Spring 1	**Spring 2**		
	Cross-Curricular Link (Space Race – Russia): **Poetry:** **Other High-Quality Fiction:** Harry Miller's Run – David Almond The General – Janet Charters **Non-Power of Reading, CLPE Corebooks of Relevance:** Planetarium – Raman Prinja Katherine Johnson: A Life Story – Leila Rasheed	**Cross-Curricular Link (Iron Age):** **Poetry:** **Other High-Quality Fiction:** The Ice Bear – Jackie Morris There's a Bot in the Girls' Bathroom – Louis Sachar **Non-Power of Reading, CLPE Corebooks of Relevance:** Lessons From Our Ancestors – Raksha Dave The Wolves in the Walls – Neil Gaiman		
	Summer 1	**Summer 2**		

	Cross-Curricular Link (Greece Today): **Poetry:** Talking Turkeys – Benjamin Zephaniah **Other High-Quality Fiction:** The London Eye Mystery – Siobhan Dowd Way Home – Libby Hathorn Rooftoppers – Katherine Rundell **Non-Power of Reading, CLPE Corebooks of Relevance:** Maria's Island – Victoria Hislop	**Cross-Curricular Link (Ancient Greece):** The Adventures of Odysseus - Hugh Lupton, Daniel Morden **:** **Poetry:** Falling Out of the Sky: Poems about Myths and Monsters – Rachel Piercey, Emma Wright **Other High-Quality Fiction:** The Final Year – Matt Goodfellow Where do you go, Birdy Jones? – Joanna Nadin **Non-Power of Reading, CLPE Corebooks of Relevance:** Greek Myths – Marcia Williams		• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun DIARY/ JOURNAL/ INFORMAL (use dashes instead) • Devices to build cohesion within a paragraph [then, after that, this, firstly] RECOUNT • Use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography). ALL INFORMATION TEXTS • Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child). (NCR/ BIOGRAPHY/ ALL FORMAL) • Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen,

Yr B	Autumn 1	Autumn 2		
				brackets, colon or semi-colon. GOOD FOR FORMALITY • Use a wider range of punctuation, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, GOOD FOR INSTRUCTIONS inverted commas, hyphen, brackets, colon or semi-colon. • USE OF NUMBERS IN WRITING Y6: • select vocabulary and grammatical structures that reflect what the writing requires, USING ALTERNATIVE MODELS GD: • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this ALL INFORMATION TEXTS • Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity CLARITY-WELL-WRITTEN PIECES **Persuade** **Y5/6:**

	Cross-Curricular Link (Coastlines): Ride the Wind – Nicola Davies Town is by the Sea – Joanna Schwartz Floodland – Marcus Sedgwick **Non-Fiction:** **Poetry:** **Other High-Quality Fiction:** The Promise – Nicola Davis A Boy and a Bear in a Boat – Dave Shelton **Non-Power of Reading, CLPE Corebooks of Relevance:** Corey's Rock – Sita Brahmachari The Undefeated – Kwame Alexander	**Cross-Curricular Link (Romans):** **Poetry:** Classic Poetry – Michael Rosen **Other High-Quality Fiction:** Street Child – Berlie Doherty Mama Miti: Wangari Maathai and the Trees of Kenya – Donna Jo Napoli Treason – Berlie Doherty Fire, Bed and Bone – Henrietta Branford **Non-Power of Reading, CLPE Corebooks of Relevance:** Queen of Darkness – Tony Bradman Stolen History: The Truth About the British Empire and How it Shaped Us – Sathnam Sanghera Empire's End: A Roman Story – Leila Rasheed The Romans: God, Emperors and Dormice! – Marcia Williams		• Can vary sentence length and word order confidently to sustain interest (compound, complex, simple, (rhetorical) questions, statements, commands, exclamations) PERSUASIVE TECHNIQUES • Can use a wider range of punctuation, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon. SHORT, SNAPPY POINTS GD: • Distinguish between the language of speech and writing and choose the appropriate register SLANG **Discuss** **Y5:** • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun DISCUSSION/ FORMAL • Devices to build cohesion within a paragraph [for example, However, Also,In contrast, on the other hand,] Discussion
	Spring 1	**Spring 2**		

	Cross-Curricular Link (Mountains and Volcanoes): The Dam – David Almond **Poetry:** Poems the Wind Blew In – Karmelo C. Irbarren **Other High-Quality Fiction:** My Baba's Garden – Jordan Scott Twitch – M.G Leonard Varmints – Helen Ward **Non-Power of Reading, CLPE Corebooks of Relevance:** Annie Lumsden: The Girl from the Sea – David Almond A Story Like the Wind – Gill Lewis Shadowshast: An Eerie-on-Sea Mystery – Thomas Taylor Journey Back to Freedom: The Olaudah Equiano Story – Catherine Johnson	**Cross-Curricular Link (Battle of Sedgemoor):** **Non-Fiction:** Suffragette: The Battle for Equality – David Roberts The Missing: The True Story of My Family in World War II – Michael Rosen **Poetry:** **Other High-Quality Fiction:** Tom's Midnight Garden – Philippa Pearce Goodnight Mr Tom – Michelle Magorian Rose Blanche – Ian McEwan Stay Where You Are and Then Leave – John Boyne The Sister Who Ate Her Brothers: And Other Gruesome Tales – Jen Campbell **Non-Power of Reading, CLPE Corebooks of Relevance:** The Greatest Show on Earth – Mini Grey On the Origin of Species – Sabina Radeva		• Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?'). • Indicate degrees of possibility using adverbs [for example, perhaps, surely] Or use modal verbs [for example, might, should, will, must] DISCUSSION • Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child). FORMAL DEBATES Y6: • select vocabulary and grammatical structures that reflect what the writing requires, ESSAY STYLES GD: • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this FORMAL DEBATE **Any Genre** Y5: • Year 5/6 Word list words

		What Mr Darwin Saw – Mick Manning		
	Summer 1	**Summer 2**		Y6: ● Use verb tenses consistently and correctly throughout their writing ● use the range of punctuation taught at key stage 2 mostly correctly: inverted commas commas for clarity punctuation for parenthesis semi- colons dashes colons Hyphens REVISE ● doing this mostly appropriately (e.g. contracted forms in dialogues in narrative; passive verbs to affect how information is presented;

	Cross-Curricular Link (China Today): **Poetry:** Tales from the Caribbean – Trish Cooke **Other High-Quality Fiction:** The Journey – Francesca Sanna Skellig – David Almond Runaway Robot – Frank Cottrell Boyce The Song from Somewhere Else – A.F Harrold **Non-Power of Reading, CLPE Corebooks of Relevance:**	**Cross-Curricular Link (Shang Dynasty):** **Poetry:** **Other High-Quality Fiction:** Running on Empty – S.E Durrant My Big Mouth – Steven Camden Seasons of Splendour – Madhur Jaffrey The Viewer – Gary Crew **Non-Power of Reading, CLPE Corebooks of Relevance:** An Adventure in the Ancient Shang Dynasty – Jo Ellen Hemmings Bandit's Daughter: Kung Fu Girl in Ancient China – Simon Mason The Shang Dynasty – Anna Claybourne Lessons From our Ancestors – Raksha Dave See Inside Ancient China – Rob Lloyd Jones		modal verbs to suggest degrees of possibility) REVISE FORMALITY

English Year 3 and 4

Text Choices CLPE POR			Writing Genres to assess:	Recommended Grammar and Punctuation to Teach
Year A	**Autumn 1**	**Autumn 2**	• narrative (suspense, journey, etc • Poetry • Recount • Non-chronological report • Chronological report • Discussion • Persuasion • Instructions • Explanation •	**Entertain** Y3: • Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well) NARRATIVE • Can use adjectives for description (settings and characters) • Can use pronouns appropriately to avoid the awkward repetition of nouns (narration) • Can use adverbials of time to link and relate events, (afterwards, before, first, in the morning, after a while, eventually…). PACING IN NARRATIVE • Expressing place using prepositions-e.g. Behind the house, down the street, in the sky SETTING DESCRIPTIONS

	Cross-Curricular Link (Poverty - Tudors): **Poetry:** Stars With Flaming Tails – Valerie Bloom **Other High-Quality Fiction:** Ug: Boy Genius of the Stone Age – Raymond Briggs Gorilla – Anthony Browne Noah Barleywater Runs Away – John Boyne **Non-Power of Reading, CLPE Corebooks of Relevance:**	**Cross-Curricular Link (Third World - Kenya):** One Plastic Bag – Miranda Paul Fly, Eagle, Fly! – Christopher Gregorowski African Tales – Gcina Mlophe **Poetry:** Where Zebras Go – Sue Hardy-Dawson Under the Moon & Over the Sea – John Agard & Grace Nichols **Other High-Quality:** Danny Chung Does Not Do Maths – Masie Chan The Boy at the Back of the Class – Onjali Q. Rauf **Non-Power of Reading, CLPE Corebooks of Relevance:** Little Leaders: Bold Women in Black History – Vashti Harrison Africa: Amazing Africa – Atinuke Libba – Laura Beirs		• Can use simple, progressive and perfect forms of verbs where needed NARRATION • Begin to use inverted commas to punctuate direct speech NARRATIVE • Can use most punctuation accurately, including the following; full stop and capital, question mark, exclamation mark, comma, apostrophe. LIST SENTENCES Y4: • Standard English forms for verb inflections instead of local spoken forms e.g, we were instead of we was, or I did instead of I done CHARACTER DIALOGUE • Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...' ; subordinate clauses – 'I felt better when...'. EXPANDED NOUN PHRASES- Settings and characters • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition

	Spring 1	**Spring 2**		phrases -(For example, the teacher expanded to: the strict maths teacher with curly hair) EXPANDED NOUN PHRASES ● Can use nouns, pronouns and tenses accurately and consistently throughout. NARRATION. ● Fronted adverbials [for example, Later that day, I heard the bad news.] ● Use of commas after fronted adverbials PACING NARRATION ● Use of inverted commas and other punctuation to indicate direct speech - [for example, a comma after the reporting clause; end punctuation within - inverted commas: The conductor shouted, "Sit down!"] not always correctly. DIALOGUE
	Cross-Curricular Link (Poverty - Victorians): **Poetry:** Poetry Pie – Roger McGough **Non-Fiction:** Fantastically Great Women Who Changed the World – Kate Pankhurst **Other High-Quality Fiction:** Charlotte's Webb – E.B. White The Iron Man – Ted Hughes **Non-Power of Reading, CLPE Corebooks of Relevance:**	**Cross-Curricular Link (Qatar – Richer Nations):** **Poetry:** The Puffin Book of Utterly Brilliant Poetry – Brian Patten **Other High-Quality Fiction:** The Ice Bear – Jackie Morris There's a Bot in the Girls' Bathroom – Louis Sachar Anisha, Accidental Detective – Serena Patel **Non-Power of Reading, CLPE Corebooks of Relevance:**		
	Summer 1	**Summer 2**		**Inform Y3:** ● Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well) RECOUNTS ● Expressing cause using conjunctions - e.g

	Cross-Curricular Link (Early Islamic Empire): **Poetry:** Moon Juice – Kate Wakeling **Other High-Quality Fiction:** Varjak Paw – S.F. Said The Tin Forest – Helen Ward Leon and the Place Between – Angela McAllister The King Who Banned the Dark – Emily Haworth-Booth **Non-Power of Reading, CLPE Corebooks of Relevance:**	**Cross-Curricular Link (Egypt):** Marcy and the Riddle of the Sphinx – Joe Todd-Stanton **Poetry:** Jelly Boots Smelly Boots – Michael Rosen **Other High-Quality Fiction:** The Comet – Joe Todd-Stanton How the Stars Came to Be – Poonam Mistry **Non-Power of Reading, CLPE Corebooks of Relevance:**		because, because of this, due to, for, as (EXPLANATIONS/ NCR/ RECOUNTS) • Can use adverbials of time to link and relate events, (afterwards, before, first, in the morning, after a while, eventually…). STRUCTURE IN RECOUNTS • Can use simple, progressive and perfect forms of verbs where needed RECOUNTS • Begin to use inverted commas to punctuate direct speech QUOTES IN NEWSPAPERS/ RECOUNTS Y4: • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases -(For example, the teacher expanded to: the strict maths teacher with curly hair) RECOUNTS • Appropriate choice of pronoun or noun within and across sentences - to aid cohesion and avoid repetition RECOUNTS/ EYE WITNESS ACCOUNTS • Fronted adverbials [for example, Later that day, I heard the bad news.]
Yr B	**Autumn 1**	**Autumn 2**		

	Cross-Curricular Link (Saxons and Scots): **Non-Fiction:** **Poetry:** My Life as a Goldfish and Other Poems – Rachel Rooney **Other High-Quality Fiction:** The Green Ship – Quentin Blake The Lion and the Unicorn and Other Hairy Tales – Jane Ray **Non-Power of Reading, CLPE Corebooks of Relevance:**	**Cross-Curricular Link (Water - Rivers):** The Rhythm of the Rain – Grahame Baker-Smith The Pebble in my Pocket: A History of Our Earth – Meredith Hooper **Poetry:** Cloud Soup – Kate Wakeling **Non-Fiction:** What it's Like to be a Bird – Tim Birkhead **Other High-Quality Fiction:** The Little Island – Smriti Prasadam-Halls **Non-Power of Reading, CLPE Corebooks of Relevance:**		● Use of commas after fronted adverbials STRUCTURING RECOUNTS **Persuade** **Y3:** ● Begin to use inverted commas to punctuate direct speech – TESTIMONIALS. Y4: ● Can use a wide range of punctuation: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately. GET ATTENTION **Discuss** Y3: ● Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well). ● Expressing cause using conjunctions - e.g because, because of this, due to, for, as Y4: ● Can use more complicated conjunctions, (e.g. although, however,
	Spring 1	**Spring 2**		

	Cross-Curricular Link (Vikings - History): Arthur and the Golden Rope – Joe Todd-Stanton **Poetry:** When Poems Fall From the Sky – Zaro Well **Other High-Quality Fiction:** Tales of Wisdom and Wonder – Hugh Lupton Wolves – Emily Gravett **Non-Power of Reading, CLPE Corebooks of Relevance:**	**Cross-Curricular Link (Vikings - Geography):** **Non-Fiction:** **Poetry:** My Heart is a Poem: Poetry about Feelings - Various **Other High-Quality Fiction:** The Three Billy Goats Gruff – Mac Barnett Ice Palace – Robert Swindells **Non-Power of Reading, CLPE Corebooks of Relevance:** Monster Slayer – Brian Patten		nevertheless, despite, contrary to, as well as etc). DISCUSSION **Any Genre** Y3: ● Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief)- FOLLOWING A PLAN ● Verb-noun agreement ● Use a and an correctly as a determiner for subjects in sentences GOOD IN POETRY ● Can use most punctuation accurately, including the following; full stop and capital, question mark, exclamation mark, comma, apostrophe. Y4: ● Can open sentences in a wide range of ways for interest and impact. ● Apostrophes to mark plural possession [for example, the girl's name, the girls' names] ● Can use a wide range of punctuation: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.
	Summer 1	**Summer 2**		

	Cross-Curricular Link (Italy): Milo Imagines the World – Matt de la Pena King of the Sky – Nicola Davies **Poetry:** Balam & Lluvia's House – Julio Serrano Echeverria **Other High-Quality Fiction:** Oliver and the Seawigs – Philip Reeve The Wild Robot – Peter Brown Mouse Bird Snake Wolf – David Almond Gregory Cool – Caroline Binch **Non-Power of Reading, CLPE Corebooks of Relevance:**	**Cross-Curricular Link (Stogursey History):** **Poetry:** Marshmallow Clouds: Poems Inspired by Nature – Ted Kooser Connie Wanek **Non-Fiction:** The Bluest of Blues – Fiona Robinson **Other High-Quality Fiction:** Planet Omar: Accidental Trouble Magnet – Zanib Mian Into the Forest – Anthony Browne **Non-Power of Reading, CLPE Corebooks of Relevance:** Riding a Donkey Backwards: Wise and Foolish Tales of the Mulla Nasruddin Hike – Pete Oswald		

Grow and Flourish English Year R, 1, 2

Text Choices CLPE POR			Writing Genres to assess:	Recommended Grammar and Punctuation to Teach
Year A	**Autumn 1**	**Autumn 2**	• Narrative • Poetry • Instructions • Recount	**Entertain** Y1: • Capital letters for names and for the personal pronoun I STORIES/ CHARACTER NAMES/ PLACES • Combine two or more independent clauses to make compound sentences (and used not too many times for sequencing) Y2: • use present and past tense mostly correctly and consistently (narration) • use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (narration) • demarcate most sentences in their writing with capital letters and full stops (events), and use question marks correctly when required (suspense)
	Cross-Curricular Link (Where We Live): Have You Filled Your Bucket Today? – Carol McCloud Errol's Garden – Gillian Hibbs **Poetry:** You're a Poet – Sean Taylor **Other High-Quality Fiction:** The Magic Finger – Roald Dahl **Non-Power of Reading, CLPE Corebooks of Relevance:** Speak Up! – Nathan Bryon	**Cross-Curricular Link (Winter Animals):** Lost and Found – Oliver Jeffers Ernest Shackleton: Little People Big Dreams - ? Winter Sleep: A Hibernation Story – Sean Taylor Rabbit & Bear: Rabbit's Bad Habits – Julian Gough **Other High-Quality Fiction:** Slug Life – Moesha Kellaway **Non-Power of Reading, CLPE Corebooks of Relevance:** The Ways of the Wolf – Smriti Prasadam-Halls		

	Spring 1	**Spring 2**		**Inform** Y1: ● Capital letters for names and for the personal pronoun I RECOUNTS ● Combine two or more independent clauses to make compound sentences (and used not too many times for sequencing) Y2: ● use present and past tense mostly correctly and consistently (factual writing verb tense) ● use present and past tense mostly correctly and consistently (recounts) ● use coordination (e.g. yet, but, nor- factual voice in explaining & NCRs) and some subordination **Persuade** Y1: ● Combine two or more independent clauses to make compound sentences (but, and & so for giving reasons) Y2: ● use present and past tense mostly correctly and consistently (factual writing verb tense)
	Cross-Curricular Link (Dinosaurs and Fossils): Stone Girl, Bone Girl – Laurence Anholt A First Book of Dinosaurs - ? **Non-Power of Reading, CLPE Corebooks of Relevance:** A Dinosaur at the Bus Stor – Kate Wakeling	**Cross-Curricular Link (Space and Our Planet):** Look Up! – Nathan Bryon Beegu – Alexis Deacon **Poetry:** Cherry Moon – Zaro Weil **Non-Power of Reading, CLPE Corebooks of Relevance:** Professor Astro Cat's Solar System – Dominic Walliman		
	Summer 1	**Summer 2**		

	Cross-Curricular Link (Castles and Royalty): Halibut Jackson – David Lucas **Other High-Quality Fiction:** The Dark – Lemony Snicket The Story Tree – Hugh Lupton **Non-Power of Reading, CLPE Corebooks of Relevance:** I Want My Potty – Tony Ross	**Cross-Curricular Link (Weather):** The Storm Whale – Benji Davies Lila and the Secret of Rain – David Conway **Poetry:** Out and About: A First Book of Poems – Shirley Hughes **Other High-Quality Fiction:** The Fox and the Star – Coralie Bickford-Smith **Non-Power of Reading, CLPE Corebooks of Relevance:** Mrs Noah's Pockets – Jackie Morris		• use coordination (e.g. or for choices, so to repeat) and some subordination • use question marks correctly when required (rhetorical questions) **Discuss** Y1: • Combine two or more independent clauses to make compound sentences (but, and & so for arguing) Y2: • use present and past tense mostly correctly and consistently (factual writing verb tense) • use coordination (e.g. for, for reasons) and some subordination (e.g. because, as, so that for reasons) to join clauses • use question marks correctly when required (rhetorical questions) **Any Genre** Y1: • Sentence functions GOOD IN POETRY • Begins to show awareness of how full stops are used in writing. (Maybe in the wrong places or only one, final full stop.) • Can usually use a capital letter and full stop, question mark or exclamation mark to
Yr B	**Autumn 1**	**Autumn 2**		

	Cross-Curricular Link (My Friends): The Lost Homework – Richard O'Neill The Secret Sky Garden – Linda Sarah **Poetry:** Blue Balloons and Rabbit Ears – Hilda Offen **Other High-Quality Fiction:** Rapunzel – Bethan Woolvin **Non-Power of Reading, CLPE Corebooks of Relevance:** Kevin – Rob Biddulph Imaginary Fred – Eoin Colfer	**Cross-Curricular Link (Toys):** Traction Man is Here! – Mini Grey **Other High-Quality Fiction:** The Adventures of Egg Box Dragon – Richard Adams **Non-Power of Reading, CLPE Corebooks of Relevance:** Toys in Space – Mini Grey The Velveteen Rabbit – Margery Williams Major Glad, Major Dizzy – Jan Oke		punctuate sentences correctly. Y2: ● Use of Common Exception words in writing ● Word classes GOOD IN POETRY
	Spring 1 (Term 3)	**Spring 2 (Term 4)**		

	Cross-Curricular Link (Ships, Boats and Pirates): Where the Wild Things Are – Maurice Sendak How to Find Gold – Viviane Schwartz **Poetry:** **Other High-Quality P.O.R Fiction:** The Lonely Beast – Chris Judge **Non-Power of Reading, CLPE Corebooks of Relevance:** Charlie Cook's Favourite Book – Julia Donaldson The Pirates Next Door – Jonny Duddle	**Cross-Curricular Link (My Healthy Body):** Skater Cielo – Rachel Katstaller Pattan's Pumpkin – Chitra Soundar **Poetry:** **Other High-Quality P.O.R Fiction:** Moth: An Evolution Story – Isabel Thomas **Non-Power of Reading, CLPE Corebooks of Relevance:** It Starts With a Seed – Laura Knowles		
	Summer 1 (Term 5)	**Summer 2 (Term 6)**		

	Cross-Curricular Link (African Animals): One Day On Our Blue Planet…In the Savannah – Ella Bailey Zeraffa Giraffa – Dianne Hofmeyr **Poetry:** The Proper Way to Meet A Hedgehog – Paul B. Janeczka **Other High-Quality P.O.R Fiction:** The Last Wolf – Mini Grey **Non-Power of Reading, CLPE Corebooks of Relevance:** The Magic Bojabi Tree – Dianne Hofmeyr	**Cross-Curricular Link (Cities and Summer Travel):** Mini Rabbit Not Lost – John Bond Between Tick and Tock – Louise Greig Claude in the City – Alex T Smith **Poetry:** **Other High-Quality P.O.R Fiction:** Hummingbird – Nicola Davies **Non-Power of Reading, CLPE Corebooks of Relevance:** A Walk in London – Salvatore Rubbino		


Physical Development
Expressive Arts and Design
Literacy
Understanding the World
Personal, Social and Emotional Development
Mathematics
Communication & Languages

Religious Education Intent

Religious Education at Stogursey reflects a thoughtful and enquiry-driven approach, designed to inspire holistic, meaningful engagement with life's big questions.

We use the Diocese of Oxford Scheme to deliver a balanced and rigorous study of faith and belief. This scheme's enquiry-led framework enables pupils to explore the Christian faith in depth, with clear progression throughout their learning journey. Alongside this, the curriculum systematically introduces five of the major world religions—Judaism, Islam, Hinduism, Sikhism, and Christianity—as well as a focused study of non-religious worldviews, including Humanism. It should be noted that although other faiths are studied separately, sometimes they are within Christianity units to provide a contrast.

This approach is tailored to reflect the makeup of our local community while also building essential cultural capital, especially in faiths that are under-represented in Stogursey. Through enquiry-based learning, pupils are encouraged to reflect, analyse, and discuss their own and others' beliefs, fostering curiosity, empathy, and respect.

Pupils are provided with opportunities to reflect on deep questions about life, change, and death, while exploring spirituality, rites of passage, and their role in the world.

The RE curriculum is delivered through high-quality implementation booklets that have been developed by the subject leader and provide a coherent sequence and ensures that the disciplinary knowledge is taught alongside the substantive knowledge.

The children have 4 RE scholarly guides who teach the children how to engage with faiths in different ways. The characters are set out below:

Scholarly Character	**Behaviours**
Ask-it-all Ava	Asks questions and interviews people
See-the-story-Suzie	Reads stories to do with the faith being studied
Debate-it- Derek	Likes to engage in big question debates
Have-a-go Hugo	Takes part in certain aspects of what is being studied

These behaviours are effectively the disciplinary knowledge we set out for children to think, act, and behave as a theologian.

Through this study, pupils develop the knowledge and skills to live harmoniously in a multicultural world. They cultivate an understanding of faiths and beliefs that encourages them to become polite, considerate, and empathetic citizens.

In the Grow and Flourish Foundation/ Key Stage 1 phase, Religious Education is experiential, creative, and reflective, giving pupils time to explore and engage with the world and the beliefs of others in their community. By the end of Key Stage 1, pupils will begin to form their own opinions and beliefs about the world they live in. By the end of Key Stage 2, they will have developed a deeper understanding of the religions and worldviews studied, enabling them to compare and contrast beliefs and form reasoned, thoughtful perspectives.

This carefully designed curriculum nurtures pupils' intellectual curiosity and emotional resilience while equipping them with the cultural awareness and respect needed to thrive in a diverse and interconnected world.

Beyond the syllabus

Our curriculum exceeds the ambition of the locally agreed syllabus by providing pupils with a deeper and more comprehensive understanding of Christian theology and practice. We explore **key Bible stories that exemplify the school's vision and values**, alongside the main teachings of Jesus Christ, fostering connections between faith and moral development. Pupils engage with **complex Christian theological concepts** such as God, creation, the Trinity, incarnation, salvation, the Kingdom of God, and People of God. They also study the **significance of the church** as both a building and a community, its role in worship, the main festivals and colours of the church year. Children also **learn about leadership** at international, national, and local levels, leading to participation in an act to overcome injustice by doing the Young Leaders Award. This enriched curriculum equips pupils with the knowledge and cultural awareness to understand and appreciate the richness of Christian faith and its role in the wider world.

Outcomes for Religious Education in our school

These statements show what we want children to know, understand and do by the time they leave our school.

Know	Understand	Do
the main factual information about different world faiths as well as non-faiths	the key people, vocabulary, key facts and other schema to do with the content studied	learn and remember key facts about different content in RE
expectations and methods of scholarly learning	that to gain understanding of life's big issues, it takes scholarly behaviour and deep thinking to create this	act in a scholarly way
how learning of faiths connects to own life	that learning about religion can lead to learning from religion	use RE to make reflections on the world, self and others
some answers to 'big questions' and accept when you do not have any answers	that we may not ever have the 'correct answers' and that it is ok to change your mind	engage in respectful debate
background knowledge around contentious and non-contentious topics before engaging in debate on it	things from different points of view	respectfully disagree on issues and co-regulate with an emotionally-available adult if finding the content too triggering
values being exemplified in the content being taught	how learning about values builds your own 'moral compass'	build an overall understanding of values that are important to different people as well as self
where the main faiths started and that the UK is also made up of many faiths as well as non-faiths	how different faiths connect to each other both geographically and historically	be curious and embrace learning about about people with similar and different faiths
the main Bible stories that exemplify the school's vision and values	the importance of the stories to our school	remember the main Bible stories and gain an overall picture of the Bible and where stories take place within it
the main teachings of Jesus Christ	how the New Testament provided a different message to the Old	remember the messages of Jesus Christ

Christian theological concepts such as God, creation, the Trinity, incarnation, salvation and the Kingdom of God and People of God.	the importance of these concepts in our school	continually debate and discuss the theological concepts to gain a richer understanding of them
the church, the building as well as the people and what happens in Christian worship	the significance of the church in our community and its specialness	act with reverence and respect in and around the church
main festivals in the church year and the colours of the church year	how these events are important to not just our community but to the UK as a whole, including those who aren't Christian	participate representing the school
the main leaders of the church both internationally, nationally and locally and their significance	the messages of the Christian faith they deliver to our community	develop good relationships with church leaders and visitors, taking on board what they tell us
what good and bad leadership is	That leadership happens at different levels (locally, nationally and internationally)	take action on injustices by leading on a campaign in own community
how main life events are held in all faiths studied	the similarities and differences of these events	compare with own beliefs on life's main events and own experiences
the contribution to wider society made by groups of people including faiths	the civic responsibilities of these communities.	take civic action following study of this.

Religious Education

Knowledge Progression

Christianity

Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Christianity: belonging	● know what makes them special and groups they belong to; ● know some parables that teach about being 'lost but then found' and what the lesson is relating to belonging to the Christian faith; ● know what Baptism is and why people take part in it; ● know what the water and the light is meant to represent; ● know other ways people join groups;	● know that the sacraments of Baptism and Communion show belonging to the Christian faith and their main differences and similarities; ● know why church-goers take part in certain activities; ● know own viewpoint on ways in which Christians show they belong and own opinion on the theme of belonging. ● know what the Kingdom of Heaven is and what believers	● know some well-known saints and what they are famous for; ● know how the early Christian martyrs were persecuted and why they are also revered as saints; ● know own beliefs about standing up to persecution in all its forms; ● know how saints are revered through pilgrimages, relics and shrines and Roman Catholic customs of praying to saints and how Anglicans differ on this;

	● know best ways of getting people to join a group and to make them stay in it. ● *know how stories can make us feel and that some stories make us change our behaviour* ● *know that Christians learn how to live better lives through reading Bible stories* ● *know how people might change their behaviour from these stories* ● *know why the Bible is special to Christians* ● *know examples of other Bible stories to read about* ● *know that behaviour can change for the good from reading a story and relating to the characters*	think needs to happen to enter it; ● *know sayings and whether they are true or not;* ● *know what a parable is and whether they are true, untrue or truth hidden in a story;* ● *know a range of parables and what Jesus was trying to teach through them;* ● *know what Christians believe about parables;* ● *know and feel the power of a life-changing story or message.* ● *know examples of miracles studied and understand the impact of them on different people* ● *know that miracles may be interpreted differently and how this influences Christians today* ● *know that some people don't believe in miracles and the implications of the truth or falsity of such accounts*	● know the Bible story linked to our school vision and the message the saintly writer compels us to act in our school; ● know what local believers think about the local church saint; ● know similarities and differences between Jesus and the saint and understand that Jesus is not classed as a saint.
Christianity: God and Creation	● know the difference between making and receiving gifts and how people feel about	● know the link between prayer and miracles	● know how the world is being damaged by people and debate questions on

	this; ● know the creation story and what believers think it tells us about God; ● know that the Psalms tell of God's qualities by describing the world; ● know what God would think of how humans are treating the planet; ● know what they would do to look after the planet.	● know what Christians believe about prayer ● know the types of prayer and their purpose ● know some prayers off by heart that are important to our school ● know how Hindus pray and understand similarities and differences between this and Christian practices ● know own beliefs on prayer and understand how some people value prayer	responsibility for the planet's wellbeing; ● know the Christian- Judeo story of creation; ● know other faiths' stories of creation and make comparisons; ● know that people's belief systems cause them to behave in different ways when it comes to care for the planet; ● know how it feels to care about an environmental issue and decide whether their own beliefs inform their decisions on this.
Christianity: Leadership	● know the difference between leaders and followers and understand that leaders need followers in order to lead ● know the events in Moses and Joshua's lives and why these exemplify leadership ● know the key events of the Exodus ● know the leaders for Jews and Christians ● know how Jesus demonstrated leadership and how God guides believers	● know the difference between 'authority' and being 'authoritarian'; ● know what good leadership and bad leadership is like; ● know some of the well-known teachings of Jesus and understand how some of them show his authority on things like faith, living a good life and humans' relationship with God; ● know what believers think of Jesus' teachings;	● know a range of leadership skills required for complicated challenges ● know inspirational leaders and why they are inspiring ● know a 'winnable campaign' in the local area ● know national charities and the work they do to bring justice ● know how injustice feels and care enough to act ● know how to make change happen on a local level

	● know the features of good leadership and compare with current leaders as well as historical ones.	● know that good leaders also require followers to hear and act on the message.	
Christianity: Christmas	● know different ways people show thankfulness and make others feel good about their actions; ● know that Jews are people from any country and they follow Judaism or the Jewish faith; ● know what happens in the Jewish festival of Sukkot and compare with Harvest festivals; ● know where gifts appear in the Christmas story and understand that Christians believe Jesus was sent as a gift from God to the world. ● *know the events of the Christmas story* ● *know how Christmas is celebrated* ● *know the wise men's gifts and their significance* ● *know the meaning of the manger* ● *know what Christians do at Church to mark Christmas* ● *know the parts of a church, behaving respectfully when visiting it.*	● know the symbols of Mary and compare her with other faiths ● know the story of the Annunciation and Mary's role in the Christmas story; ● know why Roman Catholics hold Mary in such high regard and reverence compared to protestant denominations; ● Know how women are held in reverence in other faiths and make connections with Mary. ● *know what the main purpose of baptism is and debate whether people can be truly forgiven;* ● *know how light and darkness is conveyed in faiths and non-faiths;* ● *know the stories of Rama and Sita (Hinduism) and the Miracle at the Temple (Judaism) and the significance of light to believers when commemorating these;*	● know the importance of various forms of communication with God to believers; ● know the story of Guru Nanak's meeting with God and the effect it had on him and others; ● know the Old Testament prophecies and how they are perceived to be about Jesus' coming; ● know the prophecies' contribution to the Christmas story and how it wouldn't make sense without them; ● know what it feels like to be spiritually- inspired in a religious or non-religious way from reflection activities; ● know own beliefs about the current state of the world and express what God might communicate about it ● *know what the Trinity is and its link to incarnation;*

	● Know that the story of Jesus' birth is an important part of the Bible and the Christian faith. ● Know how the Gospels of Matthew and Luke tell different parts of the story of Jesus' birth. ● Know that Christian art depicts the nativity to express beliefs about Jesus' birth. ● Know that the Incarnation means Christians believe Jesus is both fully human and fully divine. ● Know why Christians are inspired by the story of Jesus' birth to help others through acts of charity. ● Know that Christians celebrate Jesus' birth in diverse ways around the world.	● *know the main themes of the story of the miracle of the menorah and find connections and inspiration in own life to it;* ● *know what Advent is and the meanings of each candle in a wreath;* ● *know how light features in our own lives and the meaning of 'guiding light' in its broadest sense.*	● *know similarities and differences between incarnation and Hindu avatars;* ● *know similarities and differences between traditional views of Christmas and the Biblical accounts;* ● *know Christian beliefs around 'God as man' and how this connects to their own lives;* ● *know about the commercialisation of Christmas and begin to express an idea of the true meaning of Christmas.*
Christianity: Easter	● know why Shrove Tuesday is marked and how it is celebrated ● know the story of Jesus in the wilderness and its significance to Lent ● know the Easter story and some of the symbols associated with it ● know the significance of Easter symbols and debate which ones are important to them	● know that compared to other faiths, it can be hard to spot a Christian by their outward appearance and that the Bible compels them to show this through their actions instead; ● know what activities church-goers participate in both inside and out of church; ● know the link between Communion and The Last Supper and why Christians	● know how sin entered the world according to the Bible and that this represents a break with God ● know what the word sacrifice means and understand it through different ● media (literature, holy texts, art and music) ● know what the Bible teaches about sin and Jesus' sacrifice on the cross

	● *know the origin story of the Jewish festival of the Passover;* ● *know how Jews celebrate the Passover and what the 6 special things symbolise;* ● *know the Easter story and why Christians remember it;* ● *know how Christians celebrate Easter.* ● know that different people have different roles in our community and some are leaders, others are followers; ● know why crowds followed Jesus and why people were excited to see him when he entered Jerusalem ● know the story of the Good Samaritan and what it tells us about Jesus ● begin to understand the main teaching of Jesus to 'love thy neighbour' ● know who the local church leader is and more about their role ● know how they feel about leadership and their relationship with their followers	participate in this;	● know what Christians believe about the significance of Jesus dying on the cross ● know own beliefs about death and understand that it is acceptable to not know what happens as this is one of life's great mysteries; ● *know religious and non-religious narratives featuring resurrection and understand what this term means;* ● *know how other faiths mark death and understand the difference between resurrection and reincarnation;* ● *know the beliefs and customs of other faiths as well as experiences of those who arrange funerals;* ● *know what St Paul says about death and the resurrection and evaluate it;* ● *know whether own beliefs have stayed the same or changed during this study.*

	● know that people follow leaders because they make followers feel something important		

Other faiths

Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Judaism	● Know where Jews worship and what it is like in a Synagogue; ● Know what the Torah is; ● Know the Jewish festivals; ● Know what Jews believe about the Messiah; ● Know how Jews express their faith today ● know the difference between the working week and the weekend and what activities happen at the weekend; ● know the practices of the Shabbat and why Jews do this; ● know what food and drink is consumed during the Shabbat and experience this;	● know that different rules mean different things to different people and that in law the rules apply to everyone. ● know that for believers of a faith, following the rules is also important. ● know some of the 10 commandments and the story behind it ● know that Jews have other rules and know how they observe them ● know the rules that are followed and not followed and the challenges of	

	● know what Jews believe about the Shabbat; ● know how we feel regarding the rules of the Shabbat; ● *know different stories and why we like them;* ● *know the stories of Abraham and Isaac and God's wish to form a relationship with humans;* ● *know the story of the Exodus and that God is protective* ● *know Jewish stories and what this shows us about Jewish beliefs of God;* ● *know which stories tell us the most interesting things about God and why.* ● know that people have special buildings in their lives or special spaces within buildings and how they might feel about them ● know what happens at a synagogue and the special features; ● know why the synagogue is special to a Jewish person ● know why people like their own individual spaces as well as collective shared spaces ● know that it is hard to please everyone and to accept that not	meeting them ● know the difference between being observant and not ● know what is expected of Jewish children and evaluate whether they are happy with this.	

	everyone will share the same feelings! ● know what a New Year resolution is and why people set them; ● know what happens in the Jewish new year festival Rosh Hashanah and experience some of the customs; ● know that sacrifice is a key theme of new year's resolutions and link this to sacrifice stories in the Bible.		
Hinduism	● know some celebrations where light is used and why; ● know the story of the Rama and Sita and where good triumphed over evil; ● know why Hindus use Diva lamps to celebrate Diwali and what the light represents; ● know some beliefs about Diwali	● know the difference between rules and duties; ● know what the 5 daily duties are and Hindu worship practices; ● know that some Hindu stories demonstrate karma and how this links to their own lives; ● know what is expected of Hindu children and evaluate whether they are happy with this. ● *know the symbols of God used by Hindus;* ● *know that Hindus believe in one God in different forms (parts of God) and that these are called deities*	

		● *know the origin stories of some of the prominent deities* ● *know how murtis are used in Hindu worship* ● *know how Hindus carry out worship* ● *know that the Mandir is an important building in Hinduism and central to the community.* ● *know what is the same and different between Hindu beliefs of God and our own views*	
Islam		● Know how Islam began ● Know the core beliefs of Islam through the 5 pillars ● Know what the Holy text is of Islam ● Know what a mosque is and worship practices ● Know some Islamic festivals (excluding the Hajj) ● *know the difference between a pilgrimage and a holiday and begin to understand why people go on such things;*	● know about our own beliefs on God; ● know that Allah has 99 names in Islam and that the Shahadah is one of the 5 pillars of Islam. ● know Christian beliefs about God; ● what Hindus believe about God; ● know viewpoints about the existence of God and reflect on own position.

		● *know specific Christian pilgrimages and that they are not compulsory;* ● *know specific Hindu pilgrimages and that they are not compulsory;* ● *know what happens during the Islamic pilgrimage of the Hajj and that as one of the five pillars of Islam, a Muslim is compelled to go at least once in their lifetime;* ● *know how believers feel about pilgrimages by asking them about it;* ● *know own viewpoint on which pilgrimages are more important than others and reasons for this*	
Sikhism			● know how the Sikh faith came about and the importance of Guru Nanak in regards to this ● know the key teachings of the Sikh holy texts and understand what it tells Sikhs about God ● know how the Gurus and books are treated by Sikhs

			• know how this impacts on daily life for a Sikh and evaluate it • *know what the word community means and give views on them;* • *know the four main principles in Sikhism and why they are important;* • *know that the Golden Temple is important to Sikhs and the meanings of its 4 entrances;* • *know how Sikhs worship and compare to other faiths' practices;* • *know that the Gurdwara is a key part of a Sikh's life and what happens there* • *know that communities help promote a sense of belonging and is important* to humans as social creatures

Strands	**Grow and Flourish** **Reception/ Key Stage 1**	**Lower Key Stage 2**	**Upper Key Stage 2**

Other world views			• Know what humanism is and a humanist's core beliefs • Know how humanists develop a 'moral compass' • Know what humanists believe about life and death • Know how humanists celebrate key life events • Know humanists' goals for society • Know any famous humanists and learn from them

RE Long-Term Overview

UKS2 **Years 5-6**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A	Does it matter what we believe about creation?	Does God communicate with humans?	Are the saints encouraging role models?	Is the resurrection important to Christians?	What is Humanism?	Can we know what God is like? (All faiths and none)
Year B	Do Sikhs need the Guru Granth Sahib?	Is "God made man" a good way to understand the Christmas story?	*Does the community of the Gurdwara help Sikhs lead better lives?*	*Was the death of Jesus a worthwhile sacrifice?*	Courageous Advocacy- Young Leaders Award	

LKS2 **Years 3-4**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A	Is a Hindu child free to choose how to live?	Is light a good symbol for celebration? (part 2)	Does Jesus have authority for everyone?	Does taking bread and wine show that someone is a Christian?	What is Islam?	Is a holy journey necessary for believers?

Year B	*Is a Jewish child free to choose how to live?*	Does the Christmas narrative need Mary?	Did Jesus really do miracles?	Does prayer change things?	Do murtis help Hindus understand God?	Can made-up stories tell the truth?

GROW AND FLOURISH **Years R-2**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year A	Is light a good symbol for celebration? Part 1	What is a Nativity?	Does Creation help people understand God?	Should everyone follow Jesus?	Do we need shared special places?	
Year B		Jesus: why is he so important to Christians?	Who should you follow?	How should the Church celebrate Easter?	Are some stories more important than others?	Can stories change people?
Year C	Is everyone special?	Should we celebrate Harvest or Christmas?	Is it important to celebrate the New Year?	Do religious symbols mean the same to everyone?		How should you spend the weekend?

RE Component Parts

PHASE	Cycle Year	CHRISTIANITY	OTHER FAITHS/ WORLDVIEWS
Rec/ Y1/Y2	A	**Christianity**	**Hinduism and Judaism**
		What is a Nativity? ● What is the Christmas story? ● How is Christmas celebrated? ● Why did the three wise men share gifts with baby Jesus? ● Why is the manger so important? ● What might Christians do at Church at Christmas? ● What is the Christian place of worship? ● Pre-visit to church before Christmas services Does creation help people understand God? ● Making and receiving gifts: the difference ● Enquiry SS: The Creation Story	Do we need shared special places? ● Special spaces: our school ● Enquiry AA: Why is the Synagogue so special to Jews? ● Designing our own special places Is light a good symbol for celebration? (Part 1) ● Where is light used in celebrations? ● Little Suzie's enquiry-What does the story of Rama and Sita tell us about right and wrong?

		• The Psalms • Evaluating our feelings about creation • Reflecting on humans' role looking after creation Should everyone follow Jesus? • Leaders in our community • Jesus' entry into Jerusalem • Enquiry SS: The Good Samaritan • Enquiry AA: what is it like to be our local priest? • Should everyone follow Jesus? Do we need shared special places? (adapted from Jewish unit) • Our special places • What happens in a church • Visiting a church: parts of the church • Interviewing a Christian about the church • Evaluating: designing a modern day church • Reflection- what other special places would we like in our lives?	• Little Hugo's enquiry-- How do Hindus celebrate Diwali? • Little Ava's enquiry-- what do Hindus believe about Diwali?
	B	**CHRISTIANITY**	**Judaism**
		Why is Jesus so important to Christians? • The birth of Jesus told in the Bible • The birth of Jesus in different Gospels	Are some stories more important than others?

		● The birth of Jesus shown in art ● The birth of Jesus: the Incarnation ● The birth of Jesus: Christian responses through charity ● The birth of Jesus: Christmas around the world Who should you follow? ● Who are leaders and why do we have them? ● Enquiry AA: What is it like to be a leader? ● Enquiry SS: What can we learn about leadership from the stories of Moses and Joshua? ● Investigating the job of Rabbis compared to vicars ● Enquiry HH: What is it like to lead? Elect a class leader for the day. ● Reflection- make an advert for a new leader Do religious symbols mean the same to everyone ● Symbols and clothing as symbols ● -Enquiry HH: What is it like to wear special occasion clothes? ● Vestments and the colours of the church's year ● -Enquiry AA: What do different clothes mean to people of faith? ● -Enquiry DD: Which symbols are important? Why? ● Reflection- design your own symbols for Christmas How should the church celebrate Easter? ● Shrove Tuesday	● Favourite stories including religious stories we know ● Abraham and Isaac ● Enquiry SS: What do we learn about God from the stories of Moses? ● The stories of Hanukkah and Esther ● Enquiry AA: What do Jews believe their stories tell them about God? ● -Enquiry DD: Which story tells you more about God? ● -Final assessment

		● Lent and giving things up ● Enquiry SS: Learning the Easter Story ● Enquiry AA: Special Easter items found in churches ● -Enquiry DD: Which symbols are important? Why? ● -Design your own Easter Egg that shows meaning of Easter Can stories change people? ● The emotional power of stories ● Enquiry SS: Joseph and his coat , Zacchaeus , Jonah and the Whale , Elijah and the Ravens ● Enquiry AA: Why do Christians read the Bible? ● Reflection on stories that changed us	
	C	**CHRISTIANITY**	**Judaism**
		Is everybody special? ● What makes me special? ● Enquiry SS: What can The lost coin and the lost sheep parables teach us about belonging to a group? ● What are the different views on Baptism? ● Enquiry AA: Why did you get baptised? ● Enquiry DD: Is Baptism the only way to join a church?	What can we find out about the Jewish faith? ● What was the first covenant between Abraham and God? ● Why did Moses lead the Israelites out of Egypt? ● Where do Jews worship today? ● What is the Torah?

		• Reflection- how many ways can I show I belong to a group? Should we celebrate Harvest or Christmas? • Harvest festivals • Enquiry HH: Celebrating and giving thanks: planning a festival • What is the Jewish faith? • Jewish version of Harvest: Sukkot • Enquiry SS: The Christmas Story Is it important to celebrate the New Year? • New Year's resolutions • Enquiry AA- What do Jews think of Rosh Hashanah? • Enquiry HH- experiencing foods for Rosh Hashanah • Enquiry SS- Adam and Eve and/ or Sacrifice of Isaac	• What are the Jewish festivals? • What do Jews believe about the Messiah? • How do Jews express their faith today? How should you spend the weekend? • What do people do at weekends and why? • What is the Shabbat and why does it happen? • Little Hugo's enquiry: Baking and tasting challah bread • Little Ava's enquiry: Interviewing a Jew about the Shabbat • What do we think about the rules of Shabbat? • What are the rules for our weekends?
Year 3/4	A	**CHRISTIANITY**	**Hinduism and Islam**
		Is light a good symbol for celebration? • - -Enquiry DD: Can we really 'pass from the darkness into the light? (Debating baptism)'	Are Hindu children free to choose how to live?

		• -Symbols of light and darkness • -Knowing the festivals: Diwali and Hannukah • -Enquiry SS: How does the story of Hanukkah connect to my life story? • How light is used in Christmas images • Advent: What meaning does light have in this festival? • Enquiry HH: Who is my 'guiding light'? Does Jesus have authority for everyone? • What is a good leader and a bad one? • Enquiry SS- Which events in Jesus' life show his authority? (Longer enquiry) • Enquiry AA- What do believers think about Jesus' teachings? • Evaluating viewpoints on Jesus Does taking bread and wine show someone is a Christian? • What behaviours do we see from church-goers? • How is communion celebrated? • What can we learn from watching a communion and a baptism in relation to 'belonging'? • Enquiry AA- why do church-goers do certain activities? • Enquiry DD- Is Communion the best way to show that someone is a Christian? • Reflections on the theme of belonging.	• What can we remember about Hinduism? • What is the difference between rules and duties? • Enquiry AA: What can a Hindu tell us about the 5 duties and worship? • Enquiry SS: What can we learn about cause and consequence from Hindu stories? • How do we think Hindus feel about the expectations placed on them? ISLAM • How did the religion of Islam begin? • What do Muslims believe? • What are the five pillars of Islam? • What is the holy book of Islam? • Where do Muslims worship? • What are the festivals of Islam?

			Is a Holy Journey necessary for believers? ● What is a pilgrimage? ● Where do Christians go on a Pilgrimage and why? ● Where do Hindus go on pilgrimage and why? ● What is the Hajj and why is it important to Muslims? ● Enquiry AA- What do believers think about pilgrimages? ● Enquiry DD- Which pilgrimage is more meaningful? ●
	B	**CHRISTIANITY**	**Hinduism and Judaism**
		Does the Christmas narrative need Mary? ● Images and symbols of Mary ● Enquiry SS: What can we learn from the stories of Mary? ● Enquiry AA: Why do Roman Catholics venerate Mary? ● Views of women in other faiths ● Enquiry DD: Is Mary really a holy figure?	Are Jewish children free to choose how to live? ● Are the rules the same for everyone? ● Which rules are important to Jews and why? ● Enquiry AA: What can a Jew tell us about following the rules?

		• Our reflections on mothers Did Jesus really do miracles? • Enquiry SS: What can we learn from the stories of Jesus performing miracles? • Enquiry AA: what do people believe about miracles? • Enquiry DD: Is there a right or wrong viewpoint about miracles? • Our reflections on miracles Does prayer change things? • What does prayer mean to you? • Enquiry AA: what do people believe about prayer? • Types of prayer • Prayer in Hinduism as a contrast • Enquiry DD: What difference can prayer make? • Our reflections on prayer Can made-up stories tell the truth? • What is the Kingdom of God? • What is truth/ untruth? • Enquiry SS: Exploring parables • Enquiry AA: how do Christians feel about the parables? • Enquiry HH: how does the most impactful story in our lives make us feel?	• How do we think Jews feel about the expectations placed on them? Do murtis help Hindus understand God? • Symbols of God • Enquiry SS: The Blind Men and the elephant and different deities' origin stories • Enquiry AA: Visiting a mandir • Enquiry DD: Murtis and understanding God

		• Final assessment	
Year 5/6	A	**CHRISTIANITY**	**Humanism and Islam**
		Does it matter what we believe about creation? • Enquiry DD- Who is responsible for the planet? • Do we know the Christian/ Judeo Creation story? • Enquiry SS- What can we learn about ourselves from other faiths' creation stories? • Why do people have so many different views on environmentalism? • Enquiry HH: What can I learn about myself by experiencing environmental activism Does God communicate with humans? • Enquiry AA: What do believers of different faiths tell us how God communicates with them? • Enquiry SS: What made people think that Guru Nanak's story of meeting God was true? (Sikhism) • Introducing and reading prophecies (Micah 2, Isaiah 6) • Prophecies' contribution to the Christmas story • Enquiry HH: Reflection pieces • Imagine- a message from God. What would you do? Are saints encouraging role models? • Well-known saints	Can we know what God is like? • What do we believe about God? • What do Muslims believe about the name of God? • What do Christians believe about God? • What do Hindus believe about God? • Enquiry DD- Is God real? HUMANISM • What is a human? • Where do Humanists find their truth? • How do Humanists work out what is right or wrong? • What do Humanists believe about life and death?

		• The Early Christian Martyrs • Enquiry DD- Should you stand up for what you believe in? • Pilgrimages and relics • Enquiry SS- what can we learn from the Bible story linked to our school vision in relation to how we should act in our school? • Enquiry AA- what do local believers think of St _____? • Is Jesus a saint? An evaluation of saints Is the resurrection important to Christians? • What happens when we die? • SS- What do stories tell us about resurrection? • Funerals across faiths • Enquiry AA- Interviews with a sikh, Hindu and a funeral director • How does the Bible suggest treating death by studying 1 Corinthians: 15? • Reflection on funerals and dying	• How do Humanists celebrate different life events? • What are Humanists' goals for society? • What famous Humanists can we learn from?
	B	**CHRISTIANITY**	**Sikhism**
		What is best for our world? Does religion help people decide? • Helpful people • Acts of the Apostles	Do Sikhs need the Guru Granth Sahib? • How did the Sikh faith come about?

		• St Paul's letters • Charity • The impact of religion on our world • How would I make a difference? Is "God made man" a good way to understand the Christmas Story? • Understanding the Trinity • Avatars in Hinduism/ Incarnation • Enquiry SS: What do the 4 gospels and carols tell us about Incarnation? • Enquiry AA: What do Christians really believe about the Christmas story? • Enquiry DD: Is Christmas true to the original meaning nowadays? • Enquiry HH: How can we express the true meaning of Christmas? • Final assessment Was the Death of Jesus a worthwhile sacrifice? • What do people believe about Sin? • Sacrifice: Using Aslan's death to understand • Enquiry SS: What does the Bible tell us about sacrifice? • Enquiry HH: How do we feel about Easter art and music showing the theme of sacrifice? • Enquiry AA: What do Christians really believe about sacrifice and Easter? • Final assessment	• The Guru Granth Sahib and the Mool Mantra • Enquiry AA: How do Sikhs treat the Guru Granth Sahib? • Enquiry HH: How do Sikh weddings and naming ceremonies feel to us? • Enquiry DD: Is writing the only way to record important truths? • Final assessment Does the community of the Gurdwara help Sikhs lead better lives? • The ideal community • 4 main principles- Sewa, Vans Chhakna, Kirat Karna, Nam Japna • Golden Temple at Amritsar • Sikh worship and compare with other places of worship • Enquiry AA: Visit a Gurdwara • Enquiry DD: How we can make our communities better

		Young Leader Award Programme ● Introduction ● Leadership skills ● Inspirational leaders ● Our local community ● National community ● Global community ● Community action	

Computing Intent

Computing at Stogursey reflects an inclusive and ambitious approach, designed to equip pupils with the digital literacy, problem-solving, and critical thinking skills they need to thrive in a rapidly evolving technological world. Using the Teach Computing curriculum, our programme is built on a progression framework that organises content into interconnected learning graphs, ensuring pupils develop a deep understanding of computing concepts and skills over time.

This curriculum is underpinned by research-informed pedagogical principles and is designed to reduce teacher workload while meeting the needs of all learners. It offers comprehensive resources, including lesson plans, slides, activity sheets, and assessments, which are flexible and adaptable for our context. Through units that emphasize algorithms, programming, data handling, and media creation, pupils explore how technology impacts individuals and society, and how to use it safely and responsibly.

By the end of their time with us, pupils will have a strong foundation in computing, enabling them to create and evaluate digital content, understand computer systems, and apply computational thinking to solve problems. They are prepared to navigate the opportunities and challenges of the digital world with confidence, resilience, and creativity.

Beyond the National Curriculum

Our Computing curriculum goes beyond the National Curriculum by introducing pupils to the vast range of career opportunities available within the field of computing. Pupils not only gain awareness of different roles in technology but also develop an understanding of specific career paths, such as programming, digital design, cybersecurity, and data analysis.

Through dedicated lessons and research activities, pupils explore and investigate various career options, enabling them to make informed decisions about how computing skills can open doors to future opportunities. This exposure inspires pupils to see computing not just as a subject, but as a pathway to exciting and innovative careers in an ever-evolving digital world.

Outcomes for Computing in our school

Know	Understand	Do
That they can use programs to accomplish specific goals.	How to design, write and debug programs that accomplish a specific goal.	Children will design, write and debug programs that accomplish a specific goal.
That they can solve problems by decomposing them into smaller parts.	How to solve problems by decomposing them into smaller parts.	Children will solve problems by decomposing them into smaller parts.
To use sequence, selection and repetition in programs.	How to use sequence, selection and repetition in programs.	Children will use sequence, selection and repetition in programs.
To use logical reasoning to explain how some simple algorithms work.	To use logical reasoning to explain how some simple algorithms work.	Children will use logical reasoning to explain how some simple algorithms work.
About different computer networks, including the internet.	About different computer networks, including the internet.	Children will use a variety of computer networks, including the internet.
That a variety of search technologies exist	How to use search technologies effectively.	Children will use search technologies appropriately and effectively.
To select, use and combine a variety of software.	How to select, use and combine a variety of software for an end goal.	Children will select, use and combine a variety of software to produce one outcome.
To use technology safely, respectfully and responsibly.	How to use technology safely, respectfully and responsibly.	Children will use their knowledge of e-safety to stay safe online.
That there are different career opportunities within computing.	Specific career opportunities within computing.	Children will explore and research different career options using computing.

Computing Knowledge Progression

Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Computing systems and networks	• To identify technology • To identify a computer and its main parts • To use a mouse in different ways • To use a keyboard to type on a computer • To use the keyboard to edit text • To create rules for using technology responsibly • To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information technology beyond school • To explain how information technology helps us	• To explain how digital devices function • To identify input and output devices • To recognise how digital devices can change the way that we work • To explain how a computer network can be used to share information • To explore how digital devices can be connected • To recognise the physical components of a network • To describe how networks physically connect to other networks • To recognise how networked devices make up the internet • To outline how websites can be shared via the World Wide Web (WWW)	• To explain that computers can be connected together to form systems • To recognise the role of computer systems in our lives • To identify how to use a search engine • To describe how search engines select results • To explain how search results are ranked • To recognise why the order of results is important, and to whom

	• To explain how to use information technology safely • To recognise that choices are made when using information technology	• To describe how content can be added and accessed on the World Wide Web (WWW) • To recognise how the content of the WWW is created by people • To evaluate the consequences of unreliable content	
Creating media	• To describe what different freehand tools do • To use the shape tool and the line tools • To make careful choices when painting a digital picture • To explain why I chose the tools I used • To use a computer on my own to paint a picture • To compare painting a picture on a computer and on paper • To say how music can make us feel • To identify that there are patterns in music • To experiment with sound using a computer • To use a computer to create a musical pattern • To create music for a purpose	• To explain that animation is a sequence of drawings or photographs • To relate animated movement with a sequence of images • To plan an animation • To identify the need to work consistently and carefully • To review and improve an animation • To evaluate the impact of adding other media to an animation • To explain that the composition of digital images can be changed • To explain that colours can be changed in digital images • To explain how cloning can be used in photo editing • To explain that images can be combined	• To explain what makes a video effective • To use a digital device to record video • To capture video using a range of techniques • To create a storyboard • To identify that video can be improved through reshooting and editing • To consider the impact of the choices made when making and sharing a video • To recognise that you can work in three dimensions on a computer • To identify that digital 3D objects can be modified • To recognise that objects can be combined in a 3D model • To create a 3D model for a given purpose • To plan my own 3D model

	• To review and refine our computer work	• To combine images for a purpose • To evaluate how changes can improve an image	• To create my own digital 3D model • To review an existing website and consider its structure • To plan the features of a web page • To consider the ownership and use of images (copyright) • To recognise the need to preview pages • To outline the need for a navigation path • To recognise the implications of linking to content owned by other people
Data and information	• To label objects • To identify that objects can be counted • To describe objects in different ways • To count objects with the same properties • To compare groups of objects • To answer questions about groups of objects • To answer questions about groups of objects • To recognise that objects can be represented as pictures • To create a pictogram	• To create questions with yes/no answers • To identify the attributes needed to collect data about an object • To create a branching database • To explain why it is helpful for a database to be well structured • To plan the structure of a branching database • To independently create an identification tool • To explain that data gathered over time can be used to answer questions	• To use a form to record information • To compare paper and computer-based databases • To outline how you can answer questions by grouping and then sorting data • To explain that tools can be used to select specific data • To explain that computer programs can be used to compare data visually • To use a real-world database to answer questions • To create a data set in a spreadsheet

	• To select objects by attribute and make comparisons • To recognise that people can be described by attributes • To explain that we can present information using a computer	• To use a digital device to collect data automatically • To explain that a data logger collects 'data points' from sensors over time • To recognise how a computer can help us analyse data • To identify the data needed to answer questions • To use data from sensors to answer questions	• To build a data set in a spreadsheet • To explain that formulas can be used to produce calculated data • To apply formulas to data • To create a spreadsheet to plan an event • To choose suitable ways to present data
Programming	• To explain what a given command will do • To act out a given word • To combine 'forwards' and 'backwards' commands to make a sequence • To combine four direction commands to make sequences • To plan a simple program • To find more than one solution to a problem • To describe a series of instructions as a sequence • To explain what happens when we change the order of instructions	• To explore a new programming environment • To identify that commands have an outcome • To explain that a program has a start • To recognise that a sequence of commands can have an order • To change the appearance of my project • To create a project from a task description • To identify that accuracy in programming is important • To create a program in a text-based language • To explain what 'repeat' means	• To explain how selection is used in computer programs • To relate that a conditional statement connects a condition to an outcome • To explain how selection directs the flow of a program • To design a program that uses selection • To create a program that uses selection • To evaluate my program • To define a 'variable' as something that is changeable • To explain why a variable is used in a program • To choose how to improve a game by using variables • To design a project that builds on a given example

	● To use logical reasoning to predict the outcome of a program ● To explain that programming projects can have code and artwork ● To design an algorithm ● To create and debug a program that I have written	● To modify a count-controlled loop to produce a given outcome ● To decompose a task into small steps ● To create a program that uses count-controlled loops to produce a given outcome	● To use my design to create a project ● To evaluate my project

Computing Long-Term Overview

Years 5-6	**Units**			
Year A (Year 5 scheme)	1. Computing systems and networks- systems and searching	2. Creating media- Video Production	3. Data and information- flat-file databases	4. Programming- Selection in quizzes
Year B (Year 6 scheme)	1. Creating media- webpage creation	2. Programming – Variables in games	3. Data and information- spreadsheets	4. Creating media- 3D modelling

Years 3-4	**Units**			
Year A (Year 3 scheme)	1. Computing systems and networks-connecting computers	2. Creating media- stop-frame animation	3. Data and information-Branching databases	4. Programming A-Sequencing sounds

Year B (Year 4 scheme)	1. Programming- repetition in shapes (Logo)	2. Creating media- Photo editing	3. Computing systems and networks- the internet	4. Data and information- data logging

GROW AND FLOURISH CURRICULUM **Years R-2**	**Units**			
Year A (Year 1 scheme)	1. Computing systems and networks- technology around us	2. Programming A- moving a robot 2.	3. Creating media-digital painting	4. Data and information- grouping data
Year B (Year 2 scheme)	2. Programming - Robot algorithms	3. Computing systems and networks- IT around us	4. Data and information- pictograms	5. Creating media- digital music

Computing Component Parts

PHASE	Cycle Year	COMPUTING UNITS
Rec/ Y1/Y2	A	**Computing systems and networks- IT around us** -What is IT? -IT in school. -IT in the world. -The benefits of IT. -Using IT safely. -Using IT in different ways. **Creating media- digital music** - How music makes us feel. -rhythms and patterns. -How music can be used? -Notes and tempo. -Creating digital music. -Reviewing and editing music.

		Data and information- pictograms - Counting and comparing. -Enter the data. -Creating pictograms. -What is an attribute? -Comparing people. -Presenting information. **Programming- Robot algorithms** - Giving instructions. -Same but different. -Making predictions. -Mats and routes. -Algorithm design. -Debugging.
	B	**Computing systems and networks- technology around us**

		- Technology around us - Using technology - Developing mouse skills - Using a computer keyboard - Developing keyboard skills - Using a computer responsibly **Creating media-digital painting** - How can we paint using computers? -Using shapes and lines. -Making careful choices. -Why did I choose that? -Painting all by myself. -Comparing computer art and painting. **Data and information- grouping data** - Label and match. -Group and count. -Describe an object. -Making different groups.

		-Comparing groups. -Answering questions. **Programming - moving a robot** - Buttons. -Directions. -Forwards and backwards. -4 directions. -Getting there. -Routes.
Year 3/4	A	**Computing systems and networks-connecting computers** - How does a digital device work? -What parts make up a digital device? -How do digital devices help us? -How am I connected? -How are computers connected? -What does our school network look like?

		Creating media- stop-frame animation - Can a picture move? -Frame by frame. -What's the story? -Picture perfect. -Evaluate and make it great! -Lights, Camera action! **Data and information-Branching database** **-** Yes or no questions? -Making groups -Creating a branching database. -Structuring a branching database. -Planning a branching database. -Two ways of presenting information. **Programming -Sequencing sounds** -Introduction to Scratch. -Programming sprites.

		-Sequences. -Ordering commands. -Looking good. -Making an instrument.
	B	**Computing systems and networks- the internet** -Connecting networks -What is the Internet made of? -Sharing information. -What is a website? -Who owns the web? -Can I believe what I read? **Creating media- Photo editing** - Changing digital images. -Recolouring. -Cloning. -Combining. -Creating. -Evaluating.

		Data and information- data logging - Answering questions. -Data collection. -Logging. -Analysing data. -Data for answers. -Answering my question. **Programming- repetition in shapes (Logo)** - Programming a screen turtle. -Programming letters. -Patterns and repeats. -Using loops to create shapes. -Breaking things down. -Creating a program.
Year 5/6	A	**Computing systems and networks- systems and searching** **- systems.**

		-Computer systems and us. **-Searching the web.** **-Selecting search results.** **-How search results are ranked?** **-How are searches influenced?** **Creating media- Video Production** - What is video? -Filming techniques. -Using a storyboard. -Planning a video. -Importing and editing video. -Video evaluation. **Data and information- flat-file databases** - Creating a paper based database. -Computer databases. -Using a database. -Using search tools.

		-Comparing data visually. -Databases in real life. **Programming- Selection in quizzes** - Exploring conditions. -Selecting outcomes. -Asking questions. -Planning a quiz? -Testing a quiz. -Evaluating a quiz.
	B	**Creating media- webpage creation** - What makes a good website? -Becoming a web designer. -Copyright or copyWRONG?. -How does it look? -Follow the bread crumbs. -Think before you link. **Creating media- 3D modelling**

		- Introduction to 3D modelling. -Modifying 3D objects. -Make your own name badge. -Making a desk tidy. -Planning a 3D model. -Make your own 3D model. **Data and information- spreadsheets** - Collecting data. -Formatting a spreadsheet. -What's the formula? -Calculate and duplicate. -Event planning. -Presenting data. **Programming – Variables in games** - Introducing variables. -Variables in programming. -Improving a game.

		-Becoming a games designer. -Design to code. -Improving and sharing.

History Intent

History at Stogursey is designed to provide pupils with a deep understanding of how the past has shaped the world they live in today. Our curriculum exceeds the ambition of the National Curriculum, offering a rich and diverse exploration of historical themes, events, and people, while making strong connections to our local history.

Stogursey itself was founded during the Norman invasion nearly 1,000 years ago, and our proximity to Bridgwater—a town steeped in historical significance—allows us to bring history to life through local stories, visits, and primary sources. The impact of major historical events, such as the Battle of Sedgemoor, is explored alongside long-standing rural traditions and changes in our community over time.

Our pupils develop a chronological understanding of key civilisations and historical periods, investigating their technological, scientific, cultural, and artistic achievements. They examine the causes and effects of change, continuity across different time periods, and the significance of key people and events. Through active enquiry, pupils develop their disciplinary knowledge as well as their substantive knowledge.

A key focus beyond 1066 is the theme of poverty over time, a deliberate choice that reflects the realities of our rural community. By studying poverty across different historical periods, pupils gain a meaningful perspective on social change, economic struggles, and resilience, allowing them to make connections between the past and the present.

Through visits to local sites, engaging investigations, and historical storytelling, our curriculum helps pupils develop the ability to think critically, articulate historical narratives, and understand how history shapes identity and society.

Beyond the National Curriculum

Our History curriculum exceeds the ambition of the National Curriculum by deepening pupils' understanding of local history and developing their ability to critically evaluate historical evidence. Pupils explore the **stories of their own community,** including the **Ackland-Hood family,** who played a pivotal role in the founding of Stogursey, and the origins of our school, embedding a strong sense of place and historical identity.

Additionally, pupils explore the role of **bias in historical interpretation**, understanding that accounts from the past are often shaped by the perspectives and motives of those recording them. Rather than seeing bias as a flaw, pupils learn that it provides valuable insight into the priorities and attitudes of different time periods. They engage in critical discussions about historical narratives, considering why certain versions of events are promoted over others and how history is sometimes rewritten for political or ideological reasons.

By the end of their time at Stogursey, pupils **think critically about the past, question sources with confidence, and actively engage in historical debate,** equipping them with the analytical skills needed to interpret both history and the world around them.

Outcomes for History in our school

These statements show what we want children to know, understand and do by the time they leave our school.

Know	Understand	Do
the different achievements of civilisations studied	technological, scientific, cultural and aesthetic achievements and their significance	Explain why those achievements were significant
the key developments and trends in the time periods studied and the impact of those changes	the positive and negative impacts of change	Explain causes and effects of change
how things have changed and stayed the same (continuity)	the reasons for change and continuity	Conduct enquiries into changes and their causes
some key people, events and periods in history	the significance of key people, events and time periods	Use different sources to grow knowledge of key people, events and time periods
where the time periods studied fit in relation to each other on a timeline	'the bigger picture' of what was happening in the world at different times	Order time periods on an overall timeline
some key dates of the periods being studied	AD and BC as a concept and key metric of chronology	Add and remember important dates to a timeline
key features of the time periods being studied	a wider range of key features and compare and contrast across time periods previously studied	Articulate what has been learned about key features of periods being studied
what different sources of evidence tell us about the time periods being studied	the significance of local stories and impact on the community	Visit and talk about local places of interest
the limitations of certain evidence	that despite our best efforts the full truth will probably never be known about the past and is open to interpretation	Interpret evidence including different viewpoints of the same thing being investigated (evidence, events, perception of person for example)
the local stories of our communities in greater depth (De Courcey family, the founding of the school)	pros and cons of primary and secondary sources	Choose evidence for enquiries for a purpose
that bias is useful in helping us to understand what was happening in the past.	people may have ulterior motives for telling a different version of events when it comes to History	Think critically about the content being presented and participate in rigorous discussions about it

History Knowledge Progression

See Grow and Flourish Documents for EYFS framework strands that link

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY KNOWLEDGE	**VARIOUS**	• **CAUSE & CONSEQUENCE-** Identify simple causes of events and describe basic consequences. • **CONTINUITY & CHANGE-** Identify basic aspects of life that have stayed the same or changed over time. • **SIMILARITY & DIFFERENCE-** Recognise simple differences between past and present lives. • **SIGNIFICANCE-** Understand that some people and events are considered important and explain why. • **EVIDENCE-** Recognise that we learn about the past from different sources.	• **CAUSE & CONSEQUENCE-** Recognise multiple causes and different consequences depending on perspective. • **CONTINUITY & CHANGE-** Compare changes over longer periods, understanding gradual and sudden changes. • **SIMILARITY & DIFFERENCE-** Compare different groups within the same historical period to understand diversity. • **SIGNIFICANCE-** Develop criteria to judge significance, recognising impact at the time and lasting effects. **EVIDENCE-** Begin to question sources, identifying types and considering reliability.	• **CAUSE & CONSEQUENCE-** Analyse short-term and long-term causes and consequences, linking them to wider contexts. • **CONTINUITY & CHANGE-** Evaluate the significance of changes, considering impact and continuity. • **SIMILARITY & DIFFERENCE-** Analyse complex social structures and how factors influenced lives in the same period. • **SIGNIFICANCE-** Critically assess significance, comparing impact using historical evidence. **EVIDENCE-** Evaluate and compare sources, considering perspective, bias, and reliability.

SUBSTANTIVE KNOWLEDGE	**Personal / Local History**	SIGNIFICANT PERSON: MARY ANNINING ● know who are significant people in our families ● know who significant people and places are in their own locality ● know who Mary Anning was and why she was significant ● Understand what 'significance' in history means ● Understand what is meant by evidence. TOYS ● Talk about the toys we play with today. ● Describe toys that other children play with. ● Look at old toys and say how they are different from new ones. ● Find out what toys our grandparents played with. ● Talk about who might have played with these toys in the past. ● Choose toys to put in a museum and explain why they are special. CHANGES WITHIN LIVING MEMORY	● Describe how Somerset has changed over time, including key historical, geographical, and economic developments. ● Explain how our school has changed over time, identifying significant events, changes in buildings, and shifts in its role within the community. ● Understand the founding of our school and its historical connection to water, exploring why water was important in its establishment and development. ● Explain the significance of Hinkley Point to our area, including its role in energy production, economic impact, and environmental considerations.	● Locate Sedgemoor on a map. ● Explain how we know the Battle of Sedgemoor took place using historical sources. ● Understand why James, Duke of Monmouth, wanted to be king. ● Describe what happened during the battle. ● Explain why the Battle of Sedgemoor is significant.

		● Look at old photos to see how our local area has changed. ● Compare buildings in the village, old and new. ● Spot features of old houses and modern houses. ● Put houses in order from oldest to newest. ● Ask people about their memories of the past. ● Talk about how things change over time. ● Use colours to show the order of events in time.		
	British History	ROYALTY ● Name some monarchs from the past. ● Say who the current monarch is. ● Explain what the line of succession means. ● Describe what happens at a coronation. ● Talk about who is in the Royal Family. ● Say why the monarch is important.	TUDOR POVERTY ● Explain the significance of poverty over time. ● Identify key periods of history over the past 1000 years. ● Compare the lives of royalty and paupers in Tudor times. ● Understand what the Old Poor Law was and how it affected people. VICTORIAN POVERTY ● Identify who the Victorians were and when they lived.	● Identify where the Roman Empire began. ● Explain who Julius Caesar was and his significance. ● Describe what a Roman soldier wore and why. ● Understand the importance of Hadrian's Wall. ● Explain who Boudicca was and why she rebelled. ● Describe why Britain has so many straight roads and their Roman influence.

		SIGNIFICANT EVENT BEYOND LIVING MEMORY: THE GREAT FIRE OF LONDON ● Describe what life was like in Stuart London. ● Explain what caused the Great Fire of London. ● Talk about how people reacted to the fire. ● Look at evidence to see how bad the fire was. ● Explain how the fire ended. ● Say what changes the King made after the fire.	● Compare the lives of royalty and peasants in Victorian times. ● Explain what Victorian workhouses were and their impact on the poor.	
	European and World History	OTHER CULTURES AND THEIR HISTORIES ● Talk about my own family history. ● Learn about other families and their histories. ● Find out about different cultures. ● Explore the cultures that make up the UK.	ANGLO-SAXONS & SCOTS ● To explore Britain's settlement by Anglo-Saxons and Scots ● To understand the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ● To know the Scots invaded from Ireland to North Britain (now Scotland) ● To know about the Anglo-Saxon invasions to	● Identify who the Ancient Greeks were and their impact on history. ● Explain who Alexander the Great was and why he is significant. ● Describe daily life in Ancient Greece, including work, food, and homes. ● Compare life in Sparta and Athens and explain key differences. ● Understand what the Ancient Greeks believed,

			create settlements and kingdoms ● To know Anglo-Saxon place names ● To know about Anglo-Saxon village life and art and culture ● To know about the Christian conversion – Canterbury, Iona and Lindisfarne VIKINGS ● Identify where and when the Vikings came from. ● Explain why the Vikings came to Britain. ● Describe how the Vikings traveled, including their longships. ● Understand what Danelaw was and its significance. ● Explain what Danegeld was and why it was paid. ● Describe Viking beliefs, including their gods and myths.	including their gods and myths. ● Compare the Ancient and modern Olympics, identifying key similarities and differences.
	Ancient History		Early Islamic Civilization ● Identify the countries that make up the Middle East.	Stone Age ● Recall prior knowledge about the Stone Age.

			• Locate Baghdad and explain its historical significance. • Compare Baghdad in 900 AD to London at the same time. • Describe the purpose and importance of the House of Wisdom. • Explain how Early Islamic ideas spread across the world. Ancient Egypt • Identify who the Ancient Egyptians were and when they lived. • Describe daily life in Ancient Egypt. • Explain the process and purpose of mummification. • Understand who Tutankhamun was and why he is significant. • Describe how the Ancient Egyptians wrote, including hieroglyphics.	• Explain the significance of cave paintings. • Compare modern homes to Stone Age dwellings. • Describe what Stone Age people ate. • Locate Skara Brae and explain its significance. Iron Age • Recall prior knowledge about the Iron Age. • Identify when the Iron Age took place. • Describe what a roundhouse is and how it was used. • Explain daily life in the Iron Age. • Describe what a hill fort is and why it was important. • Identify what Iron Age people ate.

			• Explain the religious beliefs of the Ancient Egyptians.	

HISTORY OVERVIEW

			Spring Term		**Summer Term**	
Year 5/6 Year A		STONE AGE		IRON AGE		ANCIENT GREECE
Year 5/6 Year B		ROMANS		BATTLE OF SEDGEMOOR		SHANG DYNASTY
Year 3/4 Year A	POVERTY- TUDORS		POVERTY- VICTORIANS		EARLY ISLAMIC EMPIRE	EGYPT
Year 3/4 Year B	SAXONS AND SCOTS		VIKINGS			STOGURSEY HISTORY
Year R/1/2 Year A			Mary Anning		Castles and royalty	
Year R/1/2 Year B	TOYS			GREAT FIRE OF LONDON		
Year R/1/2 Year C			MEMORIES			SEASIDE

HISTORY COMPONENT PARTS

PHASE	Cycle Year	Personal/ Local History	British History	European and World History	Ancient History
Rec/ Y1/Y2	A	**Significant local person: Mary Anning**	**Significant individuals: Castles/ Royalty**		
		• Significant people in our families • Significance • Mary Anning and her significance • Evidence about Mary Anning	• Monarchs • The current monarch • Line of succession • Coronation • The Royal Family • Significance of the monarch		
	B	**Changes within living memory: Toys**	**Significant event beyond living memory: Great Fire of London**	**Other cultures**	
		• Enquiry 1: What are our toys like today? • Enquiry 2: What are other people's toys like? • Enquiry 3: How can we tell these toys are old? • Enquiry 4: What were our grandparents' toys like and how do we know? • Enquiry 5: Who played with these toys a long time ago? • Toy Museum finish	• Life in Stuart London • Causes of the fire • Reactions to the fire • Evidence on the fire at its worst • The end of the fire • Changes made by the King afterwards	• My family history • Other families • Their history • Other cultures • Cultures that make up the UK.	
	C	**Significant event within living memory: memories**			

		• Local walk using photos • Comparing buildings in the village • Features of old houses and modern houses • Houses in chronological order • Interviewing people with memories of the past • Introduction to change • Colour coding by chronology			
Year 3/4	A		**Theme beyond 1066: Poverty**		**Early Islamic Civilisation/ Egyptians**
			TUDOR POVERTY • What is the significance of poverty over time? • What are the periods of History over the past 1000 years? • What was life like for royalty and paupers in Tudor times? • What was the old poor law? VICTORIAN POVERTY • Who were the Victorians? • What was life like for Royalty and peasants in Victorian times? • What were the Victorian Workhouses?		EARLY ISLAMIC • What countries make up the Middle East? • Where is Baghdad and what is its significance? • How different was Baghdad in 900AD compared to London? • What is the House of Wisdom? • How did Early Islamic ideas spread across the world? ANCIENT EGYPT • Who and when were the Ancient Egyptians? • What was life like in Ancient Egypt? • What is mummification?

					• Who was Tutankhamun? • How did Ancient Egyptians write? • What were the Ancient Egyptians' religious beliefs?
	B	**Water: The story of our school**	**The Struggle for the Kingdom of England**		

		• How has Somerset changed over time? • How has our school changed over time? • How was our school founded and what is the connection to water? • Why is Hinkley Point significant to our area?	ANGLO SAXONS & SCOTS • Who were the Saxons and Scots? • How have the Saxons and Scots influenced life today? • What was life like in an Anglo-Saxon village? • How do we know so much about Anglo-Saxon Britain? • What did the Anglo-Saxons believe in? • Why is Britain predominately a Christian country today? VIKINGS • Where did the Vikings come from and when? • Why did the Vikings come? • How did the Vikings travel? • What was Danelaw? • What was Danegeld? • What did the Vikings believe in?		
Year 5/6	A			**Ancient Greece**	**Stone Age to Iron Age**

				• Who were the Ancient Greeks? • Who was Alexander the Great? • What was daily life like in Ancient Greece? • Would you rather live in Sparta or Athens? • What did the Ancient Greeks believe? • Olympics then and now?	STONE AGE • What do we already know about the Stone Age? • What is the significance of cave paintings? • How are our homes different to Stone Age dwellings? • What did Stone Age people eat? • Where and what is Skara Brae? IRON AGE • What do we already know about the Iron Age? When was the Iron Age? • What is a round house? • What did Iron Age people do all day? • What is a hill fort? • What did the Iron Age people eat?
	B	**Battle of Sedgemoor**	**Romans**		**Shang Dynasty**
		• Where is Sedgemoor? • How do we know the Battle of Sedgemoor took place? • Why did James Duke of Monmouth want to be King? • What happened at the battle? • Why is this battle significant?	• Where did the Roman Empire begin? • Who was Julius Caesar? • What did a Roman soldier wear and why? • Why was Hadrian's wall so important? • Who was Boudicca and why did she rebel?		• How do we know about the Shang Dynasty? • How did the Shang Dynasty begin? • What was life like for people in the Shang Dynasty?

			• Why does Britain have so many straight roads?		• What did the Shang people believe? • How were the Shang people's beliefs similar and different to other people at the time? • Who was Fu Hao? • How did the Shang Dynasty end? • How do empires collapse? • What were the accomplishments of the Shang Dynasty? • What were the major cities of the Shang Dynasty?

Geography Intent

Geography at Stogursey is an exciting and empowering journey, designed to broaden pupils' horizons and inspire a lifelong curiosity about the world beyond our village. Our curriculum takes pupils from the familiar landscapes of our rural surroundings to the vast diversity of national and international locations, ensuring they develop a deep, connected understanding of the world.

Many of our pupils grow up with rich rural locational knowledge, and our curriculum builds on this by deliberately moving from local, to national, to global, so that as pupils grow, their awareness of the world expands with them. However, we recognise that not every child will have had the

opportunity to travel beyond our village—and that's where Geography has the power to inspire. By exploring global locations, cultures, and environments, our curriculum fuels ambition and curiosity, encouraging pupils to want to see the world for themselves rather than feeling isolated in their immediate surroundings.

Pupils develop strong locational knowledge, learning to accurately place key locations around the world in relation to Stogursey and other areas studied. They explore global phenomena, from climate change to natural disasters, learning how these occur, why they matter, and how they shape the places we study. Through vivid comparisons, pupils build a rich picture of similarities and differences between places, understanding not just where places are, but why they are the way they are.

Our curriculum ensures pupils develop a deep understanding of both human and physical geography, recognising the benefits and challenges of different environments. Pupils investigate the impact of human activity on the planet, understanding how people interact with and shape the world's natural resources. Fieldwork is a key part of our approach, equipping pupils with the skills to conduct meaningful geographical enquiries, using the right methods to gather and analyse data.

By the end of their time at Stogursey, pupils won't just know where places are on a map—they will understand why geography matters. They will have the knowledge, curiosity, and skills to navigate the world with confidence, seeing it not as something distant, but as something they have the power to explore and influence.

Beyond the National Curriculum

Our Geography curriculum goes beyond the National Curriculum by ensuring pupils develop a deep awareness of the **climate emergency** and their role in shaping a sustainable future. Pupils explore **what is needed to reverse climate change**, analysing the consequences of inaction and identifying practical, positive steps they can take to contribute to global and local solutions.

Additionally, pupils learn how to **minimise their environmental impact when engaging in outdoor activities**, such as **Forest School activities and Stogursey Adventurers**, balancing the benefits of outdoor education with responsible environmental stewardship. By participating in outdoor learning responsibly, pupils develop an appreciation for nature while understanding how their actions contribute to the protection of natural spaces.

Outcomes for Geography in our school

Know	Understand	Do
key places' locations in the world in relation to other places known	how near or far away from Stogursey these places are	locate places around the world accurately

global phenomena and the processes by which they happen	using specific terminology, how these phenomena are caused and the consequences for them occurring	explain how the phenomena studied are created, change and happen
different places by Geographical grouping such as countries, continents, tropics and biomes	where these places are in the world in relation to areas studied	build own picture of where places are around the world
significance of specific places in relation to global phenomena being studied	why places are the way they are and why they cause certain phenomena	explain the significance of places and phenomena being studied
similarities and differences between places being studied	why places are similar and different to each other	build a picture of what places are like around the world, describing vividly
human and physical geography features	the benefits and drawbacks of such aspects of human and physical geography being studied	describe human and physical geography and explain their importance in enquiries
the impact of human activity on the planet	the causes and consequences of human activity	explain how humans make use of natural resources including other humans
the benefits of different methods of fieldwork	the benefits of using different fieldwork methods when investigating places	choose the right method for successful completion of fieldwork
about the climate emergency	what is needed to reverse climate change and the consequences of not doing enough	take positive action on the climate emergency
about minimising your impact on the environment when conducting outdoor activities (Forest School activities, Adventurers for example).	the benefits to learning of outdoor education, balanced with minimising impact.	participate responsibly in outdoor education

Geography

Knowledge Progression

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2

DISCIPLINARY KNOWLEDGE	**Asking Geographical Questions**	● Begin asking simple geographical questions (e.g., 'What is this place like?' 'Who lives here?').	● Ask more detailed questions about processes and changes (e.g., 'Why do rivers flow?' 'What might happen if...?').	● Frame complex questions involving relationships and predictions (e.g., 'How does human activity impact ecosystems?' 'What might happen to coastal areas in 50 years?').
	Analysing Places	● Identify features of familiar and unfamiliar places using visual aids like pictures or maps (e.g., 'What do we see in the countryside versus a city?').	● Compare and contrast different places, considering human and physical features (e.g., rural vs. urban, tropical vs. polar regions).	● Analyse places using multiple data sources, such as maps, graphs, and written information, to identify interconnections (e.g., trade routes and their environmental impact).

	Using Geographical Evidence	● Use basic visual and tangible evidence, such as photographs or models, to discuss places.	● Interpret maps and simple graphs to gather information about geographical features or processes.	● Evaluate complex sources like GIS data, satellite imagery, and statistics to draw conclusions about global issues.
	Understanding Processes	● Learn about simple natural processes (e.g., rain falls from clouds, rivers flow to the sea).	● Explain basic interactions between natural processes and human activity (e.g., farming and rainfall patterns).	● Investigate complex systems, such as climate change, and how interdependent processes affect local and global environments.
	Decision Making	● Begin discussing simple choices related to places (e.g., 'Where should we build a school in our town?').	● Explore pros and cons of different geographical decisions using structured frameworks (e.g., building a dam).	● Engage in critical evaluations of decisions, considering social, economic, and environmental impacts (e.g., urban expansion vs. conservation).

	Communicating Geographical Understanding	● Share ideas about places and features using simple language and drawings.	● Present geographical findings using labelled diagrams, basic charts, and short written explanations.	● Construct structured arguments using a variety of formats, such as reports, debates, or presentations.

SUBSTANTIVE KNOWLEDGE	**Locational Knowledge**	● 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 United Kingdom and its surrounding seas	● 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
	Place Knowledge	● understand geographical similarities and differences through studying the	● understand geographical similarities and	● understand geographical similarities and

		human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	differences through the study of a region within North America
	Human and Physical Geography	● use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	● physical geography, including: rivers and the water cycle ● human geography, including: types of settlement and land use,	● physical geography, including: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes ● 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
	Geographical skills and Fieldwork	● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	● use maps, atlases, globes and digital/computer mapping to locate countries and

		● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ● use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	● 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 and plans	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 OVERVIEW

			Spring Term		**Summer Term**	
Year 5/6 Year A	SPACE RACE- USA		SPACE RACE- RUSSIA		GREECE TODAY	
Year 5/6 Year B	COASTLINES		MOUNTAINS AND VOLCANOES		CHINA TODAY	
Year 3/4 Year A		THE THIRD WORLD- KENYA		Qatar - Richer nations		
Year 3/4 Year B		WATER- RIVERS			EUROPE	
Year R/1/2 Year A	Where we live					Weather
Year R/1/2 Year B			UNITED KINGDOM		OTHER CULTURES	
Year R/1/2 Year C	Friends and family					SEASIDE

Geography Component Parts

PHASE	Cycle Year	Places and locations	Processes
Rec/ Y1/Y2	A	**Where we live and Space and our planet**	**Seasons and weather**
		• What is a map? How do we use a map? • Looking at the classroom environment and what features and landmarks make up our school. • Drawing a floor plan of the classroom. • Looking at the school environment and what features and landmarks make up our school. • Drawing a map of the school with the classrooms, playground, field, orchard etc. • Looking at the village environment and what features and landmarks make up our village. • Drawing a map of the village. • Use our maps to go for a walk of the village looking for the features and landmarks along the way. Linked to seasonal changes. • •	• Latitude and longitude • Weather types • Clouds, precipitation and wind • The seasons
	B	**United Kingdom (London)**	

		• Mapping the UK • Location of capital cities • Seasons and weather • Physical geography of the UK • Coasts • Settlement hierarchy (cities, conurbation, town, village, hamlet) • London's population • Human geography • Attractions in London • River Thames	(Constantly revisit seasons and weather)
		Contrasting countries	
		• Maps, atlases and globes • Continents and oceans • Hot and cold areas of the world • Human and physical geography • Poles and the equator • Global connections	(Constantly revisit seasons and weather)
	C	The Seaside	
		• What oceans make up the word and which continent is the UK in? • Which continent do we live in? • Which are the cold and warm oceans? • Which animals live in the waters? • Human/physical features of the seaside. • Human/physical features of seaside trip.	
Year 3/4	A	The Third World (Kenya) and Richer nations (Qatar)	

		• Where is Africa? Where is Kenya? • What is the weather and climate like in Kenya? • What animals live in Kenya? • What physical features make up the landscape of Kenya? • What are the people of Kenya like? • Where is Asia? Where is Qatar? • What is the weather and climate like in Qatar? • What is the wildlife like in Qatar? • What physical features make up the landscape of Qatar • What is life like in Qatar?	
	B	Europe	Rivers
		• -What are continents, countries and oceans? • -Enquiry 1: What is Europe like? • -Enquiry 2: How does Lonlay L'Abbey compare to Stogursey? • -Enquiry 3: How is Europe the same yet different? • -Enquiry 4: How does Italy compare to the UK? • -Final assessment	• Where is the River Parrett? • What are the topographical features of the River Parrett? • What are the human features of the River Parrett? • How has the River Parrett changed the land? • What changes have been made to prevent further flooding?
Year 5/6	A	THE SPACE RACE: Climate zones, biomes and distribution of resources (Can be done in two parts)	

		• **Biomes** • **The Americas** • **Europe including Russia** • **Africa** • **Recap lines of latitude and longitude** • **Oceania and Antarctica** • **Asia** • **Tropics and climate zones** • **Physical geography around the world** • **Human use of resources** • **Transport**	
		Greece Today	
		• **Where is Greece?** • **What is the climate like in Greece?** • **What foods come from Greece?** • **Why is Greece a popular tourist destination?**	
	B	**China Today**	**Mountains and volcanoes**
		• Where is China in the world? • What is the human impact on China's physical geography? • What is the impact of China's rapid economic growth? • What are China's famous tourist attractions? • What is the culture in China like?	• -Enquiry 1: continents, countries and oceans • -Enquiry 2: What is it like to live in mountainous areas? • -Enquiry 3: What is it like to live near volcanoes? • -Enquiry 4: What is the impact of volcanoes and mountains on our planet? • -Final assessment

Science Intent

Science at Stogursey is designed to develop curiosity, deepen understanding, and equip pupils with the skills to think and work like scientists. Our curriculum ensures that pupils not only learn scientific facts but also develop the ability to question, investigate, and evaluate evidence critically.

Pupils explore the three key disciplines of science—biology, chemistry, and physics—through a carefully sequenced curriculum that builds knowledge and understanding of key scientific concepts. They study living things, including the human body, plants, microorganisms, and ecosystems, investigating how life functions and adapts to environmental changes. They explore the physical world, from the properties of materials and states of matter to forces, electricity, and the solar system, making meaningful connections between theory and real-world applications.

At the heart of our approach is working scientifically. Pupils develop an understanding of the five types of scientific enquiry—observation over time, fair testing, identifying patterns, research using secondary sources, and classifying. They learn to design and conduct their own investigations, considering variables, selecting appropriate equipment, and collecting reliable data. They understand the importance of proving or disproving scientific ideas through robust evidence and develop the ability to evaluate and explain their findings critically.

By embedding scientific enquiry into every unit, we ensure pupils become confident in asking and answering scientific questions, choosing appropriate methods to test ideas, and analysing results with accuracy. They learn that science is an evolving discipline where new discoveries refine our understanding of the world.

Through hands-on investigations, real-life applications, and a focus on problem-solving, we foster a love of discovery and equip pupils with the skills and mindset to navigate an ever-changing scientific landscape. By the time they leave Stogursey, pupils will not only understand science but will have the confidence to explore, question, and challenge ideas—essential skills for the future.

Beyond the National Curriculum

Our Science curriculum extends beyond the National Curriculum by preparing pupils **not just to learn science, but to think, talk, and behave like scientists**. Pupils explore how scientific enquiry and critical thinking are essential skills in a wide range of careers, from medicine and engineering to environmental science and technology.

Through our **partnership with Hinkley Point C**, pupils gain insight into how **scientific innovation, engineering, and sustainability are shaping the future of energy and industry**. This real-world connection ensures that pupils see the relevance of science in their everyday lives and the opportunities available to them within STEM careers.

Pupils also develop a deep understanding of **soil science and food production**, crucial knowledge in our **farming community**. They **explore different soil types and their properties**, understanding their role in agriculture, sustainability, and local industry. Pupils **apply this knowledge**

practically, choosing the best soil types for growing plants and understanding the factors that contribute to successful food production.

Through carefully structured discussions and practical investigations, pupils learn to **use the language of scientists**, articulating their findings with precision and confidence. They are encouraged to **apply scientific thinking to real-world problems**, understanding that science is a dynamic, evolving field where curiosity and evidence drive progress.

By embedding **scientific habits of mind**—questioning, investigating, testing, and evaluating—our curriculum ensures that pupils develop the ability to **approach challenges methodically, think critically, and communicate ideas effectively**, equipping them for future learning and careers where scientific literacy is essential.

Outcomes for Science in our school

Working Scientifically outcomes

Know	Understand	Do
That there are 5 different types of Scientific enquiry	What the strengths and limitations are of each enquiry	Confidently carry out each of the 5 enquiries
That scientific ideas have to be proven/ disproven using evidence	Whether a suggested investigation will be robust enough to prove/ disprove any scientific idea	Carry out investigations to test Scientific ideas
That asking a scientific question with the intention of answering it is an effective starting point	That questions need to be appropriate for the enquiry and to enable the scientific idea to be proven/ disproven	Ask quality scientific questions
That choosing a most appropriate enquiry will help answer the question	Whether a suggested enquiry type will sufficiently prove/ disprove any scientific idea	Choose one of the 5 types of enquiries to test a Scientific idea
That recognising and controlling variables produces more accurate results	What dependent and independent variables are	Identify and control variables
That choosing scientific equipment also produces accurate results	That there is a range of equipment and their uses	Accurately use scientific equipment
That the collection of data provides evidence to prove and disprove hypotheses	That data collection must be fair and accurate and sometimes repeat readings are required	Collect different sorts of scientific data proficiently

That evaluation and explanation of data is crucial in proving/ disproving a scientific idea	Where evidence proves and does not prove a scientific idea. Also, to understand where evidence is inconclusive.	Evaluate and explain scientific data stating whether it proves or disproves scientific ideas
That next steps offer further insights into the phenomena being studied.	Next steps may be to repeat the test or to test a different variable.	Decide on next steps
That certain career pathways require children to think, talk and act like a scientist.	The language of being a scientist.	Think, talk and behave like a scientist.

Science content outcomes

Know	**Understand**	**Do**
the functions of the main parts of the digestive, musculoskeletal and circulatory systems ; know the different reproductive processes and life cycles in animals	how these parts help towards fulfilling the life processes and in order to stay alive	name and describe the functions of the main parts of the digestive, musculoskeletal and circulatory systems ; and describe and compare different reproductive processes and life cycles in animals
the effects of diet, exercise, drugs and lifestyle on how the body functions	what constitutes a healthy body and an unhealthy one	describe the effects of diet, exercise, drugs and lifestyle on how the body functions
the main parts of plants, including those involved in reproduction and transporting water and nutrients	the importance of the different parts of a plant	name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients
the observable features of plants, animals and microorganisms	the different classifications for different plants and animals	use the observable features of plants, animals and microorganisms to group, classify and identify them into broad groups, using keys or other methods
how food chains work	the relationships between producers, primary and secondary consumers, identifying prey and predators	construct and interpret food chains
the requirements of plants for life and growth ; and know the impacts both positive and negative of environmental changes to plants	preferable conditions for living things to thrive	describe the requirements of plants for life and growth ; and explain how environmental changes may have an impact on living things
how things change over time using the concepts of inheritance, variation, adaptation and evolution as evidence for this	the basic ideas of inheritance, variation, adaptation and evolution	use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved ; and describe how fossils are formed and provide evidence for evolution

properties of everyday materials including different types of rocks	Where evidence proves and does not prove a scientific idea. Also, to understand where evidence is inconclusive.	group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties
different soil types and the potential for growing food	Why plants may thrive or not thrive in different sorts of soil	choose different soil types for growing plants in order to grow food
the states of matter, how they change and where we see evidence of this in everyday life	How state changes happen using real-life examples	describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle
what dissolving is	The usefulness of separating mixtures out	identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components
the difference between reversible and irreversible changes	Why some changes are reversible and others are irreversible	identify, with reasons, whether changes in materials are reversible or not
how we see and the concept of light and shadows	the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation , shape and size of shadows	show how light travels in scientific diagrams
how sounds are made and heard	the idea that sounds are associated with vibrations, and that they require a medium to travel through	show how sound travels in scientific diagrams
how pitch and volume are created and can be changed	the ideas of pitch and volume	describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source
examples of contact forces and those that act at a distance and gravity	examples of different sorts of forces	describe the effects of simple forces that involve contact (air and water resistance, friction) , that act at a distance (magnetic forces, including those between like and unlike magnetic poles) , and gravity

how levers, gears and pulleys work	how forces can be altered using levers, gears and pulleys	identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force
how simple circuits work	how electrons flow through components within a simple circuit	use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams
the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and how day and night happens.	other astronomical phenomena including the phases of the moon, seasons and shadow lengths as proof of the time of day	describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night.

SCIENCE KNOWLEDGE PROGRESSION/ COMPONENT PARTS

PHASE	Cycle Year	Working scientifically	Animals including humans	Living things and their habitats	Plants	Materials and properties	Seasonal Changes
Rec/ Y1/Y2	A	Ask questions Collect data Observe Notice patterns Record findings **Possible investigations** **Sorting keys/hoops for different animals (minibeasts)** **Which material is best for … (an umbrella) materials**	**My brilliant body (to include RSHE)** ● Recognise and compare main external parts of the human body ● Describe other animals and what they look like ● Importance of hygiene, washing hands, cleaning teeth, showering	**Marvellous minibeasts** ● Sort animals on observed characteristics ● Explain difference between animals including fins, arms, skin, feathers, scales etc… ● Know that some animals are carnivores/herbivores and omnivores ● Identify that most living things have habitat ● Explore simple food chains and interdependence within a habitat	**Growth and care** ● Observe and describe how seeds and bulbs grow into mature plants ● Explore the importance of water, light and temperature for plants to grow and stay healthy.		**Weather and seasons** ● Observe changes across the four seasons ● Observe and describe weather associated with the seasons ● Observe and describe how day length varies

		Weather diaries (weather and seasons)					
	B	Ask questions Collect data Observe Notice patterns Record findings **Possible investigations** **Observation – Let it grow**	**Growth** ● Understand animals have offspring that grow into adults ● Compare differences between animals and how they grow ● Explore simple life cycle of a human (baby/toddler/child/adolescent/adult) **Diet and health** ● Explore basic needs of animals for survival (water, food, air) ● Importance of exercise for health			**Exploring uses everyday materials** ● Know the difference between an object and its material ● Name a variety of materials	

			• To begin to know which foods are good for us and what can make us unwell • Understand how medicine can make is better			• Describe simple physical properties of everyday materials • Compare and group everyday materials based on simple physical properties • Explore suitability of everyday materials use particular uses • Find out how the	

						shapes of solid objects can be changed	
	C	Ask questions Collect data Observe Notice patterns Record findings **Possible Investigations** **Collecting – totally natural** **Changes in shape of dough, when dropping it (forces)**	**Senses** ● Identify, name and draw basic body parts associated with each of our senses ● Explore sense of smell, taste, touch, sight and hearing	**Animals** ● Identify differences between what is alive, dead and never been alive ● Explore habitats, discussing adaptations can a polar bear live in a forest?	**Introduction to Plants** ● Identify and name a variety of common plants and trees ● Identify and describe the basic structure of a flowering plant and tree	**Forces and fun (machines/toys)** ● To compare how different thing move ● Notice and describe how things are moving, slowly, quickly ● Sort objects (toys) according	

						to how they move • Identify pushes ,pulls and twists • Identify pushes and pulls in the classroom	

Science – KS2 lower

PHASE	Cycle Year	Working scientifically	Animals including humans	Living things and their habitats	Plants	Materials and properties	States of matter	Electricity
3/4	A	Ask questions Collect data Observe	**Life cycles (to include RSHE)** • Identify what a life cycle is	**Classifying living things and their habitats (to include RSHE)** • Construct and	**Helping plants grow well** • Explore what green plants need to stay alive	**Forces and magnets** • Understand that force is push, pull or a combination creating a		

		Notice patterns Record findings **Possible investigations** **What happens if a plant has no leaves?** **What happens to our teeth if they are not cleaned? (eggs different drinks)** **Celery in food**	• Explore life cycle of plant • Explore life cycle of frog/butterfly looking at metamorphosis • Explore how humans change over their life time • How do animals reproduce including egg laying, live birth and metamorphosis	interpret a variety of food chains, identifying producers, consumers, predators and prey (Food chains) • Understand how to group living things and identify them using classification keys	• Study the importance of leaves • Study importance of roots (how water is transported) • To name parts of the flower and what they do (Parts of a plant) • Explore germination/pollination/seed dispersal (Reproduction and Fertilisation and dispersal)	twist (What is force?) • Compare how things move on different surfaces (friction) • Observe how magnets attract and repel (Magnetism) • Describe poles in terms of magnets **Rocks and soils** • Compare and group different kinds of rocks (sedimentary, metamorphic and igneous) (Rocks) • Describe how fossils are formed		

		colouring to explore how water moves around a plant (plants)	**Food and digestion and Bones – How do we move? Teeth** • Identify that humans and some animals have skeletons and muscles for support, protection and movement (The human skeleton) (Joints and muscles) • Identify animals, including humans need the right types	(Classifying living things) • Recognise how changes in the environment affect living things		• Recognise that soils are made from rocks and organic matter (Soil)		

			of nutrition (Diet and exercise) • That they can't make their own food and get nutrition from what they eat • Describe simple functions of digestive system (The digestive system) • Identify different types of teeth in humans and their functions. (teeth)					

	B	Ask questions Collect data Observe Notice patterns Record findings **Possible investigations** **Find patterns in how shadows can change/plot movement throughout the day (light)**				**Light and sound** ● Recognise that light is needed to see things (What is light?) ● To understand that light is reflected from surfaces (Reflection) ● Know that shadows form when light is blocked (Shadows) ● Recognise that light from sun is dangerous and we must protect our eyes ● Identify how sound is made (What is sound?)	**Solids, liquids and gases** ● Compare and group materials together, according to their state (Solid, liquid and gas) ● Observe changes of state due to heating and cooling (Changes of state) (Separation by evaporation) ● Understand the impact of temperature in the	**Electricity** ● Identify appliances that run on electricity ● Construct simple series electrical circuits, identifying and naming parts (Series and parallel circuits) ● Identify if a circuit would allow electricity to flow ● To understand and recognise common conductors and insulators (Conductors and dangers of electricity)

		Create own water cycles (solids, liquids and gasses) **Creating complete circuits investigating materials that are conductors or insulators (electricity)**				• Understand how sound travels (waves) (Changing pitch and how does sound travel?)	water cycle	

Science – KS2 upper

PHASE	Cycle Year	Working scientifically	Animals including humans	Living things and their habitats	Plants	Materials and their properties	Earth and space	Electricity
5/6	**A**	Ask questions Collect data Observe Notice patterns Record findings **Possible investigations** **Moon dairy** **Total eclipse of my lid** **Candle with care**	**Human life cycles (to include RSHE)** ● Describe changes as humans develop to old age (Life Cycles) ● Describe the life processes of reproduction in some plants and animals (Reproduction)	**Living things and their habitats** ● Describe the differences in life cycles between mammal, amphibian, insect and bird (Life Cycles) ● Explore habitat destruction and its impact on animals ● Describe how living things are classified into groups according to common observable characteristics, including microorganisms (Why classify?)		**Light** ● Recognise that light appears to travel in straight lines (What is light?) ● Explain that light travels from a source, to our eyes or from a source to an object and then to our eyes. Use this idea to link to how	● Begin to observe the changes over time of the movements of the Moon relative to Earth. ● Understand what the Solar System is (Solar System) ● Explain day and night (Sun and Earth)	● Use recognised symbols when drawing circuit diagrams ● Compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers

				• Give reasons for classifying animals (Classification Keys)		we see by reflection • To know that shadows are the same shape as the objects that cast them (The sun as a light source) • To recognise the differences between transparent, opaque and translucent	• Understand what a constellation is. (Beyond the solar system) • Draw conclusions from the observations of changes over time relating to the movements of the Moon relative to Earth. (The Moon)	(Electrical circuits?) • Discuss voltage and cells
	B	Ask questions Collect data	**Heart and Health, Blood and transportation**		**Plants** • Describe the ways in which	**Forces** • Explain the force of gravity and		

		Observe Notice patterns Record findings **Possible investigation** **Filtering mixtures coffee, sugar, water** **Sand, mud, water** **Utterly gene-ius**	• Identify and name the main parts of the human circulatory (The circulatory system) • Describe the functions of the heart, blood vessels and blood • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function		nutrients and water are transported within plants • Explore habitat destruction and its impact on plants • Describe how living things are classified into groups according to common observable characteristics, including plants • Give reasons for classifying plants	impact on a falling object (Gravity) • Identify effects of air resistance, water resistance and friction (Friction) • Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect (Gears and pulleys)		

					• Identify how plants are pasted to suit their environment in different ways			

Science Overview

Years 5-6	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year A	Earth and Space		Electricity (Y6) Light (Y6)		Human Life Cycles Living Things and their habitats	
Year B	Materials and change		Forces Evolution and Inheritance		The Heart and Health Blood and Transportation	

Years 3-4	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year A	Forces and magnets		Food and Digestion		Life Cycles/	

	Rocks and soils	Classifying Living Things & their habitats	Helping Plants Grow well
Year B	Solids, liquids and gases	Sound Light	Electricity

GROW & FLOURISH **Years R-2** **Seasonal changes throughout**	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year A	Intro to Seasonal changes	Animals including humans	Living things in their habitats	Exploring uses of everyday materials	Plants: Growth and Care	
Year B	Intro to Seasonal changes	Diet and health	Exploring changes in materials		Growth/ Weather and seasons	
Year C	Intro to Seasonal changes	Materials	Forces	Animals including humans: classifying and grouping	Plants	Animals and habitats


Physical Development
Expressive Arts and Design
Literacy
Understanding the World
Personal, Social and Emotional Development
Mathematics
Communication & Languages

PSHE Intent

PSHE at Stogursey equips pupils with the knowledge, skills, and attitudes to navigate the complexities of life in the 21st century, preparing them to thrive as confident, respectful, and active members of society. Delivered through the Kapow programme and the No Outsiders framework, our curriculum ensures that children develop a deep understanding of health, safety, relationships, and financial wellbeing while fostering respect for diversity and inclusion.

The Kapow scheme provides a broad and progressive programme, covering families and relationships, health and wellbeing, safety and the changing body, aligning with statutory guidance. It promotes key life skills, such as resilience, critical thinking, and self-regulation, while reinforcing the values of democracy, rule of law, respect, tolerance, and individual liberty. Lessons are structured to revisit and build upon prior learning, ensuring progression and depth across year groups.

This is enriched by No Outsiders, which teaches children about diversity, equality, and the protected characteristics of the Equality Act through engaging, age-appropriate picture books. These lessons help children explore concepts such as equality, acceptance of differences, addressing issues like sexism, racism, ageism, and the diversity of families. By fostering empathy and understanding, the programme prepares pupils for life in modern Britain and ensures that every child feels a sense of belonging.

Together, these programmes create a cohesive and comprehensive PSHE curriculum, enabling pupils to make informed choices, form positive relationships, and engage constructively with their communities. Through meaningful discussions, real-world applications, and reflective opportunities, our curriculum empowers children to become thoughtful, considerate, and responsible citizens, ready to contribute to an inclusive and interconnected world.

We have also planned sequences of work for specific year groups as well as for specific reactive circumstances such as national crises. The need for such work arose out of the COVID19 pandemic of 2020/21 and the perceived threat of war by Russia in 2022 and the anxiety our community felt as a result.

Beyond the National RSHE Framework

Our PSHE curriculum goes beyond the National Framework to address specific needs identified within our community, ensuring pupils are equipped with the skills and knowledge to thrive in modern society. **The Equality Act and its protected characteristics are a central focus**, fostering respect, acceptance, and an appreciation for the diversity that makes each individual unique. This is particularly important in promoting inclusion and harmony within our school and local context.

We also prioritize teaching pupils to accept and value the diverse identities people may hold, helping them to challenge stereotypes and build empathy. Additionally, **financial literacy** is emphasized to address gaps in understanding how money works, the risks of financial decisions, and the potential **impact of poor financial management.** This focus equips pupils with essential life skills to navigate financial responsibilities effectively.

These areas have been carefully chosen because they reflect the specific needs of our community, ensuring that pupils leave school as respectful, informed, and responsible individuals who are well-prepared for the complexities of life beyond the classroom.

Outcomes for PSHE in our school

These statements show what we want children to know, understand and do by the time they leave our school.

Know	**Understand**	**Do**
About the spectrum of career opportunities	People have many choices to succeed in life.	To experience new things and be open to change
That being able to articulate yourself aids in self-regulation of emotions but also expressing identity, diversity, race, and safety.	The language of emotions, identity, diversity, race, and safety under guidance of emotionally-available adults.	To engage in our front-line mental health service in school to maintain strong mental health
Examples of healthy relationships and start to detect unhealthy ones (peer pressure, genuine bullying)	To understand how friendships work, change sometimes for the best and not the best.	To continuously work on friendships, creating quality new ones, maintaining existing ones and breaking ones amicably when they aren't working out and to seek help if experiencing or witnessing bullying.
About good and poor mental health and cope better with change.	To understand that trauma, stress and physical factors can affect mental health.	Build protective factors to offset trauma, be compassionate and start to be emphatic, self-regulating with emotionally available adults.
About the importance of physical health, supported by adult guidance.	To understand the benefits of a healthy and physical lifestyle.	To take part in a healthy lifestyle.
Areas of the body that are private; how the body grows and changes over adolescence.	To understand physical and emotional changes and what is acceptable and not acceptable when talking about private parts of the body.	To comply with safeguarding rules in and out of school
What could improve well-being.	To understand what affects your wellbeing.	To start to take ownership of own wellbeing.

That people may have a different identity, race, family background, sexuality, what stereotypes and discrimination are, the Equality Act and some of the protected characteristics. To know values that are important to them.	To understand the negative impact that stereotypes and discrimination has on individual and the wider world.	To seek adult help to challenge stereotypes and discrimination.
How it feels to belong to a community	That belonging to a community is a key tool of wellbeing and that membership changes	To continually develop your place in the community.
Accept different identities people may have.	Accepting who you are is another key to wellbeing.	To value their's and other's identity.
About different types of families.	That families should provide stability, love and security.	To contribute towards a positive functioning home-life
How to stay safe online.	The opportunities and risks online.	Carry out the online safety messages being taught in and out of school.
How money works, risks and the impact of poor financial decisions.	Positive and negative outcomes associated with financial risk.	To be enterprising, motivated and graft. Work hard but be kind on themselves and others in the pursuit of a successful career and money.

PSHE Knowledge Progression

Strands	Reception/ Year 1/2	Year 3/4	Year 5/6
Family and Relationships	• To name and describe the different members of our families. • To understand that families look after us. • To know that we share toys so that everyone feels involved and no one feels left out or upset.	• To know that families are varied in the UK and across the world. • To understand that I can talk to trusted adults or services such as Childline if I experience family problems. • To know that violence is never the right way to solve a friendship problem.	• To know that marriage is a legal commitment and is a choice people can make. • To know that if I have a problem, I can call Childline on 0800 1111.

	● To understand that different people like different things. ● To understand that all people are valuable. ● To know that it is important to help, listen and support others when working as a team. ● To know that it is important to tell the truth ● To know some words to describe how people are related (e.g., aunt, cousin). ● To know that some information about me and my family is personal. ● To know that families can be made up of different people. ● To know that families may be different to my family ● To understand some characteristics of a positive ● friendship. ● To understand that friendships can have problems but that these can be overcome. ● To know some problems which might happen in friendships. ● To understand that some problems in friendships might be	● To know that bullying can be physical or verbal. ● To know that bullying is repeated, not a one off event. ● To understand the different roles related to bullying including victim, bully and bystander. ● To understand that everyone has the right to decide what happens to their body ● To understand that there are similarities and differences between people. ● To understand some stereotypes related to age. ● To understand some stereotypes related to disability. ● To know that trust is being able to rely on someone and it is an important part of relationships. ● To understand the courtesy and manners which are expected in different scenarios. ● To know the signs of a good listening.	● To know what attributes and skills make a good friend. ● To understand what might lead to someone bullying others. ● To know what action a bystander can take when they see bullying. ● To know that a conflict is a disagreement or argument and can occur in friendships. ● To understand the concepts of negotiation and compromise. ● To understand what respect is. ● To understand that everyone deserves respect but respect can be lost. ● To know that stereotypes can be unfair, negative and destructive. ● To know that discrimination is the unfair treatment of different groups of people, especially on the grounds

	more serious and need addressing. ● To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. ● To understand some ways people show their feelings. ● To understand what good manners are. ● To understand some gender stereotypes related to jobs.		of race, age, sex, or disability. ● To understand that stereotypes can lead to bullying and discrimination ● To understand that positive attributes are the good qualities that someone has
Health and Wellbeing	● To know that having a naturally colourful diet is one way to try and eat healthily. ● To know that exercise means moving our body and is important. To understand we can limit the spread of germs by having good hand hygiene. ● To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. ● To know that certain foods and other things can cause allergic reactions in some people.	● To understand ways to prevent tooth decay ● To know key facts about dental health. ● To know the different food groups and how much of each of them we should have to maintain a balanced diet ● To know that visualisation means creating an image in our heads ● To understand the positive impact relaxation can have on the body. ● To understand that mistakes can help us to learn. ● To understand the importance of belonging. ● To understand what being lonely means and that it is not the same as being alone.	● To understand the risks of sun exposure. ● To understand that vaccinations can give us protection against disease. ● To know that changes in the body could be possible signs of illness ● To know that relaxation stretches can help us to relax and de-stress. ● To know that calories are the unit that we use to measure the amount of energy certain foods give us.

	● To know that food and drinks with lots of sugar are bad for my teeth ● To know that yoga can help our bodies and minds relax ● To know that sleep helps my body to repair itself, to grow and restores my energy. ● To understand the importance of exercise to stay healthy. ● To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax ● To name some different feelings and emotions. ● To know that I am a valuable individual. ● To know that facial expressions can give us clues as to how a person is feeling. ● To know that I can learn from my mistakes. ● To know some strategies to calm down ● To know the words to describe some positive and negative emotions.	● To know that different job roles need different skills and so some roles may suit me more than others. ● To know that it is normal to experience a range of emotions. ● To know that mental health refers to our emotional wellbeing, rather than physical. ● To know who can help if we are worried about our own or other people's mental health. ● To understand what a problem or barrier is and that these can be overcome	● To know that what we do before bed can affect our sleep quality. ● To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). ● To know that a habit is a behaviour that we often do and that we can have good and bad habit ● To understand what can cause stress. ● To understand that failure is an important part of success. ● To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). ● To know the effects technology can have on mental health

	● To know that we can feel more than one emotion at a time. ● To know that strengths are things we are good at. ● To know that qualities describe what we are like. ● To know that a growth mindset means being positive about challenges and finding ways to overcome them		
Safety and the changing body	● To know that some rules are in place to keep us safe. ● To know how to behave safely on the pavement and when crossing roads with an adult ● To know that some types of physical contact are ● never appropriate. ● To know the PANTS rule. ● To understand the difference between secrets and surprises. ● To know what to do if I get lost. ● To know that a hazard is something which could cause an accident or injury. ● To know that I should tell an adult if I see something which makes me uncomfortable online.	● Developing skills as a responsible digital citizen. ● To understand that there are risks to sharing things online. ● To know the difference between private and public. ● To understand that cyberbullying is bullying which takes place online. ● To know the signs that an email might be fake. ● Developing skills as a responsible digital citizen. ● To understand that other people can influence our choices. ● To understand the risks associated with smoking tobacco ● To understand the physical changes to both male and female bodies as people grow from children to adults.	● To know the steps to take before sending a message online (using the THINK mnemonic). ● To know some of the possible risks online. ● To understand that online relationships should be treated in the same way as face to face relationships. ● To know where to get help with online problems. ● To know some strategies I can use to overcome pressure from others and make my own decisions. ● To understand the risks associated with drinking alcohol

	• To know the rules for crossing the road safely • To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. • To know that medicine can help us when we are ill. • To understand that we should only take medicines when a trusted adult says we can • To know the names of parts of my body including private parts • To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened • To know that the emergency services are the police, fire service and the ambulance service	• To know that it is important to maintain the safety of myself and others, before giving first aid. • To know that bites or stings can sometimes cause an allergic reaction. • To know that asthma is a condition which causes the airways to narrow	• To understand the process of the menstrual cycle. • To know the names of the external sexual parts of the body and the internal reproductive organs. • To know that puberty happens at different ages for different people. • To know how to assess a casualty's condition. • To know how to conduct a primary survey (using DRSABC)
Citizenship	• To know that we have rules to keep everything fair, safe and enjoyable for everyone. • To understand that we all have similarities and differences and that make us special.	• To understand how recycling can have a positive impact on the environment. • To know that the local council is responsible for looking after the local area. • To know that elections are held where adults can vote for local councillors.	• To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. • To know that parliament is where MPs debate issues, propose laws, amend

	• To know that we all have different beliefs and celebrate special times in different ways. • To know the rules in school. • To understand that people are all different. • To know some of the different places where rules apply. • To understand that everyone has similarities and differences. • To know that some rules are made to be followed by everyone and are known as 'laws'. • To know some of the jobs people do to look after the environment in school and the local community. • To know that different pets have different needs. • To understand the needs of younger children and that these change over time. • To know that voting is a fair way to make a decision. • To understand how democracy works in school through the smart school council	• To know that reusing items is of benefit to the environment. • To understand that councillors have to balance looking after local residents and the needs of the council. • To understand some of the consequences of breaking rules. • To understand the role of charities in the community. • To know that there are a number of groups which make up the local community. • To understand the UN Convention on the Rights of the Child.	existing laws and challenge the government's work. • To know that education is an important human right. • To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. • To know what happens when someone breaks the law. • To understand the waste hierarchy. • To know that prejudice/ making stereotypes is making assumptions about someone based on certain information. • To know that discrimination is treating someone differently because of certain factors. • To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.

			• To know that our food choices can affect the environment
Diversity- No Outsiders	• Choose what I like (You choose) • Know I belong and can be different (All are welcome) • Say hello (Hello Hello) • *Ask for help/ work with different people (Errol's garden)* • *All families are different (The Family Book)* • *Ok to like different things (Red Rockets and Rainbow Jelly)* • Make sure no one is left out (Want to play trucks?) • Have self-confidence (How to be a lion) • To think about friends (Amazing)	• Understand what discrimination is (This is our house) • Find common ground (Aalfred and Aalbert) • Know I belong (All are welcome) • Recognise a stereotype (The truth about old people) • Staying safe (When Marvin gets mad) • Show acceptance (Julian is a mermaid) • *To be welcoming (Beegu)* • *Know what a bystander is (We're all wonders)* • *Recognise and help an outsider (The Hueys in the new jumper)* • *Help someone accept difference (Along came a new)* • *Choose when to be assertive (Dogs don't do ballet)* • *Be proud of who I am (Red: a crayon's story)*	• Exchange dialogue and express an opinion (And Tango makes Three) • Explore friendship (The Girls) • Consider responses to immigration (King of the Sky) • Recognise when someone needs help (How to heal a broken wing) • Show acceptance (Introducing Teddy) • Consider language and freedom of speech (The only way is Badger) • *To consider democracy (A Day in the Life of Marlon Bundo)* • *To look after my own mental health (sadness)* • *Overcome fears about difference (Leaf)* • *Consider causes of racism (The Island)* • *Consider responses to racism (Mixed)*

Financial Education- Adventurers	• Know where money comes from in different ways • Describe where money comes from • Know the value of coins and notes • Put coins and notes in the correct order of value • Recognize and choose the correct value of coins and notes to use and calculate change • Know money comes to us in different ways e.g earning winning borrowing finding being given you line describe where money comes from • Understand that money will come in other ways in the future EG being paid for working • Know that money may make us have different feelings new line describe the way money makes us feel	• Know that there is a range of jobs paid and unpaid • Describe different jobs that we might do to earn money when we are older • Understand that some jobs pay more than others • Know that the decisions we make about saving and spending money can be influenced by and having an impact on other people • Take account of other people's ideas and opinions when making decisions about saving and spending money • Begin to understand that different people have different attitudes too and feelings about saving and spending money • Understand why is important to keep track of spending and saving • Plan and track saving and spending by keeping simple records • Know some different ways of keeping track of money EG counting keeping receipts	• describe how having a job will allow people to achieve certain goals in life including financial ones • Begin to understand that the choices we make about work and money will affect our lives • Know that money to be earned is one Factor which may influence choosing a job • know that we need to check and keep basic financial information EG receipts bills bank statements • Understand that planning spending helps us stay in control of our money • You simplify financial information to plan and manage a basic budget and keep track of spending • Understand why we should all be critical consumers

	• Begin to understand the other people may have different feelings about money • Beginning to understand the consequence of losing money for having it stolen and how it might make us feel • Know that we have choices about saving and spending money • Make a simple plan for saving and spending choices and stick to it • Beginning to understand that people may make different choices about how to save and spend money • Begin to understand why money is used • Now we have choices about saving and spending money • Know that our only some wants maybe different to those of other people • Begin to understand that people may make different choices about how to save and spend	• Know how to prioritize between needs and wants • Makes spending decisions based on priorities needs and wants and understand that it may not be possible to have everything that we need straight away if at all and that we may need to save money for things that we want to buy in the future • Know that we can keep money in a standard and or online bank account and what benefits this might have • Explain why we might want to use an account EG Credit Union Building Society bank • Understand managing money can be complex and using an account is one way of making it easier EG receiving updates and statements • Know that if you don't have enough money you can borrow but that you have to pay it back • Explain why you might want to borrow money and how this might make you feel • Know what charities are for and what Some Might Do	thinking carefully about how we use our money • Recognize when people are trying to influence our choices about money • Know that advertising is used to persuade us to spend our money • explains some of the benefits of saving and some of the risks involved in borrowing money • Know what interest is and then it may be added to money that we save and borrow • Understand it is important to consider any risks and potential consequences before borrowing money including the impact of this on our feelings and those of others • Understand why we should all be critical consumers

	money you line explain the difference between something that we need and something that we might want ● Know that our own needs and once maybe different to those of other people ● Begin to understand that we might not always be able to have the things that we want ● know that you can keep money in different places and at some places are safer than others EG in a money box or a bank ● Choose a suitable place to keep money safe and explain their choices ● Know that there are ways of keeping track of money and what you spend ● Keep simplify financial records ● Begin to understand that you might run out of money unexpectedly if you don't keep track of it	● Explain how charities can help others ● No white is important to help others EG by donating to charity ● Understand why we might or might not want to give money to help others ● Explain how our spending decisions can help support others	thinking carefully about how we use our money ● Begin to understand why and how some of the money we earn supports the wider community ● Understand why making informed decisions helps us make the most of the money we have ● Know that money is deducted from earnings to provide for the things we need EG through taxes and national insurance ● Describe some of the ways in which the government is money to provide for our needs and those in our local communities

	● Know that you can save money to use later instead of spending it all now ● Describe why you might want to save money ● Begin to understand why saving money can be important and how we feel about that		

Other specifically planned work

Strands	Change and Loss	Responding to World Crises	Sex Education (Year 6 only)
Knowledge progression	● To know that there are ways we can remember people or events. ● To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives ● To understand that loss and change can cause a range of emotions.	● Establish the facts ● Discussion about worries ● Who to go to if you are anxious ● What we can do to help ● Conspiracy theories (Hope not Hate lesson)	● Revision of Puberty (Done with Year 5) ● **Starting a family (Sex Education)** ● **The impact of having a baby (Sex Education)** ● **When is it right? (Sex Education)**

	• To know that grief is the process people go through when someone close to them dies		

PSHE Long-Term Overview

UKS2 **Year 5/6**	**Unit 1**	**Unit 2**	**Unit 3**	**Summer unit**
Cycle A	Families and Relationships + No Outsiders	Health and wellbeing + No Outsiders	Citizenship + No Outsiders	Safety and the changing body + No Outsiders
Cycle B	Families and Relationships + No Outsiders	Health and wellbeing + No Outsiders	Citizenship + No Outsiders	Safety and the changing body + No Outsiders

LKS2 **Year 3/4**	**Unit 1**	**Unit 2**	**Unit 3**	**Summer unit**
Cycle A	Families and Relationships + No Outsiders	Health and wellbeing + No Outsiders	Citizenship + No Outsiders	Safety and the changing body + No Outsiders

Cycle B	Families and Relationships + No Outsiders	Health and wellbeing + No Outsiders	Citizenship + No Outsiders	Safety and the changing body + No Outsiders

GROW AND FLOURISH **Years R-2**	**Unit 1**	**Unit 2**	**Unit 3**	**Summer unit**
Cycle A	Families and Relationships + No Outsiders	Health and wellbeing + No Outsiders	Citizenship + No Outsiders	Safety and the changing body + No Outsiders
Cycle B	Families and Relationships + No Outsiders	Health and wellbeing + No Outsiders	Citizenship + No Outsiders	Safety and the changing body + No Outsiders
Rec year	Families and Relationships + No Outsiders	Health and wellbeing + No Outsiders	Citizenship + No Outsiders	Safety and the changing body + No Outsiders

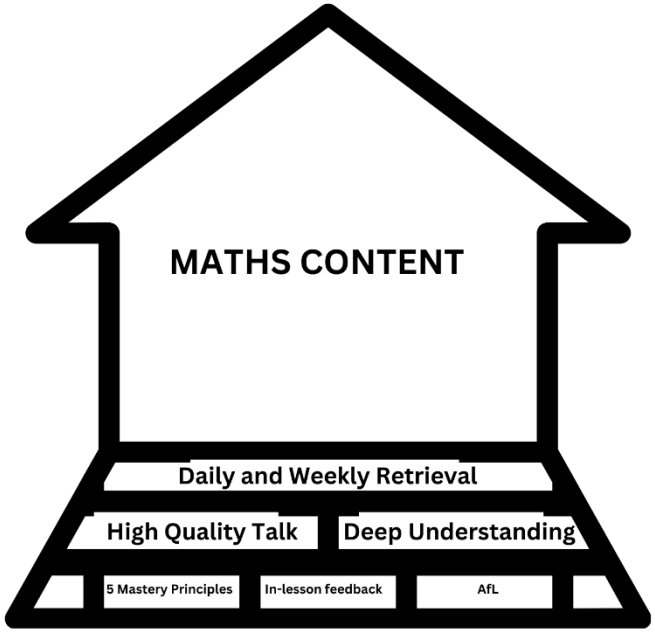
Whole School Adventurers Themes for Financial Education

Year A	Where does money come from?	**Year E**	How can we grow money?
Year B	How does money make us feel?	**Year F**	How does our money help other people?

Year C	What can we use our money for?	**Year G**	How can we use our money to perform courageous advocacy?
Year D	How can we look after our money?		


Physical Development
Expressive Arts and Design
Literacy
Understanding the World
Personal, Social and Emotional Development
Mathematics
Communication & Languages

Mathematics Intent



At the heart of our Maths vision is the belief that every child can succeed and thrive as a mathematician. This is grounded in a deep understanding of key mathematical concepts and supported by a robust foundation of essential teaching principles, represented in the foundation stones of the house above. Without these secure foundations, children's achievements in Maths content would be at risk of collapse, making it crucial that each element is firmly embedded in our practice. We use the NCETM Curriculum Prioritisation Materials for planning, teaching and assessment. **Therefore, it is important to know that objectives will be met in different year groups and not in the same timescales as the National Curriculum Document itself.** We still achieve and exceed the ambition of the National Curriculum and children leave the school having mastered the content.

The Six Foundations of Our Maths Curriculum

Daily and Weekly Retrieval

Consistent with the Rosenshine Principles, regular retrieval is integral to our curriculum implementation. Our teachers engage pupils in short, focused reviews of prior learning, both daily and weekly. This ensures that key concepts are committed to long-term memory, creating the connections necessary for fluency, problem-solving, and reasoning.

High-Quality Talk

Talk is central to our Maths lessons. It encourages reasoning, deepens understanding, and promotes engagement between children and adults. Through structured discussions, children not only build fluency but also develop the critical problem-solving skills needed to tackle complex and unfamiliar problems.

Deep Understanding

Superficial understanding has no place in our approach. We prioritise time for children to grapple with and fully explore mathematical concepts. This allows them to build a secure and adaptable understanding that equips them to solve problems beyond the classroom and prepares them for future mathematical challenges.

5 Mastery Principles

Our Maths curriculum is rooted in the principles of mastery, which emphasise teaching all children together, ensuring equity in achievement, and promoting conceptual depth over superficial progress. These principles, outlined on the next page, guide our teaching to ensure that no child is left behind.

In-Lesson Feedback

Research tells us that the most effective feedback happens in real-time. In our lessons, children actively engage with marking and corrections, using immediate feedback to review and improve their work. This fosters independence and ensures that misconceptions are addressed promptly.

Assessment for Learning (AfL)

AfL is a cornerstone of our ambition to support every child in achieving in Maths. Teachers use formative and summative assessment to identify and address misconceptions, adapting sequences of lessons to meet the diverse needs of all learners. This ensures that no gaps are left unaddressed.

By embedding these six foundational elements into every lesson, we ensure that our children develop as confident, motivated mathematicians who can succeed in their current studies and beyond. The structure of our Maths house represents this commitment, ensuring a solid foundation for future achievement and fostering a love of Maths that will inspire children to continue their journey as mathematicians. We use the NCETM Curriculum Prioritisation Materials using a bespoke Mixed Age delivery model, prioritising the most crucial content needed to thrive in the next stage of education.

Beyond the National Curriculum

Our mathematics curriculum extends beyond the National Curriculum to ensure pupils are equipped with the knowledge, skills, and confidence to excel. They are encouraged to **believe in their capacity** to succeed in Maths, fostering a positive mindset and resilience. Additionally, pupils are taught **effective strategies for tackling the five types of problem-solving**, including a systematic progression in understanding the structures of word problems gaining in complexity during their time with us, empowering them to approach mathematical challenges with curiosity, agency and motivation.

Teaching for Mastery

The Five Big Ideas, used to develop Mastery Specialists, that underpin teaching for mastery are shown to the right.

A central component in the NCETM/Maths Hubs programmes to develop Mastery Specialists has been discussion of Five Big Ideas, drawn from research evidence, underpinning teaching for mastery. The diagram below is used to help bind these ideas together.

Representation and Structure

Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation.

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others.

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.

Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also essential to sequence the content building upon skills and knowledge gained in small steps and that each child is aware of this learning journey.

It is also important to draw attention to what is kept the same and what changes, connecting problems to mathematical relationships and understanding structures.

Coherence

Lessons are broken down into small, connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Why folders and not Maths Books?

We use the Oak National Academy resources to deliver these lessons and we want the freedom for children to be able to represent and draw their thinking on the sheets that come with it. For stretch and challenge and calculations, squared paper is given. All our practice retrieval is put on a sheet with squares on it similar to the Year 6 arithmetic SATs to ensure familiarity. We are confident that the folders show high standards of presentation as well as a clear sequence to learning.

Outcomes for Mathematics in our school

These statements show what we want children to know, understand and do by the time they leave our school.

Know	Understand	Do
Key facts stored in long-term memory that will aid successful maths work	The Patterns and connections of different key facts	Easily recall useful facts to answer questions with automaticity
Strategies to answer increasingly complex word problems about unfamiliar contexts and real-life scenarios.	the underlying structures of different word problems	have a toolkit of methods to approach word problems.
That tables and charts represent data and provide information.	the different types of tables and charts and which are most appropriate to answer a question.	construct and interpret increasingly complex tables and charts and answer questions about them.
The composition of numbers up to 10 million.	that numbers can be composed of multiple different numbers.	be flexible with the composition of numbers to aid answering questions
That there are different standard units of measurement.	how to read, write and convert between different standard units.	convert units of measure.
The written methods for all four operations.	that the 4 operations can be represented in different ways	use an appropriate method to answer questions.
The underlying structures of a question.	that different manipulatives can be used to support finding the answer to a question.	Use manipulatives to support finding an answer.
That they have the ability to do well in Maths.	that making errors is part of learning and to have belief in their ability	be resilient and persevere with different types of questions.
The language of reasoning to justify or prove their answer.	the relevant mathematical language to use when answering a question.	write and/or verbally explain their working out in full sentences using mathematical language
Mathematical vocabulary, being able to read, spell and pronounce words correctly	that they can use the working wall and/or knowledge organisers to support them to use mathematical language.	use mathematical vocabulary correctly with support from the working wall and/or knowledge organisers and make relevant corrections in their work.

Methods for adding, subtracting, multiplying and dividing fractions.	the different methods to use when adding, subtracting, multiplying and dividing fractions.	answer a variety of increasingly complex questions independently involving fractions
2D and 3D shapes and other non-number concepts, recognising, describing and drawing/building as well as knowing the properties of different shapes including comparing, classifying and their dimensions, angles.	the different properties of 2d and 3D shapes	apply their knowledge of 2d and 3d shapes to different questions and scenarios.
Equivalents between fractions, decimals and percentages.	Which fractions, decimals and percentages facts are equivalent.	Solve fractions, decimals and percentages problems, being flexible, interchangeably using equivalents being efficient.
Scaling up/ down structures including those involving ratio and proportion.	How scaling up/ down problems can be presented.	Solve scaling up/ down problems including those involving ratio and proportion.
Strategies for tackling the 5 types of problem solving including pattern seeking.	What is known and what is not known in tackling unfamiliar problems	Use composite knowledge from other areas of Maths to tackle unfamiliar problems successfully.
Strategies for finding patterns in algebra problems.	The different terms for algebra and that pattern seeking is at the heart of it.	Carry out algebra problems successfully.

Mathematics Knowledge Progression

Number units

****See Grow and Flourish documentation for Reception knowledge****

	Grow and Flourish		Key Stage 2	
Strands	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
Place Value/ addition and subtraction for Rec/ Y1 as well	● Introduction to the rekenrek ● Explore how 5 can be composed of two parts and practise recalling bonds of 5. ● Explore how the numbers 6, 7, 8 and 9 can all be composed of two parts where 5 is one of the parts, and continue to use the language of 'whole' and 'part'. ● continue to explore how the numbers 6, 7, 8 and 9 can all be composed of two	• Explain that one ten is equivalent to ten ones. • Represent multiples of ten using their numerals. • Represent multiples of ten using their numerals and names. • Represent multiples of ten in an expression or an equation. • Estimate the position of multiples of ten on a 0-100 number line. • Explain what happens when you add and subtract ten to a multiple of ten. • Use knowledge of facts and unitising to add and subtract multiples of ten. • Add and subtract multiples of ten.	• Explain that 100 is composed of ten tens and one hundred ones. • Explain that 100 is composed of 50s, 25s, and 20s. • Use known facts to find multiples of ten that compose 100. • Use known facts to find a two-digit number and a one- or two-digit number that compose 100. • Use known facts to find correct complements to 100. • Use known facts to find complements to 100 accurately and efficiently. • Represent a three-digit number which is a multiple of	• Identify tenths as part of a whole. • Describe and represent tenths as a decimal fraction. • Count in tenths in different ways. • Describe and write decimal numbers with tenths in different ways. • Compare and order decimal numbers with tenths. • Explain that decimal numbers with tenths can be composed additively. • Explain that decimal numbers with tenths can be composed multiplicatively. • Use knowledge to calculate with decimal numbers within and across one whole. • Use knowledge to calculate with decimal numbers using mental methods.

	parts where 5 is one of the parts. ● explore representations of the ordinal aspect of number ● understanding of doubles, and to practise making and recalling doubles up to double 5 ● composition of odd and even numbers ● explore the composition of 6. ● explore the composition of 8, relating this to their previous work on 8 as '5 and a bit' and as an even number composed of 2s. ● consolidate and build on their understanding of the ordinal aspect of number ● explore the composition of 7, beginning by	• Explore the counting sequence for counting to 100 and beyond. • Count a large group of objects by counting groups of tens and the extra ones. • Count a large group of objects by using knowledge of unitising by counting tens and ones. • Represent a number from 20-99 in different ways. • Explain and mark the position of numbers 20-99 on a number line. • Explain that numbers 20-99 can be represented as a length. • Compare two, two-digit numbers. • Partition a two-digit number into tens and ones. • Add two, two-digit numbers by partitioning into tens and ones.	ten using numerals and names. • Use place value knowledge to write addition and subtraction equations. • Bridge 100 by adding or subtracting in multiples of ten. • Use knowledge of addition and subtraction of multiples of ten bridging the hundreds boundary to solve problems. • Count across and on from 100. • Represent a three-digit number up to 199 in different ways. • Bridge 100 by adding or subtracting a single-digit number. • Find ten more or ten less than a given number. • Cross the hundreds boundary when adding and subtracting any two-digit multiple of ten. • Become familiar with a metre ruler (marked and unmarked intervals, 1 x 1m, 10 x 10cm, 100 x 1cm).	• Use knowledge to calculate with decimal numbers using column addition and subtraction. • Use representations to round a decimal number with tenths to the nearest whole number. • Identify hundredths as part of a whole. • Describe and represent hundredths as a decimal fraction. • Describe and write decimal numbers with hundredths in different ways. • Compare and order decimal numbers with hundredths. • Explain that decimal numbers with hundredths can be partitioned in different ways. • Use knowledge of decimal place value to convert between and compare metres and centimetres. • Explain that different lengths can be composed additively and multiplicatively. • Use knowledge of decimal place value to solve problems in different contexts. • Use knowledge to calculate with decimal numbers up to and bridging one tenth.

	recapping that 7 is 1 more than 6, and it can be composed of 5 and 2. ● explore the composition of 9, building on their knowledge that 9 is 1 more than 8, and can be composed of 5 and 4. ● composition of numbers within 10, identifying whether even numbers can be composed of parts that are odd/even, and whether odd numbers can be composed of parts that are odd/even. ● composition of numbers within 10 ● exploring how numbers can be partitioned and recombined ● systematic partitioning of 6.		• Measure length and height from zero using whole metres and cm. • Measure length and height from zero using cm. • Convert between m and cm (include whole m to cm, cm to whole m and cm, and vice versa). • Become familiar with a ruler in relation to cm and mm (marked and unmarked intervals, knowing 1cm = 10mm). • Measure length from zero using mm / whole cm and mm. • Convert between cm and mm (include whole cm to mm, mm to whole cm and mm, and vice versa). • Estimate a length/height, measure a length/height, and record in a table. • Use knowledge of place value to represent a three-digit number in different ways. • Represent a three-digit number up to 1000 in different ways.	• Use knowledge to calculate with decimal numbers using column addition and subtraction. • Round a decimal number with hundredths to the nearest tenth. • Round a decimal number with hundredths to the nearest whole number. • Read and write numbers with up to 3 decimal places. • Compare and order numbers with up to 3 decimal places. • Use representations to identify and explain patterns in powers of 10. • Compose seven or eight-digit numbers using common intervals. • Use knowledge of the composition of up to eight-digit numbers to solve problems. • Explain how to read numbers with up to seven digits efficiently. • Recognise and create numbers that contain place-holding zeroes. • Determine the value of digits in numbers up to tens of millions. • Explain how to compare up to eight-digit numbers. • Use knowledge of the composition of seven-digit numbers to solve problems.

	● ‘1 more than’ or ‘1 less than’ a given number to number stories which involve adding or subtracting 1, using the augmentation or reduction structures of addition and subtraction. ● explore the effect of adding or subtracting 2 to or from even and odd numbers ● composition of numbers to both the partitioning and the reduction structures of subtraction ● subtraction within 10. ● how the numbers 11–15 can be composed of ‘10 and a bit’.		• Use knowledge of the additive relationship to solve problems. • Count in hundreds and tens on a number line. • Identify the previous, next, and nearest multiple of 100 on a number line for three-digit multiples of ten. • Position three-digit numbers on number lines. • Estimate the position of three-digit numbers on unmarked number lines. • Compare one-, two-, and three-digit numbers. • Compare two three-digit numbers. • Order sets of three-digit numbers. • Use known facts to add or subtract multiples of 100 within 1000. • Write a three-digit multiple of 10 as a multiplication equation. • Partition three-digit numbers in different ways. • Use known facts to solve problems involving partitioning numbers.	• Add and subtract mentally without bridging a boundary (only one and more than one digit changes). • Add numbers whilst crossing the millions boundary. • Subtract numbers whilst crossing the millions boundary (multiples of 100,000 and different powers of 10). • Explain how a seven-digit number can be composed and decomposed into parts. • Identify and explain a pattern in a counting sequence. • Identify numbers with up to seven digits on marked number lines. • Estimate the value and position of numbers on unmarked or partially marked number lines. • Explain why we round and how to round seven-digit numbers to the nearest million. • Explain how to round seven-digit numbers to the nearest hundred thousand. • Explain how to round up to seven-digit numbers to any power of 10 in context. • Identify and explain the most efficient way to solve a calculation. • Add and subtract numbers with up to seven digits using column addition and subtraction.

	• comparing numbers by reasoning about their composition • reading and writing expressions and equations to represent familiar number bonds within 10. • 'first, then, now' stories • recall the composition of the numbers 6, 7, 8 and 9. • composition of the numbers 11–19 as 'ten and a bit', and explore the difficulties in recording these numbers using numerals. • subtraction within 10 • practise using their knowledge of the composition of numbers when		• Use known facts to add or subtract to/from multiples of 100 in tens. • Use known facts to add or subtract to/from multiples of 100 in ones. • Add/subtract multiples of ten bridging 100. • Add/subtract to/from a three-digit number in ones bridging 100. • Find 10 more or less across any hundreds boundary. • Use knowledge of adding or subtracting to/from three-digit numbers to solve problems. • Count forwards and backwards in multiples of 2, 20, 5, 50, and 25. • Use knowledge of counting in multiples of 2, 20, 5, 50, and 25 to solve problems. • Become familiar with different weighing scales up to 1kg (intervals of 100g, 200g, 250g, and 500g). • Become familiar with tools to measure volume and capacity up to 1 litre (intervals of 100ml, 200ml, 250ml, and 500ml).	• Explore and explain different written and mental strategies to solving addition and subtraction problems. • Solve addition and subtraction problems and explain whether a mental or written strategy would be most efficient. 🎬 Explain what 'volume' is using a range of contexts. 🎬 Describe the units used to measure volume. 🎬 Explain how to calculate the volume of a cuboid. 🎬 Explain what a cube number is. 🎬 Use knowledge of calculating volume to solve problems in a range of contexts. 🎬 Explain how to calculate the volume of compound shapes. 🎬 Explain the use of the commutative and distributive laws when multiplying three or more numbers. 🎬 Explain the reasons for changing two-factor multiplication calculations to three-factor multiplications. 🎬 Explain what a factor is and how to use arrays and multiplication/division facts to find them.

	adding and subtracting. ● completing equations.		• Measure mass from zero up to 1kg using grams. • Measure mass from zero above 1kg using whole kg and grams. • Measure volume from zero up to 1 litre using ml. • Measure volume from zero above 1 litre using whole litres and ml. • Estimate mass in grams and volume in ml. • Estimate a mass/volume, measure a mass/volume, and record in a table. • Explain how many tens, hundreds, and ones 1,000 is composed of. • Use knowledge of 1,000 to explain common measure conversions. • Use knowledge of 1,000 to solve problems. • Use different strategies to add multiples of 100. • Use different strategies to subtract multiples of 100. • Use knowledge of calculation and common measure conversions to solve problems.	🎬 Explain how to systematically find all factors of a number and how to know when all have been found. 🎬 Use a complete list of factors to explain when a number is a square number. 🎬 Explain how to identify a prime number or a composite number. 🎬 Explain how to identify a common factor or a prime factor of a number. 🎬 Explain how to identify a multiple or common multiple of a number. 🎬 Use knowledge of properties of number to solve problems in a range of contexts. 🎬 Explain how to use the factor pairs of '100' to solve calculations efficiently

			• Compose and decompose four-digit numbers in different ways. • Use strategies to make solving calculations more efficient. • Compare and order four-digit numbers. • Calculate efficiently by using knowledge of place value, addition, and subtraction. • Explain what rounding is. • Round a four-digit number to the nearest thousand. • Round a four-digit number to the nearest hundred and ten. • Round a four-digit number to the nearest thousand, hundred, and ten. • Add up to three four-digit numbers using column addition. • Subtract four-digit numbers using column subtraction. • Use strategies to make solving calculations more efficient. • Explain how many '100s' and '200s' 1,000 is composed of.	

			• Explain how many '500s' and '250s' 1,000 is composed of.	
		• Add three addends. • Use a 'First... Then… Now' story to add three addends. • Explain that addends can be added in any order. • Add three addends efficiently. • Add three addends efficiently by finding two addends that total 10. • Add two numbers that bridge through 10. • Subtract two numbers that bridge through 10. • Compare numbers and describe how many more or less there are in each set. • Calculate the difference. • Use knowledge of subtraction to solve problems in a range of contexts. • Explain what the difference is between consecutive numbers. • Calculate difference when information is presented in a pictogram.	• Add two 3-digit numbers using partitioning. • Add two 3-digit numbers using adjusting. • Add a pair of 2- or 3-digit numbers using redistribution. • Subtract a pair of 2- or 3-digit numbers, bridging a multiple of 10, using partitioning. • Subtract a pair of two-digit numbers, crossing a ten or hundreds boundary, by finding the difference between them. • Subtract a pair of three-digit multiples of 10 within 1000 by finding the difference between them. • Evaluate the efficiency of strategies for subtracting from a 3-digit number. • Explain why the order of addition and subtraction steps in a multi-step problem can be chosen.	• Explain how a combination of different parts can be equivalent to the same whole and represent this in an expression. • Identify structures within stories and use knowledge of structures to create stories. • Identify the missing part using knowledge of part-whole relationships and structures. • Interpret and represent a part-whole problem with three addends using a model. • Create stories to correctly match a structure presented in a model. • Use knowledge of additive structures to solve problems. • Calculate the value of a missing part (1). • Calculate the value of a missing part (2). • Correctly represent an equation in a part-whole model. • Explain how adjusting both addends affects the sum (two-digit numbers).

		• Calculate difference when information is presented in a bar chart. • Demonstrate fluency in addition and subtraction within ten. • Practise addition and subtraction strategies as required. • Add and subtract one to and from a two-digit number. • Add and subtract one to and from a two-digit number that crosses a tens boundary. • Add and subtract one from any two-digit number. • Use number facts to add a single-digit number to a two-digit number. • Use number facts to subtract a single-digit number from a two-digit number. • Use a part-part-whole model to represent addition and subtraction. • Use number bonds to ten to add a single-digit number to a two-digit number. • Use number bonds to ten to subtract a single-digit	• Accurately and efficiently solve multi-step addition and subtraction problems. • Understand and explain that both addition and subtraction equations can be used to describe the same additive relationship (2-digit numbers). • Understand and explain that both addition and subtraction equations can be used to describe the same additive relationship (3-digit numbers). • Use knowledge of the additive relationship to rearrange equations. • Use knowledge of the additive relationship to identify what is known and what is unknown in an equation. • Use knowledge of the additive relationship to rearrange equations before solving. • Identify the addends and the sum in column addition. • Use knowledge of place value to correctly lay out column addition.	• Explain how adjusting both addends affects the sum (decimal fractions). • Use the 'same sum' rule to balance equations. • Use the 'same sum' rule to balance equations with an unknown. • Explain how adjusting one addend affects the sum. • Solve addition calculations mentally by using known facts. • Solve calculations with missing addends. • Explain how adjusting both the minuend and subtrahend by the same amount affects the difference. • Explain how using the 'same difference' rule can make mental calculation easier (1). • Explain how using the 'same difference' rule can make written calculation easier (2). • Use the 'same difference' rule to balance equations. • Explain how increasing or decreasing the minuend affects the difference (1). • Explain how increasing or decreasing the minuend affects the difference (2). • Solve subtraction calculations mentally by using known facts.

		number from a two-digit number. • Use knowledge of 'make ten' to add a one-digit number to a two-digit number. • Use knowledge of 'make ten' to subtract a multiple of ten or a single-digit from a two-digit number. • Solve problems using knowledge of addition and subtraction. • Find ten more or ten less than a two-digit number (1). • Find ten more or ten less than a two-digit number (2). • Add and subtract ten to/from a two-digit number. • Explain the patterns when adding and subtracting ten. • Use knowledge of adding and subtracting ten to solve problems. • Use number facts to add a multiple of ten to a two-digit number. • Use number facts to subtract a multiple of ten from a two-digit number. • Partition a two-digit number into parts in	• Add a pair of 2-digit numbers using column addition. • Add using column addition. • Use knowledge of column addition to solve problems. • Add a pair of 2-digit numbers using column addition with regrouping in the ones column. • Add a pair of 2-digit numbers using column addition with regrouping in the tens column. • Add using column addition with regrouping. • Use known facts and strategies to accurately and efficiently calculate and check column addition. • Use knowledge of column addition to solve problems. • Identify the minuend and the subtrahend in column subtraction. • Subtract using column subtraction. • Subtract from a 2-digit number using column subtraction with exchanging from tens to ones.	• Explain how adjusting the minuend can make mental calculation easier. • Explain how adjusting the subtrahend affects the difference. • Explain how increasing or decreasing the subtrahend affects the difference. • Calculate the difference using knowledge of an adjusted subtrahend (1). • Calculate the difference using knowledge of an adjusted subtrahend (2).

		different ways (two and three parts). • Use knowledge of adding and subtracting multiples of ten to solve problems.	• Subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (1). • Subtract from a 3-digit number using column subtraction with exchanging from hundreds to tens (2). • Evaluate the efficiency of strategies for subtraction.	
• Multiplication and Division	None	• Explain that objects can be grouped in different ways. • Describe how objects have been grouped. • Represent equal groups as repeated addition. • Represent equal groups as repeated addition and multiplication. • Represent equal groups as multiplication. • Explain and represent multiplication when a group contains zero or one item. • Identify and explain each part of a multiplication equation. • Use knowledge of multiplication to calculate the product.	Mastering Number programme: ● Understand that a 'unit' can represent more than one item. ● Explore and represent doubles, identifying that one factor is always 2. ● Connect doubling to multiplying by 4 and recall products in the 2 and 4 times tables. ● Use halving to find products when 5 is a factor. ● Understand that multiplying two	Multiply a two-digit number by a single-digit number using short multiplication. • Multiply a three-digit number by a single-digit number. • Divide a three-digit number by a single-digit number using short division. • Solve short division problems accurately when the hundreds digit is smaller than the divisor. • Use efficient strategies of division to solve problems. • Explain how to multiply a three-digit by a two-digit number. • Explain how to accurately use the method of long multiplication to multiply two two-digit numbers. • Explain how to accurately use the method of long multiplication to multiply a four-digit by a two-digit number.

		• Represent the two times table in different ways. • Use knowledge of the two times table to solve problems. • Explain the relationship between adjacent multiples of two. • Explain that factor pairs can be written in any order. • Represent counting in tens as the ten times table. • Represent the ten times table in different ways. • Explain the relationship between adjacent multiples of ten. • Represent counting in fives as the five times table. • Represent the five times table in different ways. • Explain the relationship between adjacent multiples of five. • Explain how groups of five and ten are related. • Explain the relationship between multiples of five and ten. • Use knowledge of the relationships between the	identical factors results in a square number. ● Use the distributive property to explore the 12 times table. ● Use the distributive property to explore facts in the 11 times table. ● Identify patterns in the 9 times table using subtraction strategies. ● Recognise the commutative property of multiplication and apply it to solve problems. ● Recall and apply products involving 10, 11, and 12 in problem-solving. ● Explore and practise the relationship between multiplication and division.	• Explain how to use the associative law to multiply efficiently. • Explain when it is more efficient to use long multiplication or factorising to multiply by two-digit numbers. ● Describe the relationship between two factors in a ratio context. ● Explain how to use multiplication and division to calculate unknown values involving two variables. ● Explain how to use multiplication and division to calculate unknown values involving three variables. ● Explain how to use a ratio grid to calculate unknown values. ● Explain how to use multiplication to solve correspondence problems. ● Explain how and why scaling is used to create and interpret maps. ● Use knowledge of multiplication and division to solve scaling problems in various contexts.

		five and ten times tables to solve problems. • Explain how a factor of zero or one affects the product. • Represent multiplication equations in different ways. • Use knowledge of the two, five, and ten times tables to solve problems (1). • Use knowledge of the two, five, and ten times tables to solve problems (2). • Explain what each factor represents in a multiplication story. • Explain what each factor represents in a multiplication story when one of the factors is one. • Explain how a multiplication equation with two as a factor is related to doubling. • Double two-digit numbers. • Multiply efficiently when one of the factors is two. • Explain how halving and doubling are related. • Explain the relationship between factors and products.	● Use known facts to derive and recall new products. ● Practise recalling products and their corresponding division facts. ● Solve contextualised problems using multiplication facts. ● Retrieve and consolidate previously learned multiplication facts. ● Use doubling to derive and practise recalling products in the 6, 8, and 12 times tables. ● Use additive strategies to derive and recall products in multiplication and division. ● Derive and practise products using subtraction and known facts. ● Use subtraction strategies to derive	● Identify and describe the relationship between two shapes using scale factors (squares). ● Identify and describe the relationship between two shapes using scale factors and ratios (regular polygons). ● Identify and describe the relationship between two shapes using scale factors and ratios (irregular polygons).

		• Halve two-digit numbers. • Use knowledge of doubling, halving, and the two times table to solve problems. • Explain that objects can be grouped equally. • Identify and explain when objects cannot be grouped equally. • Explain the relationship between division expressions and division stories. • Calculate the number of equal groups in a division story. • Use knowledge of skip counting and division to solve problems relating to measure. • Skip count using the divisor to find the quotient. • Use knowledge of division to solve problems. • Explain that objects can be shared equally. • Use skip counting to solve a sharing problem. • Skip count using the divisor to find the quotient.	products in the 7 and 9 times tables. ● Consolidate previously learned facts through retrieval practice. ● Solve contextualised problems using multiplication and division facts. ● Use subtraction strategies to explore and apply facts in the 9 times table. ● Derive and recall new products using known facts. ● Recap and consolidate all multiplication and division facts. • Identify patterns of odd and even numbers in the times tables. • Represent a square number. • Use knowledge of divisibility rules to solve problems. • Explain what each factor represents in a multiplication equation.	

		• Solve a variety of division problems, explaining understanding.	• Explain how each part of a multiplication and division equation relates to a story. • Explain where zero can be part of a multiplication or division expression and the impact it has. • Partition one of the factors in a multiplication equation in different ways using representations (I). • Partition one of the factors in a multiplication equation in different ways using representations (II). • Explain which is the most efficient factor to partition to solve a multiplication problem. • Use knowledge of distributive law to solve two-part addition and subtraction problems efficiently. • Use knowledge of distributive law to calculate products beyond known times tables facts. • Explain the relationship between multiplying a number by 10 and multiples of 10.	

			• Explain why a zero can be placed after the final digit of a single-digit number when multiplying it by 10. • Explain why a zero can be placed after the final digit of a two-digit number when multiplying it by 10. • Explain why the final digit zero can be removed from a two-digit multiple of 10 when dividing by 10. • Explain why the final digit zero can be removed from a three-digit multiple of 10 when dividing by 10. • Explain the relationship between multiplying a number by 100 and multiples of 100. • Explain why two zeros can be placed after the final digit of a single-digit number when multiplying it by 100. • Explain why two zeros can be placed after the final digit of a two-digit number when multiplying it by 100. • Explain why the last two zeros can be removed from a three-digit multiple of 100 when dividing by 100.	

			• Explain why the last two zeros can be removed from a four-digit multiple of 100 when dividing by 100. • Use knowledge of the composition of 100 to multiply by 100 in different ways. • Use knowledge of the composition of 100 to divide by 100 in different ways. • Explain how making a factor 10 times the size affects the product. • Explain how making the dividend 10 times the size affects the quotient. • Explain how making a factor 100 times the size affects the product. • Explain how making the dividend 100 times the size affects the quotient. • Scale known multiplication facts by 100. • Scale division derived from multiplication facts by 100.	
Fractions, decimals and percentages	None	• Identify whether something has or has not been split into equal parts. • Name the fraction 'one-half' in relation to a	• Identify a whole and the parts that make it up. • Explain why a part can only be defined when in relation to a whole.	• Explain the relationship between repeated addition of a proper fraction and multiplication of fractions. • Multiply a proper fraction by a

		fraction of a length, shape, or set of objects. • Name the fraction 'one-quarter' in relation to a fraction of a length, shape, or set of objects. • Name the fraction 'one-third' in relation to a fraction of a length, shape, or set of objects. • Read and write the fraction notation ½, ⅓, and ¼, and relate this to a fraction of a length, shape, or set of objects. • Find half of numbers. • Find ⅓ or ¼ of a number. • Find ¼ and ¾ of an object, shape, set of objects, length, or quantity. • Recognise the equivalence of 2⁄4 and ½.	• Identify the number of equal or unequal parts in a whole. • Identify equal parts when they do not look the same. • Explain the size of the part in relation to the whole. • Construct a whole when given a part and the number of parts. • Explain that non-unit fractions are composed of more than one unit fraction. • Compare and order unit fractions by looking at the denominator. • Construct a whole when given one part and the fraction that it represents. • Use knowledge of unit fractions to find one whole. • Place fractions between 0 and 1 on a number line. • Add fractions with the same denominator. • Subtract fractions from a whole by converting the whole to a fraction. • Represent a whole as a fraction in different ways and use this to solve problems involving subtraction.	whole number. • Multiply a mixed number by a whole number. • Explain how to write a fraction in its simplest form. • Explain how to add or subtract non-related fractions with different denominators. • Compare non-related fractions using fraction sense. • Explain the meaning of 'percent'. • Convert percentages to decimals and fractions with a denominator of 100. • Solve problems where the percentage part and the size of the part are known.

			• Explain how to express quantities made up of both whole numbers and a fractional part.	
Money	• Count efficiently in groups of two. • Count efficiently in groups of ten. • Count efficiently in groups of five. • Count efficiently by counting in groups of two, five, and ten. • Explain the value of a 1p coin in pence. • Recognise and explain the value of 2p, 5p, and 10p coins. • Explain that a single coin can be worth several pennies. • Use knowledge of the value of	• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	None	• Explain and represent whole pounds as a quantity of money. • Explain and represent whole pounds and pence as a quantity of money. • Explain how to compare amounts of money. • Convert quantities of money between pounds and pence. • Use knowledge of addition to efficiently add commonly used prices. • Use knowledge of subtraction to calculate the change due when paying whole pounds or notes. • Use and explain the most efficient strategies when adding quantities of money. • Use and explain the most efficient strategies when

	coins to solve problems. ● Calculate the total value of a set of 2p coins. ● Calculate the total value of a set of 5p coins. ● Calculate the total value of a set of 10p coins. ● Compare sets of 2p, 5p, and 10p coins. ● Relate learning to real-life contexts. ● Determine how many coins are needed to make a value of 10p. ● Determine how many coins are needed to make a total value of 20p. ● 🎬 Apply knowledge of			subtracting quantities of money. ● Find the change when purchasing several items. ● Use the most efficient and reliable strategy to find the change when purchasing several items.

	coin values to solve problems.			

Non-Number Units

	Grow and Flourish			Key Stage 2	
Strands	**Reception**	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
Geometry and angles	● Compose pattern block images. ● Copy, extend, and develop repeating and radiating pattern block patterns. ● Compose tangram images. ● Investigate tetromino and pentomino arrangements. ● Investigate ways that four cubes can be composed into different 3D models. ● Explore, discuss, and compare 3D shapes. ● Identify 2D shapes within 3D shapes. ● Explore, discuss, and compare 2D shapes. ● Explore, discuss, and identify circles and shapes that are not circles from shape cut-outs. ● Explore, discuss, and identify triangles and shapes that are not triangles from shape cut-outs. ● 🎬 Explore, discuss, and identify rectangles (including squares) from shape cut-outs.		● Learn that a polygon is a 2D shape with straight sides that meet at vertices. ● Describe polygons and find different ways to sort them. ● Learn that polygons can be sorted and named according to the number of sides and vertices. ● Discuss, and compare by direct comparison, the	● Complete a symmetrical pattern. ● Compose symmetrical shapes from two congruent shapes. ● Investigate lines of symmetry in 2D shapes by folding paper shape cut-outs. ● Find lines of symmetry in 2D shapes using a mirror. ● Reflect polygons in a line of symmetry. ● Reflect polygons that are dissected by a line of symmetry.	● Compare the size of angles where there is a clear visual difference. ● Use the terms acute, obtuse, and reflex when describing the size of angles or amount of rotation in relation to right angles. ● Use degrees (°) as a standard unit to measure angles. ● Estimate the size of angles in degrees using angle sets. ● Measure the size of angles accurately using a protractor. ● Use knowledge of shape properties to

		shape and size of polygons. ● Discuss, and compare by direct comparison, the vertices of polygons. ● Investigate how polygons can be joined and folded to form 3-dimensional shapes. ● Describe 3-dimensional shapes and find different ways to sort them. ● 🎬 Discuss, and compare by direct comparison, the shape and size of 3-dimensional shapes.	● Rotate two lines around a fixed point to make different sized angles. ● Draw triangles and quadrilaterals and identify vertices. ● Learn that a right angle is a 'square corner' and identify them in the environment. ● Learn that a rectangle is a 4-sided polygon with four right angles. ● Learn that a square is a rectangle in which the four sides are equal length. ● Cut rectangles and squares on the diagonal and investigate the shapes they make. ● Join four right angles at a point	draw, sketch, and identify shapes. ● Understand that the same 3D shape can be composed from different 2D nets. ● Recognize that when a 2D shape is decomposed and the parts rearranged, the area remains the same; thus, the area of a compound shape equals the total of its constituent parts. ● Decompose any parallelogram and rearrange the parts to form a rectangular parallelogram. ● Compose two congruent triangles to form a parallelogram.

			using different right-angled polygons. ● Investigate and draw other polygons with right angles. ● Make compound shapes by joining two polygons in different ways (same parts, different whole). ● Investigate different ways of composing and decomposing a polygon (same whole, different parts). ● Draw polygons on isometric paper. ● Use geostrips to investigate quadrilaterals with and without parallel and perpendicular sides.	

				• Make and draw compound shapes with and without parallel and perpendicular sides. • Extend lines and sides to identify parallel and perpendicular lines. • Make and draw triangles on circular geoboards. • Make and draw quadrilaterals on circular geoboards. • 🎬 Draw shapes with given properties on a range of geometric grids.	
Area, perimeter, position and direction	None	• describe position, direction and movement, including whole, half, quarter and three-quarter turns.	• order and arrange combinations of mathematical objects in patterns and sequences	• Give directions from one position to another on a grid. • Move objects, including polygons, on a grid according to directions, and	• Apply knowledge of area to solve problems. • Compare and describe lengths using knowledge of multiplication.

			• use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	mark the new position. • Describe translations of polygons drawn on a square grid. • Draw polygons specified by translations. • Mark points specified as a translation from the origin. • Mark the position of points specified by coordinates in the first quadrant of a coordinate grid, and write coordinates for already-marked points. • Draw polygons specified by coordinates in the first quadrant. • 🎬 Translate polygons in the first quadrant.	• Solve comparison and change problems using multiplication. • Compare and describe lengths using knowledge of division. • Solve comparison and change problems using division. • Compare and describe measurements (mass/capacity/time) using knowledge of multiplication and division. • Describe changes in measurements using knowledge of multiplication and division. • Solve comparison and change problems using multiplication and division.

					• Understand that shapes with the same area can have different perimeters, and shapes with the same perimeters can have different areas. • Use the relationship between area and side length, and perimeter and side length, to reason about measurements of shapes, including compound shapes. • Explain how to calculate the area of a parallelogram. • Explain how to calculate the area of a triangle. • Explain why shapes can have the same perimeters but different areas. • Explain why shapes can have the same areas but different perimeters.

					• Describe the relationship between scale factors and side lengths of two shapes. • Describe the relationship between scale factors and perimeters of two shapes. • Describe positions on the full coordinate grid (all four quadrants). • 🎬 Draw and translate simple shapes on the coordinate plane and reflect them in the axes.
Statistics	None	None	None	None	• interpret and construct pie charts and line graphs and use these to solve problems • Explain the relationship between the mean and sharing equally.

					• Explain how to calculate the mean of a set of data. • Explain how the mean changes when the total quantity or number of values changes. • Explain how to calculate the mean when one of the values in the data set is zero or missing. • Explain how to use the mean to make comparisons between two sets of information. • Explain when the mean is not an appropriate representation of a set of data.

Mathematics Overviews

Grow and Flourish		1	2	3	4	5	6	7	8	9	10	11	12	13
AUTUMN	Rec/ Y1	Mastering Number Programme												
	Year 2	Numbers 10 to 100 1,2,3				Calculations within 20 4, 5			Assessments	+ and – of two digit numbers (1)		Shape		Assessments
SPRING	Rec/ Y1	Mastering Number Programme												
	Year 2	Introduction to multiplication 7, 8, 9, 10							Introduction to division structures		+ and – of two digit numbers (2)			Assessments
SUMMER	Rec/ Y1	Complete Mastering Number Programme				Money 14 15				Recognise, compose, decompose and manipulate 2d and 3d shapes			Position and direction	Consolidation
	Year 2	Fractions		Position and Direction	Assessments	Multiplication and division- doubling, halving, quotative and partitive division			Money	Sense of measure- capacity, volume and mass		Consolidation, prep for KS2		

Key Stage 2 is in a Transitionary Phase 2024-2026

Year 4 Mastering Number programme throughout for both year groups together focusing on automatic recall of tables facts

Y3/4 Year A	1	2	3	4	5	6	7	8	9	10	11	12	13
Autumn	Y3 Unit 1 Adding and subtracting across 10		Y3 Unit 2 ** Numbers to 1,000 2, 3, 4, 5, 6										Y4 Unit 3 Perimeter (condensed)
Spring	Y4 Unit 2 Numbers to 10,000 2, 3, 4, 5					Column addition and subtraction		Y4 Unit 6 Understanding & Manipulating multiplicative relationships 12, 13, 14					
Summer	Y4 Unit 12 Division with remainders		Y4 Unit 8 Review of fractions from KS1	Y3 Unit 8 Unit fractions 13, 14, 15, 16 (condensed)	Y3 Unit 9 Non-unit fractions 17, 18 (condensed)	Y4 Unit 9 Fractions greater than 1 17, 18, 19, 20, 21 (slightly condensed)				Y3 Unit 10 Parallel and perpendicular sides in polygons		Y4 Unit 10 Symmetry in 2D shapes (condensed)	Consolidation/ catch up week/ Y4 Unit 7 Coordinates (condensed)

Y3/4 Year B	1	2	3	4	5	6	7	8	9	10	11	12	13
Autumn	Y3 Unit 1 Adding and subtracting across 10		Y3 Unit 2 ** Numbers to 1,000 2, 3, 4, 5, 6 (condensed)		Y3 Unit 4 Manipulating the additive relationship and securing mental calculation 8, 9				Y3 Unit 5 and Y3 Unit 7 Column Addition & Subtraction 10, 12			Assessment	
Spring	Y4 Unit 6 Understanding & Manipulating multiplicative relationships 12, 13, 14							Y3 Unit 8 Unit fractions 13, 14, 15, 16				Y3 Unit 9 Non-unit fractions 17, 18	
Summer	Y3 Unit 9 Non-unit fractions		Y4 Unit 9 ** Fractions greater than 1 (condensed 'intro') 17, 18, 19, 20, 21		Y4 Unit 12 Division with remainders		Y3 Unit 3 Right angles		Y4 Unit 3 Perimeter (condensed)		Y4 Unit 7 Coordinates	Assessment	

NB Y3 and Y4 Unit 11 Time is not included. Time should be taught throughout the year to secure effectively.

Year 5/6- transitionary phase to full NCETM rollout

Y5/6 Year A	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Autumn- Y 5/6	Assessment Week	Unit 3 Y6 Numbers up to 10m					U2 Y6 Multiples of 1,000	Revision- Column addition and subtraction				Assessment Week	Complete previous unit	
Spring Y6- CB	Short Multiplication and division- 1 2- 3			Fractions 1 ,2, 3, 4			Calculating with decimal fractions			Assessment	Statistics	Shape		Assessment

Spring Y5- GT	**Short Multiplication and division- 1 2- 3**					**Assessment Week**	**Unit 1 Y5 Decimal fractions 1 ,2, 3, 4**						**Unit 6 Y5 Fractions 1 ,2, 3, 4**		
Summer Y 5/6	**Time**	**Measurement**	**Unit 8 Y5 Calculating with decimal fractions**		**SATS Week**	**Unit 9 Year 5 Converting units**	**Assessment Week**	**Unit 10 Y6 Equivalence**		**Unit 11 Year 6 Solving problems with two unknowns**					**Mean average**

Y5/6 Year B	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	
Autumn- Y 5/6	**Assessment Week**	Negative Numbers (Y5),		**Factors, multiples and primes (Y5) 15, 16,17**				**Area and scaling(Y5) 10, 11, 12**					**Assessments**		
Spring Y6- CB	**Short Multiplication and division- 1 2-**			**Fractions 1 ,2, 3, 4**			**Calculating with decimal fractions**		**Assessment**	**Statistics**	**Shape**		**Assessment**		

	3								
Spring Y5- GT	**Unit 1 Y5** **Decimal fractions** **1 ,2, 3, 4**				**Assessment Week**	**Unit 6 Y5** **Fractions** **1 ,2, 3, 4**			**Unit 8 Y5** **Calculating with decimal fractions**
Summer Y5/6	**Time**	**Measurement**	**Troubleshooting**	**SATS Week**	**Money**	**Ratio and proportion**	**Calculating using knowledge of structures** **1 ,2, 3**		

There is no component parts overview as the Oak Website links set this out and each one is linked in the section above.


Physical Development
Expressive Arts and Design
Literacy
Understanding the World
Personal, Social and Emotional Development
Mathematics
Communication & Languages

Modern Foreign Language Intent

Modern Foreign Languages at Stogursey reflect a dynamic and engaging approach, designed to inspire a lifelong love of language learning and develop confident, articulate speakers. Our focus is French, taught consistently throughout the school, using the Language Angels scheme to deliver a structured and progressive curriculum.

Central to our MFL provision is fostering confidence in speaking and listening. Through fun games, singing, and an emphasis on French phonics, pupils develop a solid foundation in the language while enjoying their learning journey. Reading and writing activities complement this, with topic-based units that build vocabulary and cultural understanding in meaningful contexts.

Our curriculum is deeply enriched by our connection with Lonlay L'Abbey, our twin village in France, and the active twinning society in our community. This relationship provides opportunities for cultural exchange, helping pupils experience French language and culture in real-world settings. Families have participated in these exchanges, reinforcing the cultural and linguistic ties between our communities.

The impact of this rich MFL experience is evident in the confidence with which Stogursey pupils speak French, often praised by our feeder secondary schools. By the end of their time with us, pupils are not only skilled in speaking, listening, reading, and writing but also equipped with a passion for language learning and an appreciation for global cultures, preparing them for further linguistic and cultural exploration in the future.

We focus, quite rightly, up to Year 5/6 on spoken forms of communication in French with some writing. In Year 5/6, written outcomes are expected but the thrust of Primary MfL is to build confident speakers of French rather than writers as this is something they will pursue in secondary school.

Beyond the National Curriculum

Our Modern Foreign Languages curriculum goes beyond the National Curriculum by equipping pupils with **advanced strategies to improve their ability to communicate effectively in French**. Pupils develop a strong focus on correct grammar and pronunciation, understanding their importance in being clearly understood. They are taught strategies such as **repetition and regular practice,** which help to make key aspects of the language automatic and intuitive.

This emphasis on effective communication ensures that pupils build the confidence and skills needed to use French in real-world settings, preparing them to engage meaningfully with native speakers and further their linguistic journey. Through this approach, pupils gain not only competence in French but also valuable techniques for learning any language in the future.

Outcomes for MFL in our school

Know	Understand	Do
the sounds French phonemes make and not confuse them with English phonemes	the different sounds the French graphemes can make and remember them	pronounce words correctly relying on strong phonics knowledge to decode unfamiliar words
how words studied are spelled in French	most spellings and phonically-decodable but others require memorisation	have a go at spelling words in French
a range of texts, poems, plays and songs in French and experience reading them for fun, understanding and purpose	the main learning points from experiencing texts, poems, plays and songs in French	widen the range of French material and choose to do this for fun
the gist of what is being read in French	the key ideas of what a text, song, play or poem is communicating	read and listen with understanding
a wider range of French vocabulary collected from topics studied	that magpieing and collecting words is the best way to understand the topics and ultimately communicate the meanings of the topics	use dictionaries and source material to magpie words for topic learning
strategies for being understood better including getting grammar correct as well as correct pronunciation	how words change to create meaning by their grammar and understand French spoken mannerisms (bof, ben) to create an authentic spoken impression	develop authenticity in language work
about French culture and customs in France and other French-speaking countries	the similarities and differences between their cultures and ours	gain an appreciation for French culture and show interest
through repetition and regular practice to make aspects of language automatic.	that aspects need to be repeated a lot to become automatic.	take part in practice retrieval to gain automaticity and fluency in the subject.

MFL Knowledge Progression

	Strands	Grow and Flourish Reception/ Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY KNOWLEDGE	**Language skills**	● Listen attentively to the correct pronunciation of taught words and phrases. ● Repeat taught words and phrases with correct pronunciation.	● Recognise taught words and phrases and recall their meaning. ● Ask and answer simple questions using taught words and phrases. ● Write words and phrases accurately	● Memorise and recite the correct pronunciation of taught words, phrases and sentences. ● Use taught words, phrases and sentences accurately and independently in speech. ● Apply taught words, phrases and sentences accurately and independently in writing. ● Translate taught words, phrases and sentences. ● Be able to use a French Dictionary correctly
SUBSTANTIVE KNOWLEDGE	**Communicating verbally in French**	● greet people in French. ● say my name in French. ● ask somebody how they are feeling in French.	● use basic greetings in French, ask somebody how they are feeling and reply when asked to me.	● tell the time around the clock in French. ● recognise and recall 10 activities in French that I may do at the weekend.

		• reply with how I am feeling in French. • say 'goodbye' in French. • say 'see you later' in French. • Say different jungle animals in French • Say 10 different colours in French • Say numbers 1-10 in French • Say different modes of transport in French • Say 10 different minibeasts in French • say the 4 seasons in French. • Say short phrases about the weather in different seasons • express which is my favourite season in French.	• ask somebody their name in French and reply when asked to me. • recall numbers 1-10 and count from 11-20 in French. • ask somebody how old they are in French and reply when asked to me. • ask somebody where they live in French and reply when asked to me. • express my nationality in French and understand basic gender agreement rules. • recognise and recall 7 classroom objects in French with the correct determiners/articles. • recognise and recall 5 more classroom objects in French with the correct determiners/articles. • answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What is in your pencil case?). • change an indefinite determiner/article 'a/an' to the possessive adjective 'my' in French.	• consolidate my learning and focus on the spellings in French for the 10 activities. • integrate 'at…' plus a time into my spoken and written work about weekend activities. • the essential things in French that plants and animals need to survive • about 5 key habitats around the world in French. • to use the verb 'pousser' (to grow) to express which plants grow in these habitats. • to use the verb 'habiter' (to live) to express which animals live in these habitats. • name and label a map in French of the Solar System • apply the rules of adjectival agreement to describe the Solar System in French. • use conjunctions and intensifiers to extend descriptions of the Solar System. • 10 classroom subject nouns in French with the determiners/articles.

			● use the negative construction in French and use all my new knowledge to describe what I have/do not have in my pencil case. ● recognise and recall 8 common pets in French with their correct determiners/articles. ● use the structure 'I have a pet' in French. ● describe what my pet is called in French. ● describe what pet 'I do not have' in French. ● integrate the conjunctions 'et' (and) and 'mais' (but) accurately into my work. ● use key greetings in French. ● ask and answer the question 'How are you?' in French. ● ask and answer the question 'What is your name?' in French. ● count to 10 in French. ● recognise and recall 10 colours in French. ● recognise and recall 5 shapes with their	● to create a short phrase in French about a school subject using 'I like' and 'I do not like'. ● to answer the question 'Quelle heure est-il ?' (What time is it?) on the hour in French. ● to say at what time I study a particular subject in French. ● recognise and recall 10 new nouns for healthy foods/drinks in French with the correct articles/determiners. ● recognise and recall 10 more nouns for less healthy foods/drinks in French with the correct articles/determiners. ● consolidate all the new language and focus on the partitive article (some) in French as seen in this unit. ● recognise and recall some key phrases for healthy and unhealthy eating habits.

			determiners/indefinite articles in French. ● recognise and recall 5 more shapes with their determiners/indefinite articles in French. ● understand more about the 2 determiners/indefinite articles for 'a/an' in French. ● revise numbers 1-5 in French and express how many of each shape I can see. ● recognise and recall 8 key words in French from the story of Little Red Riding Hood. ● recognise and recall 8 parts of the body in French.	
	Spoken/ written Outcomes			● use all my new knowledge from the unit to present to the class in spoken and/or written form. ● to use all my new knowledge to prepare a presentation in French for the class. ● ask key questions in French in order to conduct an interview with an astronaut.

				• ask key questions in French in order to conduct an interview with an astronaut. • to use all my new knowledge from the unit to present my school subject preferences to the class in spoken and/or written form. • follow a healthy recipe in French and create my own using my new knowledge.
	French culture		• find France on a map and recall at least 1 Francophone country. • all about the festival 'Le Carnaval de Nice'. • all about the celebration 'La Fête des Rois'. • all about the tradition 'Le Poisson d'avril'. • all about the celebration 'La fête nationale française'. • all about the tradition 'Le jour de l'Armistice'	• more about the 4 characters in the unit and the Francophone world. • more about the different celebrations celebrated in the Francophone world. • more about 2 different religious celebrations celebrated in the Francophone world. • to improve my cultural awareness of Paris in France and Port-au-Prince in Haiti. • how the 4 characters are responsible global citizens by doing more to protect the planet.

MFL Overview

YEAR A

	Autumn Unit	**Spring Unit**	**Summer Unit**	**Unit 4 * Optional unit**
Y1/2 **KS1**	Les salutations (Greetings) Comptines et chansons (Nursery Rhymes)	Dans la jungle (In the jungle)	Les couleurs et les nombres (Colours and numbers)	Les super-heros (Superheroes)
Y3/4 **Early Language Teaching Tab**	J'apprends le francais (I am learning French)	Les formes (shapes)	Petit Chaperon rouge (Little Red Riding Hood)	Les glaces (Ice-creams)
Y5/6 **Progressive Teaching**	Les Planetes (The Planets)	A l'ecole (At school)	Manger et bouger (healthy lifestyles)	Moi dans le monde (Me in the world)

YEAR B

	Autumn Unit	**Spring Unit**	**Summer Unit**	**Unit 4 * Optional unit**
Y1/2 **KS1**	Les transports	Les petites betes (Minibeasts)	Les saisons (Seasons)	Les formes (shapes)
Y3/4 **Intermediate Teaching Tab**	Je me presente	En classe	As-tu un animal?	Traditions and celebrations
Y5/6 **Progressive Teaching**	Le weekend	Les habitats	Moi dans le monde	WW2

There is no component parts overview as the Language Angels website sets out the unit progressions clearly