

Sparhawk's

Progressive curriculum



discover , achieve , excel

Concept & Thematic approach with whole key stage, purposeful themes. This provides the child with a real purpose, creates excitement and makes the learning irresistible.

Philosophy is part of our weekly learning. This helps our children debate, ask questions and wonder.

Social, Moral, Spiritual and Cultural opportunities are built into our planning. We sing, we dance, we explore other cultures, we laugh. We ensure each day is filled with rich opportunities.

Our Curriculum...for the whole child.

At Sparhawk we are proud to provide a high quality, creative, challenging education within a secure, caring and inclusive community. Each child experiences a sense of personal and collective achievement which prepares them for the journey of lifelong learning.

Sparhawk's 50 experiences provides our children with real life opportunities to do what children do best- explore. Experiences include building a campfire, climbing a tree.

A Progressive curriculum clearly sets out the skills and knowledge we want our children to learn at each stage.

Mantle of the Expert is used, as a tool, to immerse children into their learning. They get into role and become experts, applying the skills and knowledge learnt, to real life situations.

Skills for learning equips the children with life long skills. The skills are taught explicitly with clear success criteria.

Values are fundamental to all that we do. They are our values for life!

Rationale

Sparhawk's progressive curriculum is firmly based on our school vision - *discover, achieve and excel* - in all areas of the curriculum and beyond from Nursery to year 2. Running through the heart of our curriculum is the child. Our curriculum sets out clear expectations of the knowledge and skills we want our children to learn.

Underpinning our progressive curriculum we have **Sparhawk's values** (represented on the map- see front cover) and **Sparhawk's skills for learning** (represented through coloured gems).

Sparhawk's Values- these are displayed visually around the school and are directly taught during the first two weeks of each academic year. Whole school assemblies also have specific focus. These values underpin our behaviour management and school rules. The staff and children all share a common language and understanding.

Sparhawk's Skills for learning- These skills are critical for any child to achieve in education and beyond. We aim to provide a classroom environment where independence, thinking skills, collaboration and active learning are developed at the same time as the curriculum knowledge is acquired. We aim to equip the children with skills that will enable them to be lifelong learners. Sparhawk's skills for learning are taught explicitly and each skill is represented by a coloured crystal ball.

Here at Sparhawk we:

- ✓ Provide a safe environment that all children and adults can thrive
- ✓ Have consistently high expectations throughout
- ✓ Lay the firm foundations in learning
- ✓ Encourage risk taking
- ✓ Encourage a growth mind-set approach
- ✓ Foster a community of learners
- ✓ Make connections between learning
- ✓ Provide real life situations
- ✓ Offer challenge



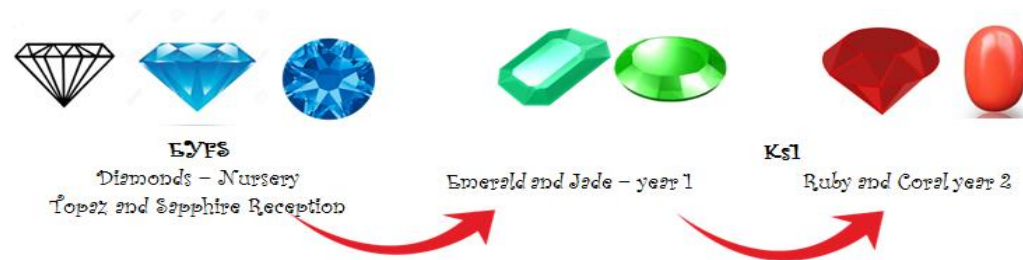
Our Mission Statement

At Sparhawk we are proud to provide a high quality, creative and challenging education within a secure, caring and inclusive community. Each child experiences a sense of personal and collective achievement which prepares them for the journey of lifelong learning.

Our Vision

Sparhawk – working together to inspire our children to excel in everything they do, to become confident, respectful and valued members of




our school; our community; our environment.



Nursery 2022-2023

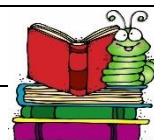
Reception key concepts and knowledge

I am learning new words during my independent and adult led play
 I am making connections in my learning
 I am learning to talk in sentences and know when and why this helps people to understand me
 I am learning responsibility for things that I use in my classroom and my things from home eg coat, hat, wellies
 I am building confidence as I get to know my new class and the people in it
 I am learning how to solve problems in play eg if someone has something that I need/want a turn with
 I am learning the names of lots of feelings and what this means for me and my friends
 I am learning what my body can do and helping it to be strong inside and out
 I am learning which tools to use and when
 I am learning to be independent in dressing, eating, washing, toileting etc
 I am learning about rhyme and syllables as well as some initial sounds eg for my name
 I am listening and engaging with lots of stories on my own, in group and big groups
 I am learning numbers: using fingers, counting 1:1, numerals, positions of objects, more than, fewer than, shape names and properties through play
 I will pretend play and create stories in my play with others including creating small worlds
 I will combine and join resources in my play and begin to talk about why I have chosen to use them
 I will use drawing to represent sounds, colours, emotions, objects-I will have shared drawing times with adults to learn how to draw shapes and objects that we are learning about and increase my vocabulary
 I will listen to lots of different songs, genres and instruments





Autumn	Spring	Summer
Getting to know you and your family 	The love of reading 	Our Wonderful World 
EYFS Key concepts and knowledge: <ul style="list-style-type: none"> - I am getting to know my new teachers in my classroom - I am learning to listen and respond to instructions eg get your coat and wait by the door and to know when there are important times to listen - I am getting to know new friends and how to play with them - I can talk about my family sometimes with the help of pictures - I am learning to know where I put my coat, name, where to play and sit - I am beginning to that I belong to my family, I am in Diamond class and there is a bigger School family/community. I know that every person and family is different. There is nearly always something the same and something different(including the beginning of philosophy skills) I can try new things on my own or with help 	EYFS Key concepts and knowledge: <ul style="list-style-type: none"> -I will learn about celebrations and traditions from a variety of cultures(Christian,Hinduism : Chinese New Year-focus on the animal of the year St. David's Day St. Patrick's Day Holi Pancake Day and Easter - I can talk about what is happening in my play - I can join in with Nursery Rhymes and learn other songs related to my learning - I can listen to stories and say what I like/do not like and begin to say why I think things - I know some traditional tales and can talk about them with an adult - I know how to look at books and take care of them 	EYFS Key concepts and knowledge: <ul style="list-style-type: none"> -I will learn about celebrations and traditions from a variety of cultures(Christian, muslim : St. George's Day Eid - I will use my senses to explore and talk about what I see - I will take care of our outside garden and share responsibility for growing and watering and weeding and keeping creatures safe - I will learn about some lifecycles through books and looking/observing - I will talk about changes that I see, hear, smell, feel, taste

<p> I am learning how to think about how other people I am learning that adults in my room are here to help me and my family – I can ask them for I might begin to know that there are many people in my community that are there to help eg emergency services etc I know that I was a baby and have grown and changed – same/different -I will learn about celebrations and traditions from a variety of cultures(Christian, Judaism,Hinduism : Diwali-focus is on light (diva lamps & preparing classroom for a celebration) Fireworks Hanukkah- focus- is the star as a symbol. Remembrance- focus the poppy as a symbol St. Andrew's Day-focus on symbol of flag and national flower. Christmas- focus is the star leading the way. - </p>	<p> - I am learning that print has meaning, different purposes, it is left to right in English and top to bottom, there are names for parts of a book, pages have a sequence </p>	<p> - I will discover things about places that I visit and read and see eg cultures, countries, places </p>
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Reception 2022-2023		
Autumn	Spring	Summer
<p>Getting to know you and your family</p> <p>EYFS Key concepts and knowledge:</p> <ul style="list-style-type: none"> - I know I belong to my family and the wider School family. - I know that every family is different. - I know that I am unique and like and dislike different things to other people. - I can be brave and try new things. I know how to make good choices and be kind. - I know that there are people who help us in the community such as police, doctors, shop assistants and firefighters etc. - I know that I was a baby and have grown and changed and that my grandparents lives were different to mine. - I know that Christians celebrate Christmas and can talk about the story of Christmas and some of the traditions. - I know that Diwali is celebrated across the world and some of their traditions. 	<p>The love of reading</p> <p>EYFS Key concepts and knowledge:</p> <ul style="list-style-type: none"> - I can retell stories using my own words. - I can compare and contrast characters from stories including figures from the past. - I know what a traditional tale is and the vocabulary used in it. - I know I can use books to learn fascinating facts. - I know that some people celebrate Chinese New Year, Holi, Easter and some of the traditions for these. 	<p>Our Wonderful World</p> <p>EYFS Key concepts and knowledge:</p> <ul style="list-style-type: none"> - I know where I live and what I pass on my journey to school. - I can talk about what my local area is like, what buildings, roads and parks there are. - I can talk about other countries and how they are different to our country. - I know about natural and man-made features. - I know about animal lifecycles and how animals and insects change.
<p>Throughout the year</p> <p>Understanding the world</p> <p>I know that the weather changes everyday and can talk about what the weather is like today.</p> <p>I know that there are 4 seasons and what the weather is like in each season.</p> <p>I know that trees, animals and plants change throughout the seasons and can talk about some of these features.</p> <p>Expressive Arts</p> <p>I know that there are different famous artists and can say what I like and don't like about their work and can produce my own artwork following their style.</p>		



KS1 Long term cycle – 2 year plan

2022-2023		
<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <p>Environment</p> <ul style="list-style-type: none"> ✓ Know how 'delicate' our planet is ✓ Understand that we all have a responsibility for our environment ✓ Know what an environment is: school, town, city, country and global ✓ Understand ways in which we can protect are environment e.g. rescue, reuse , recycle, walk to school week, switch off fortnight etc. ✓ Walk around local environment- talk about local features ✓ Know Sprowston's key features- church, shops, parks, roads ✓ Know that Norwich is a city in East Anglia ✓ Have a brief understanding of the history of Norwich </div>  </div>		
Autumn	Spring	Summer
Jungle/Rainforests/Woods 	Air & Space 	Sea - Oceans 
<p>Year 1 Key concepts and knowledge: *all of the above</p> <ul style="list-style-type: none"> - Understanding of some of the animal traits: different animals from differing environments- compare - Some basic understanding of their location and how this differs to the UK- climate, jobs etc - Sprowston is very different to the jungle/rainforests/woods. How? - Know some foods that come from the jungle/rainforest/woods and how they get here- transportation - Have a brief understanding of the life of some tribes and how life differs to us. - Features of a jungle/rainforest/woods- weather, plants, darkness, different layers of environment - A basic understanding of deforestation and the changes we can made to reduce, reuse, recycle - 	<p>Year 1 Key concepts and knowledge: *all of the above</p> <ul style="list-style-type: none"> - Earth is made up of land and sea - That Earth is a planet and it spin - Know the solar system: have an understanding of some of the properties of the planets - Understand how you would travel to Space: - Know the jobs related to space- astronaut and other jobs - The moon goes through different phases - The effects of gravity through simple experiments - Different transport within the air: E.G. hot air balloons -Animals that fill the air- birds, flies -Human body: effects of air on the body- -Pollution: effects of car pollution etc- walk to school week -Weather: clouds and how they work- evaporation 	<p>Year 1 Key concepts and knowledge: *all of the above</p> <ul style="list-style-type: none"> - The impact of plastics and pollution on our oceans : Nick Cope Podcast - Some understanding of specific features of some species and how this helps them survive: sharks, fish, octopus - How the oceans feeds us - Different levels within the ocean e.g. the coral, the Abyss etc. and what creatures you may find in them – they are fascinating -Pirates: how they are still around now! - What jobs work on the oceans- fisher men, deep sea divers etc - Transport: what different boats do - Swimming: life guard survival and linking to our beach's and how to keep safe - Life boat- Cromer and Caister? RNLI

<p>Year 2 Key concepts and knowledge</p> <p>*all of the above- but with a greater depth- using and applying.</p> <ul style="list-style-type: none"> - Understand the principle of the different tree layers and their purpose - Have a brief understanding of the jungles location in relation to the equator - Deforestation and the impact this is having on us – ½ the tropical rainforests we had are gone, one football pitch size of forest is destroyed every 60 seconds, 28,000 species of animal are set to become extinct in the next 25 years, homes and habitats are being destroyed, levels of carbon dioxide are increasing while oxygen decreases. - Know survival traits of animals and how this compliments their habitat e.g. leaf cutter ant has adapted to the jungle by having spikes on their backs - How jungles differ to rainforests - The importance of jungles in our eco system - Know some people who are actively trying to prevent climate change (Greta Thunberg) - Look at how Sprowston has changed over the years becoming less greener. - Know why deforestation occurs: farming, wood, roads for mining, digging for oil & flood areas to make dams for electricity plants. 	<p>Year 2 Key concepts and knowledge</p> <p>*all of the above- but with a greater depth- using and applying.</p> <ul style="list-style-type: none"> - The relationship between the sun, earth and the moon - Brief understanding of day and night, rotation etc - Gain a brief understanding of the distance of planets, stars and moons in relation to Earth. - Know there was a space race between Russia and USA - Understand the use of telescopes and satellites to provide us with information about our solar system - Know some simple constellations. - Learn the planets in order from the sun - Space technology – Mars Rover mission - Aerial photographs taken from space of the world – how it differs from older maps - Flat Earth theory - Know that Laika was the first dog sent into space as an experiment. - Yuri Gagarin was the first person in space. - Mae Jemison was the first black woman to go into space. 	<p>Year 2 Key concepts and knowledge</p> <p>*all of the above- but with a greater depth- using and applying.</p> <ul style="list-style-type: none"> - That sunlight only gets through the top layers - An understanding of the different layers - Have a brief understanding of the importance of oceans in our eco system - Currents pollution updates and the effect on sea-life, barrier reefs etc. - Difference between different bodies of water – what we have surrounding us – visit the coast - Look at the technology cleaning up the plastic from the oceans. - Know about the Great Plastic Garbage Patch in the Pacific Ocean - Know the journey of plastic from our households to the oceans and how it moves through rivers and underground. - Eugenie Clark – The Shark Lady - Isatou Ceesay – The Queen of Recycling - David Attenborough saving our oceans
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2023-2024

Discovery

- ✓ Walk around local environment- talk about local features
- ✓ Know Sprowston's key features- church, shops, parks, roads
- ✓ Know that Norwich is a city in East Anglia and in the county of Norfolk: coastlines
- ✓ Have a brief understanding of the history of Norwich: Colman's mustard, NCFC, the broads
- ✓ Know what a community is and how they contribute to it: global, UK, County, City, Village, School
- ✓ Extend ties with our local communities – offering for people to come in and talk to the children about their roles in society
- ✓ Norfolk Welcomes Refugees (June) – Strangers Hall
- ✓ People from Norfolk who have helped others or become famous (Olympians, musicians, sports stars, TV personalities)



Autumn Dinosaur

Year 1 Key concepts and knowledge:

***all of the above**

- They are prehistoric
- We know about dinosaurs through fossils
- Children can name and recognise characteristics of dinosaurs such a predator/prey etc.
- People who discover and learn about dinosaurs are called palaeontologists
- The theories behind extinction

Year 2 Key concepts and knowledge

***all of the above- but with a greater depth- using and applying.**

- Archaeological skills
- Recognise characteristics of dinosaurs from their bones – carnivores eating herbivores etc.
- food chain
- Triassic, Jurassic and Cretaceous periods
- Pangea and the formation of continents over time

Spring Engineering

Year 1 Key concepts and knowledge:

***all of the above**

- What is an engineer?
- What skills do you need to be an engineer?
- To know the difference between natural and man-made.
- To be able to design with a purpose.
- To test and evaluate.
- To research a significant engineer.
- To choose a favourite invention.
- To think about life without a specific invention.
- To realise that things are always changing and new things are always being invented.

Year 2 Key concepts and knowledge

***all of the above- but with a greater depth- using and applying.**

- What is the strongest shape for a structure?
- Skyscrapers are increasing in size – why is this happening, how – can we make a version of the Shard, Burj Khalifa etc

Summer Self-discovery

Year 1 Key concepts and knowledge:

***all of the above**

- Discuss and celebrate the Paralympic games.
- Hold own Paralympic games - three legged races etc.
- Norfolk Welcomes – Refugee Day.
- Discuss women in history - suffragettes etc.
- Different family units – same sex parents etc.
- To know there are different religions and people believe different things
- Understand what our traditions and culture is and compare with others.
- Look at where/how/people live – food etc.
- Black history: Nelson Mandela, Martin Luther King, Michelle Obama
- Significant person- NCFC football player from a different country- compare

Year 2 Key concepts and knowledge

***all of the above- but with a greater depth- using and applying.**

- What if everyone was the same?

<ul style="list-style-type: none"> - Debate how the dinosaur became extinct – was it an asteroid – look at evidence in Mexico with the cenotes. 	<ul style="list-style-type: none"> - Industrial revolution - Invention of transport and how we move around the world now compared to different periods. 	<ul style="list-style-type: none"> - How can we help people with disabilities? - Comparing different cultures. - How has Britain become more diverse throughout history? - Key people in promoting diversity across the world – Rosa Parks, MLK - Refugees and how they survive and thrive - How diverse Norfolk is and how we can make it a welcoming place - Create ties with other schools around the world to compare and contrast.
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Sparhawk's Skills for learning (for a break down of progression see skills document)

Problem Solving

Children are able to **observe** and **consider** evidence, using this **generate ideas**, **test** their idea and make a **conclusion**. Encourage children to try out different ideas- narrating their thought process. Adults to role model problem solving across curriculum

Thinking

Awareness of thinking techniques and how to **engage** in learning. Being **actively involved in learning**- engaged and concentrated. Making connections with other learning. Able to reason, reflect and evaluate. Asking own questions and reflecting on other learning.

Team Work

Children are able to **work together** – working with **other children**, working **with adults** and within a **wider community**. Understand what is needed to be able to work together- **listening**, **respect**, **communication** etc. Aware that other people have different opinions and how to embrace these.

Presentation Oracy

Awareness of how they present their thoughts, feelings and work: orally, physical, graphically and written. How this needs care and effort. To show a sense of pride in everything they do.

Physical

Awareness of their body and brain and how we look after it to **ensure learning is optimum**. Eating healthy, exercise etc. Developing fine and gross motor control to show coordination. Developing independence in personal hygiene, dressing etc

Awareness of how they communicate their thoughts and feelings. Developing lexicon and communicating with depth to their responses and in their general speech. To show maturity in how they communicate.

Understanding me



Goals	Nursery	Reception	Year 1	Year 2
I am responsible for myself own actions and decisions	<ul style="list-style-type: none"> Chn begin to show responsibility for their own personal belongings e.g. hanging coats up, putting on wellingtons Chn begin to show understanding that every action has a reaction (positively and negatively) Beginning to understand and respond to class rules 	<ul style="list-style-type: none"> Chn able to take responsibility for their own belongings e.g. hanging coats up, putting on wellingtons Chn aware that they are responsible for their own actions and abide by rules 	<ul style="list-style-type: none"> Chn show greater responsibility for not just their belongings but class resources etc. Chn show increasing self-control over their actions. They are less impulsive and more aware of their actions e.g. sitting in assembly, showing control over their emotions 	<ul style="list-style-type: none"> Chn show increasingly more independence with their self- e.g. knowing to tuck their shirts in, or know if they need a coat on if it's raining. Chn show self- control with their actions and know that every action has a consequence. Chn are confident to make decisions independently e.g. to play a different game to their friends
I have a growth mind-set	<ul style="list-style-type: none"> Chn beginning to persevere with challenging tasks Chn begin to understand that it doesn't have to be perfect 	<ul style="list-style-type: none"> Chn beginning to persevere with challenging tasks Chn aware that it is ok not to get things right Chn begin to show awareness that challenge grows the neurons in your brain 	<ul style="list-style-type: none"> Chn persevere with challenging task. Chn begin to know the feelings when they find things tricky 	<ul style="list-style-type: none"> Chn to know the feelings that are associated with finding things tricky Chn able to overcome these feelings by persevering Chn able to draw on strategies to help them persevere e.g. ask friend, try a new method
I show emotional awareness	<ul style="list-style-type: none"> Chn begin to talk about basic emotions happy, sad, angry Chn recognise facial features of different emotions Chn begin to show an awareness of how these feelings feel 	<ul style="list-style-type: none"> Chn begin to understand deeper emotions- frustration, guilt etc Chn begin to show empathy towards their friends according to emotions 	<ul style="list-style-type: none"> Chn begin to have an awareness of intensity of emotions. With support children to adopt strategies to self-help when emotions are extreme e.g. I am feeling a little angry now, to help me calm down I can.... 	<ul style="list-style-type: none"> Chn have a firm understanding of emotions and how these impact on their daily life e.g. today I woke up feeling tired so i... children to adopt strategies to self-help when emotions are extreme e.g. I am feeling a little angry now, to help me calm down I can....
I can reflect on my learning	<ul style="list-style-type: none"> Listens to others one to one or in small groups when conversations interest them 	<ul style="list-style-type: none"> Children listen attentively in a range of situations 	<ul style="list-style-type: none"> Self-assessment techniques Two stars and a wish Peer/adult self-review 	<ul style="list-style-type: none"> Developing team work Learning partners
	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Presentation



Areas	Nursery	Reception	Year 1	Year 2
Graphics	<ul style="list-style-type: none"> Mark making opportunities 	<ul style="list-style-type: none"> Pencil grip Using range of tools Drawing Colouring 	<ul style="list-style-type: none"> Developing learning through drawing Making lists, tables and charts Developing a range of lettering for different styles Using ICT 	<ul style="list-style-type: none"> Begin to make choices about how to present learning
Written	<ul style="list-style-type: none"> Letter formation activities through play-based learning 'Have a go' writing (scribed) Gross to fine motor skills opportunities 	<ul style="list-style-type: none"> Pencil grip Over writing Under writing and copying Independent and emerging writing Pattern work First name 	<ul style="list-style-type: none"> Teacher modelled range of techniques (books, leaflets, posters) Date all work First 	<ul style="list-style-type: none"> Begin to develop a joined writing style Planning writing Modelling of editing Begin to be aware of audience Begin to write for a variety of audiences
I can show an awareness of an audience	<ul style="list-style-type: none"> Role play Songs and music Performing to parents 	<ul style="list-style-type: none"> Discussing with a partner Speaking audibly Assembly and whole school performances 	<ul style="list-style-type: none"> Acting out stories Making scenes and frieze frame techniques Creative drama activities Awareness of audience 	<ul style="list-style-type: none"> Child led A choice in and understanding of range of presentation techniques – drama
Verbal/ oral/ sign	<ul style="list-style-type: none"> *See statutory English curriculum in EYFS and KS1 curriculums. Speaking within the class Answering questions Developing confidence 	<ul style="list-style-type: none"> Speaking in sentences Making relevant comments 	<ul style="list-style-type: none"> Speaking in full sentences Reading aloud with clarity Using varied speech tones Beginning to make presentation to small groups Representing during whole class, whole class, whole school discussion times and assembly 	<ul style="list-style-type: none"> Organise thoughts more clearly so speech has an impact on audience

Problem Solving



Area	Nursery	Reception	Year 1	Year 2
Consider evidence and make observations	<ul style="list-style-type: none"> • Colour matching • Colour sorting • Talks about some of the things that they have observed 	<ul style="list-style-type: none"> • Making repeating patterns • Colour/shape sorting • Look at the similarities and differences between objects, materials and living things 	<ul style="list-style-type: none"> • Predict what comes next in simple number, shape or spatial pattern or sequence • 2D/3D shape sorting • Observe closely using simple equipment 	<ul style="list-style-type: none"> • Give reasons and opinions for how to continue a pattern • Suggesting criteria for sorting • Make relevant observations • Record observations in a variety of suggested ways
Create theory and ideas	<ul style="list-style-type: none"> • Contribute collectively to ideas • Have an interest in the world around them • Notice features of objects in their environment 	<ul style="list-style-type: none"> • Give ideas independently and within groups • Ask questions about the world around them 	<ul style="list-style-type: none"> • Try out a range of strategies to solve a problem • Follow suggestions about how to find things out 	<ul style="list-style-type: none"> • Begin to independently think of a way to solve a problem • Make suggestions about how to find things out and think of a simple plan
Testing skills	<ul style="list-style-type: none"> • Explore equipment given • Heavier/lighter • Full/empty • Long/short 	<ul style="list-style-type: none"> • Chooses between two pieces of equipment to use • Heaviest/lightest – comparing • Comparing quantities • Explore, play and make sense of what they do 	<ul style="list-style-type: none"> • Select appropriate maths equipment independently • Introduce grams • Half full/millilitres • Centimetres • Use simple equipment with support to perform simple tests 	<ul style="list-style-type: none"> • Find more than one way to solve a given problem • Explore everyday weighing problems • Metres • Observe and compare objects, living things and events
Evaluating ideas and conclusions	<ul style="list-style-type: none"> • Answer simple questions related to an activity • Record work through physical demonstration and discussion 	<ul style="list-style-type: none"> • Discuss the outcome of an activity • Begins to complete simple records • Talk about changes and patters 	<ul style="list-style-type: none"> • Discuss an outcome using mathematical language • Self-assess whether an activity was easy, just right or tricky • Represent work with objects and pictures 	<ul style="list-style-type: none"> • Discuss independently a different method and or what to do next time • Begin to give reasons for conclusions. Represent work with simple diagrams • Use their observations and ideas to suggest answers to questions • Say whether what happened was what they expected

Physical



Area	Nursery	Reception	Year 1	Year 2
Practical life skills	<ul style="list-style-type: none"> Use of cups, jugs and cutlery Assisted spreading experiences Early scissor skills, snipping, tweezers and pincer grip activities 	<ul style="list-style-type: none"> Introduce tumblers Knife and fork skills, independent spreading skills(food and non-food) Cutting lines and basic shapes 	<ul style="list-style-type: none"> Refining skills for eating Introducing intricate shapes 	<ul style="list-style-type: none"> With less intervention Interior shapes with increased accuracy/less support
Brain and body skills	<ul style="list-style-type: none"> Finger exercises for strength Use of dough/putty etc Big drawing e.g. 'Write dance'- adult supported Simple construction toys for fine and gross motor control 	<ul style="list-style-type: none"> Introduce more modelling materials as strength develops 	<ul style="list-style-type: none"> Introduction of more complex, age and development appropriate equipment for construction 	<ul style="list-style-type: none"> Fine and gross motor skills
Self-care and body awareness	<ul style="list-style-type: none"> Supervised toileting and handwashing(assisted where necessary) Putting on coats the 'magic way' Beginning to attempt buttons and buckles Remove and put on wellies and Velcro-fastened shoes 	<ul style="list-style-type: none"> Taught handwashing routines Zips and laces with support where necessary Attempt shoes/socks/coats 	<p>Independent handwashing with reminders</p> <p>Independent zips</p> <p>Independent changing skills</p>	<p>Independent handwashing</p> <p>Helping others with fastenings</p> <p>Laces</p>

Team work



Goals	Nursery	Reception	Year 1	Year 2
I can work as part of a team	<ul style="list-style-type: none"> • Chn are beginning to listen to their friends ideas • Chn are beginning to share their own ideas • Chn are beginning to understand how to take turns • Chn beginning to understand how to share 	<ul style="list-style-type: none"> • Chn are able to listen to their friends ideas • Chn are able to share their ideas • Chn can work in pairs and take turns • Chn begin to articulate their thoughts and ideas 	<ul style="list-style-type: none"> • Chn are able to confidently work in a partnership e.g. talk partners during carpet time- 1 listener , 1 talker • Chn are able to communicate what their friend said • Chn are able to make eye contact 	<ul style="list-style-type: none"> • Chn able to respect other people's opinions (even though they may differ) • Chn able to work in a larger group and each play their own role e.g. a listener, a doer, a communicator

Thinking



Oracy

Physical

Area	Nursery	Reception	Year 1	Year 2
Voice -Pace of speaking -Tonal variation -Clarity of pronunciation -Voice projection	Games to practise skills eg 1. cookie jar -using differed voices from pictures provided eg witch voice, robot voice, happy voice, sad voice, grumpy voice etc 2. give children an imaginary sweet – this is a special magical sweet that will change your voice! It will make it sound . . . squeaky, make it go up and down(high/low) etc	Begin to control pace appropriately so others can understand Begin to change tone to match feelings: excitement etc Clear speech, producing sounds correctly (age appropriate) Uses voice to communicate, so others can hear and respond	Control pace more confidently so others can understand Change tone to match a range of feelings. Clear speech, producing sounds correctly (age appropriate) See ECCH Uses voice to communicate with talking partners and begin to show confidence in front of a larger audience. Children to begin to use these skills in their reading.	Adapt pace to suit the needs of the listener in different contexts. Adapt tone to suit needs of listener. Use intonation in variety of different scenarios and be confident in doing to with an audience. Uses age appropriate intonation in every day chat. Intonation is regular shown in their reading to portray the feel of the text.
Body Language -Gestures and posture -Facial expression and eye contact.	Use potato head rules (or similar) to encourage ‘good looking’, ‘good sitting’ etc when people are talking at front of class Talk about looking at person talking when we are in a circle and taking turns	Gestures begin to be used to support what is being communicating and also as a substitute for using voice Eye contact starting to be used appropriately – children begin to look at who is talking to them (aware of particular SEND needs when this might not be possible)	Gestures used to match what is being said. Eye contact beginning to be maintained when talking to someone (aware of SEND) Facial expression beginning to match what is being said. Facial expressions begin to be used when listening to others. Begin to recognise how others are feeling because of body language.	Non-verbal communication used daily to communicate with peers and adults. Eye contact regularly maintained when talking (aware of SEND). Facial expressions vary to suit feel of the talk. Use of non-verbals to show they understand when someone is talking to them. Can identify emotions from body or facial language.

Oracy

Linguistic

Area	Nursery	Reception	Year 1	Year 2
Vocabulary - Appropriately vocabulary choices	Manners when talking at snack time, lunchtime, small group work	Use appropriate vocabulary linked to learning and topics, including phonics and maths (eg: digraph, phoneme, addition) Begin to understand that you can make different word choices for the same word Ask what new words mean Use appropriate vocab during independent play to extend own learning and continue play with others	Use vocabulary learnt from previous lessons within their own work across all subjects. Share vocabulary with home and in school. Use the vocabulary within sentences. Understand what the meaning of the word is. Begin to use this vocabulary in different contexts away from lessons. Continue to ask what new words mean and begin to try and use (sometimes may not be in correct context or pronounced correctly) Word of the week introduced and encouraged.	Use of synonyms to convey meaning – learning different vocabulary to convey the same meaning. Use subject specific vocabulary in the correct context in every day speech. Use thesauruses regularly to find out new language. Encouraged to use more powerful language and to talk in full sentences. Children to try and actively use word of the week in discussion.
Language -Register -Grammar	Model good grammar when repeat back phrase to children if incorrect Talk about using your speaking voice, outside voice, inside voice, singing voice etc in learning	Respond appropriately during register, experimenting with different word choices Some grammatical errors when talking, sometimes self-corrected. Willing to accept corrections with grammar	Respond appropriately to the register 'Good morning, I am having a pack lunch today please'. Correct themselves with grammatical errors mostly. Respond back with correct grammatical correction.	Respond appropriately to greetings and greet others in a polite way. Greet parents at the end of the day with polite questions. Use correct tense and suffixing when speaking about events.
Rhetorical Techniques -Rhetoric techniques such as metaphor, humour, irony and mimicry	Explain humour in stories – that it is meant to be 'funny' Be aware of 'humour' in class and point it out if need be eg Mrs Easlea was laughing with Mrs Dawson because she said . . .	Begin to use humour when communicating. Begin to use humour when listening to others and respond appropriately Aware that language can be confusing and understand isn't always a literal meaning: eg. 'Get your skates on'. Respond to such instructions appropriately.	Use humour when communicating when appropriate- tell jokes and understand what they are saying. Begin to use such language in the correct context when communicating with adults and peers	Develop idiolect similar to that of their parents and peers. Use of 'phrases' or 'sayings' to convey meaning e.g. 'piece of cake' Use of colloquialisms heard in their local area.

Oracy

Cognitive

Area	Nursery	Reception	Year 1	Year 2
Content -Choice of content to convey meaning and intention -Building on the views of others	<u>Philosophy cards:</u> We thought for ourselves We followed the listening rules We took responsibility for the enquiry We found a space to talk into We respected each others ideas Thumbs up/thumbs down for 'I agree and I disagree'	Listen to others and begin to respond appropriately. Accept corrections from adults to keep on track. Begin to listen to others. Begin to show where they agree or disagree with others – could be through gestures.	Begin to build on an answer someone else gives. Use sentence builders- I agree because, I disagree because- adding on their own views. Begin to ask questions about what others are saying Begin to show attentive listening.	Use of varying sentence stems to respond or retort in conversation. Sentence stems could be used to: determine importance, question what they hear/read, predict what is about to happen, visualize their learning or thoughts, make connections between previous learning & infer what is happening from a scenario. Use of polite tone to debate with others' thoughts.
Structure -Structure and organisation of talk	As above plus model phrases such as: Stop(if they do not like something someone is doing You can have a turn when I have finished Please can I have. . . When reading a story especially a traditional story – talk about how words are used/repeated etc	Begin to communicate in sentences, including verbs and nouns and conjunctions – may need adult support. Take time to formulate idea and sentence in head before beginning to talk	Independently communicate using full sentence. Start to experiment with sentence openers – I agree/I disagree Think about what they are going to say before sharing their ideas.	Use of polite manner when responding to them. Repeating what others have said when agreeing or disagreeing with them to show they have listened attentively. Allowing for someone to finish speaking before saying their piece.
Clarifying and summarising -Seeking information and clarification through questioning -Summarising	Teacher to model what has been said eg That's right – you think . . . and H thinks . . . Games such as: Spot the difference Odd one out	Achieve Blank Levels 3 and 4: understanding how, why and sequencing questions. Able to repeat back instructions, using key words Begin to ask questions if don't understand Look to others for clarification	Continue to achieve levels 3 and 4. Listen to the instructions and understand what to do. Have confidence with asking questions to clarify what to do- knowing that it is okay if you don't understand or if you get things wrong.	Seeking support in a variety of ways, not just from the teacher but peers too. Be able to understand quickly what a verbal instruction is asking them to do.
Self regulation -Maintaining focus on a task -Time management	Talk about how much time we/they have to do something eg sandtimer to . . . Games such as: Spot the difference Odd one out	Give purposeful attention during whole class teaching inputs, this may sometimes involve adult intervention to re-engage. Complete self-chosen tasks or activities before moving on	Able to stay focused during activities and inputs. Understand that they need to complete their activities within the time scale.	Continue from Year 1

			Stay focussed during the activities and focus on their working.	
Reasoning -Giving reasons to support views -Critically examining ideas and views expressed.	We took responsibility for the enquiry Games such as: Spot the difference Odd one out	Begin to express feelings appropriately. Begin to explore a counter argument, for example, giving reasons why they don't have to come in from play. Explain how and why children should share in class, offer solutions for this. Explain why certain actions/behaviours are good/bad choices	Able to communicate their own feelings and express how they are feeling and in terms of when to communicate about previous events. Able to argue their views and disagree with peers in a simple manner using the sentence stems 'I agree because' I disagree because' to help them. Knowing that we can debate our own views but not have an argument with our peers.	Articulate their emotions and express why they are feeling this way. Understand what is fair/unfair and how to stand up for what they believe in. Understand that everything they see or hear is not necessarily true and be critical in examining the truth. Use polite manner when disagreeing with others, taking into account their thoughts and feelings too.

Oracy

Social and Emotional

Area	Nursery	Reception	Year 1	Year 2
Working with others -Guiding or managing interactions Turn taking	We thought for ourselves We followed the listening rules We took responsibility for the enquiry We found a space to talk into We respected each other's ideas	Able to discuss why turn taking is important Begin communicating with others how to share or play a game Able to remind others of class rules and routines	Begin to sort out arguments or disagreements independently within their peer groups. Aware of how to take turns and are able to play games independently.	Identify when a problem has occurred in a group and know how to sort it amongst peers. Lead by example in their behaviours in front of younger children. Allowing others to go before them.
Listening and responding -Listening actively and responding appropriately	Looking at who is talking and make relevant comments. Adult to model response if not relevant	Maintain on topic when responding to others Respond in different ways depending on the feelings of the person talking (sad, happy etc). This may largely be through actions or simple gestures such as 'I'll help you, 'do you want to play with me'?	Able to listen to one another within the group. Build upon others input and still maintain on topic.	Respond using variety of sentence stems including questioning.
Confidence in speaking -Self assurance -Liveliness and flair	Build good relationships with children and adults to encourage contribution	Develop own personality Confident to talk with peers, in small and whole class teaching	Continue to speak confidently with peers. Begin to support others with their work and tell them what to do if someone is unaware of the task. Be confident to talk in front of whole class.	Follow on from Year 1 and embed further.
Audience awareness -Taking account of level of -Understanding of the audience	Model who the audience might be – on class stage ask questions such as: Do you think ?? would like to hear you shouting the song? How would you sing it if you were performing to a dragon? etc	Consider how use volume of voice during different situations and environments	Aware of when they need to use a 'big' voice. Have confidence and are able to share their ideas and read what they have written with the whole class.	Follow on from Year 1 and embed further.

SMSC

Pupils' **spiritual development** is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that **inform their perspective on life** and their interest in and **respect for different people's faiths, feelings and values**
- sense of **enjoyment and fascination** in learning about themselves, others and the world around them
- use of **imagination and creativity** in their learning willingness to reflect on their experiences.

Pupils' **moral development** is shown by their:

- ability to recognise the **difference between right and wrong** and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the **consequences of their behaviour and actions**
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the **viewpoints of others on these issues**.

Pupils' **social development** is shown by their:

- use of a range of social skills in different contexts, for example working and **socialising with other pupils**, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by **volunteering, cooperating well with others** and being able to resolve conflicts effectively
- **acceptance and engagement** with the fundamental **British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and **contribute positively to life in modern Britain**.

Pupils' **cultural development** is shown by their:

- understanding and appreciation of the wide range of **cultural influences** that have shaped their own heritage and those of others
- understanding and appreciation of the range **of different cultures within school** and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's **democratic parliamentary system** and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to **artistic, musical, sporting and cultural** opportunities
- interest in exploring, improving understanding of and showing **respect for different faiths** and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by **their tolerance and attitudes** towards different religious, ethnic and socio-economic groups in the local, national and global community

Social	Moral	Spiritual	Cultural
<ul style="list-style-type: none"> • After School Clubs • Sports Day • PE and Sporting Competitions • Class Assemblies • School Trip • Residential Trip – Hilltop • Group work in Lessons • Curriculum Topics • Charity Work/Fundraisers • Whole School Assemblies • Behaviour Policy • Whole School Trips – Circus • Lunch time games • Philosophy sessions • PSHE Curriculum Planning 	<ul style="list-style-type: none"> • Behaviour Policy • Fundraising • Problem Solving/Investigating • Whole School Assemblies • School Mission Statement and Values • RE Curriculum Planning • School Website • E-Safety Week • Internet Safety Lessons • Positive/Nurtured Hearts Approach to Behaviour • Singing in the Local Community • School Council • Eco-Council • School Trips • Residential Trip – Hilltop • Anti-Bullying week • Class Rules • Philosophy sessions 	<ul style="list-style-type: none"> • School Mission Statement and Values • Whole School Assemblies • Sing Up Programme • After School Clubs • RE Curriculum Planning • Parent Pastoral (Monika) • Residential Trip – Hilltop • Charity Work/Fundraisers • Visitors from Different Faiths • School Website for Photos • Curriculum Topics • Philosophy sessions • 	<ul style="list-style-type: none"> • Music lessons • Whole school Assemblies • RE Curriculum Planning • Events with Other Schools • Variety of Cultural Library Books • After School Clubs • Visitors to School and Trips • Theatre Visits • Creative Week • World Book Day
British Values			
Democracy	The Rule of Law	Individual Liberty	Mutual Respect for and Tolerance of those with Different Faiths and for those Without Faith
<ul style="list-style-type: none"> • School Council Elections • Eco-Council Elections • Whole School Assemblies • Pupil Voice 	<ul style="list-style-type: none"> • Class Rules • Behaviour Policy • Whole School Assemblies 	<ul style="list-style-type: none"> • School Values • Whole School Assemblies • PSHE Curriculum 	<ul style="list-style-type: none"> • RE Curriculum • Celebrations of Different Religious Festivals • School Values • Whole School Assemblies

At Sparhawk we believe that reading is a valuable and rewarding experience which is crucial in allowing children to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge and helps children to become life-long learners. Children are taught to read using phonics as the main approach; however they are also given tools to ensure that this is not the only approach that they rely on. Reading skills are taught alongside our 'Skills for learning' curriculum which are signposted in red.

	Nursery		Reception		Year 1	Year 2
EOY Objectives			<ul style="list-style-type: none"> ➤ <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> ➤ <i>Anticipate – where appropriate-key events in stories;</i> ➤ <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i> ➤ 		<ul style="list-style-type: none"> ➤ <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> ➤ <i>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i> ➤ <i>being encouraged to link what they read or hear to their own experiences</i> ➤ <i>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i> ➤ <i>recognising and joining in with predictable phrases</i> ➤ <i>learning to appreciate rhymes and poems, and to recite some by heart</i> ➤ <i>discussing word meanings, linking new meanings to those already known</i> ➤ <i>understand both the books they can already read accurately and fluently and those they listen to by:</i> ➤ <i>drawing on what they already know or on background information and vocabulary provided by the teacher</i> ➤ <i>checking that the text makes sense to them as they read, and correcting inaccurate reading</i> ➤ <i>discussing the significance of the title and events</i> ➤ <i>making inferences on the basis of what is being said and done</i> ➤ <i>predicting what might happen on the basis of what has been read so far</i> ➤ <i>participate in discussion about what is read to them, taking turns and listening to what others say</i> ➤ <i>explain clearly their understanding of what is read to them</i> 	<ul style="list-style-type: none"> ➤ <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> ➤ <i>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</i> ➤ <i>discussing the sequence of events in books and how items of information are related</i> ➤ <i>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</i> ➤ <i>being introduced to non-fiction books that are structured in different ways</i> ➤ <i>recognising simple recurring literary language in stories and poetry</i> ➤ <i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i> ➤ <i>discussing their favourite words and phrases</i> ➤ <i>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</i> ➤ <i>understand both the books that they can already read accurately and fluently and those that they listen to by:</i> ➤ <i>drawing on what they already know or on background information and vocabulary provided by the teacher</i> ➤ <i>checking that the text makes sense to them as they read, and correcting inaccurate reading</i> ➤ <i>making inferences on the basis of what is being said and done</i> ➤ <i>answering and asking questions</i> ➤ <i>predicting what might happen on the basis of what has been read so far</i> ➤ <i>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</i>
	<p>To begin to retell stories recognising characters, plot and setting. Talk for writing as a vehicle</p> <p>Actively listen to different genres of books and answer whole class questions.</p> <p>Begin to make preferences about whether they like or dislike a story and why.</p> <p>Retell stories using props.</p>		<p>To confidently retell stories, recognising and discussing plot, character and setting. Make predictions within the text.</p> <p>Join in with discussions about texts commenting on a range of questions.</p> <p>Actively choose books in library time that they enjoy and give reasons why.</p> <p>Recognise how genres in books are different and begin to pick out key features within them.</p>		<p>To confidently infer about the stories they read, commenting and discussing story choices such as character, plot and setting but also author choices.</p> <p>Recognise different parts of fiction and non-fiction books- blurb, spine, contents, index, headings, subheadings, diagrams, facts. What is the effect of these on the reader?</p> <p>Choose own reading book to foster the love for reading.</p> <p>Contribute to shared reading – be able to read within a group and ask/answer questions together.</p>	<p>To confidently discuss all aspects of stories they read. Commenting on author's choice and the effect of that choice.</p> <p>Reading as a writer – How are main ideas revealed? How is text organised? What word choices are used? How are emotions revealed? What sort of sentences are being used? How does the writer use conventions of punctuation, spelling and grammar?</p> <p>Learn key skills for comprehension – skimming and scanning the text, pointing to evidence and being able to explain it.</p> <p>Choose own reading book to foster the love for reading.</p> <p>Confidently use VIPERS.</p>

	<p>Make choices over which book they would like to take home from the library.</p> <p>Follow words from left to right in a story – book conventions (front to back).</p> <p>To read wordless books to learn the conventions of reading</p> <p>Non-fiction</p> <p>Emotions – how do the pictures/words make you feel?</p>	<p>Evaluate the main parts of a story.</p> <p>Reading as a writer- identifying key feature e.g. I liked that part of the story because....</p> <p>Choose own reading book to foster the love for reading.</p>	<p>Reading as a writer – How are main ideas revealed? How is text organised? What word choices are used?</p> <p>Begin to use expression.</p> <p>Begin to make links with what they have read and their life.</p> <p>Begin to make predictions – what happens next?</p> <p>Begin to use VIPERS</p> <p>V-Vocabulary I-Inference P-Predict E-Explain R-Retrieve S-Summarise/Sequence</p>	<p>Be able to take in larger pieces of information.</p> <p>Using expression to convey emotion/feeling.</p> <p>Summarising a text.</p> <p>Visualising events from a text with less pictures.</p> <p>Re-read when they know it doesn't make sense.</p>
Greater Depth	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently.</p> <ul style="list-style-type: none"> ➤ Shared reading / Guided reading ➤ Story Sacks ➤ Story Cafes ➤ Every Child Reading in Class ➤ Guided reading ➤ Authors into school ➤ Extreme reading ➤ Reading teams ➤ Story and chapter books read in each class daily ➤ Enhanced library sessions – Recommending books, Author in the Corner, puppets, reading reviews 			

Reading – word recognition

	Nursery	Reception	Year 1	Year 2
EOY Objectives		<ul style="list-style-type: none"> ➤ Say a sound for each letter in alphabet and at least 10 digraphs. ➤ Read words consistent with their phonic knowledge by sound – blending. ➤ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. 	<ul style="list-style-type: none"> ➤ apply phonic knowledge and skills as the route to decode words ➤ respond speedily with the correct sound to graphemes (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. 	<ul style="list-style-type: none"> ➤ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ➤ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ➤ read accurately words of two or more syllables that contain the same graphemes as above ➤ read words containing common suffixes ➤ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ➤ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ➤ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ➤ re-read these books to build up their fluency and confidence in word reading.

Progression	<p>Learning to put meaning to letters and words. Opportunities to explore letters and words in continuous provision to develop children's understanding of meaningful print.</p> <p>To begin to orally blend and segment during brain games and continuous provision.</p> <p>To say the individual words in a sentence after it has been stated e.g Simon Says</p> <p>To understand reading and writing and the rhythm in spoken words.</p> <p>To recognise familiar words including own name.</p> <p>To recognise and produce rhyming words.</p> <p>Phase 1 Phase 2 – (6 weeks) – Not taught discretely, modelled (Cookie Jar, Silly Soup) set 1: s a t p set 2: i n m d set 3: g o c k set 4: ck e u r set 5: h b f/ff l/ll ss • VC • CVC • continue oral blending and segmenting • 2 syllable words. All alphabet sounds taught with Jolly Phonics.</p>	<p>Read familiar, decodable and high frequency/tricky words. Read sentences in a confident manner.</p> <p>To spot the digraph in a word and recognise the conventions of blending – squash the sound together and blend smoothly.</p> <p>To match words and pictures.</p> <p>Reading a page a day of reading book – for fluency purposes only.</p> <p>To recognise patterns in words – e.g. if I can blend 'rain', I can blend 'pain'.</p> <p>Read pseudo words</p> <p>Read high frequency words on sight.</p> <p>Recognise words in context, not just in isolation.</p> <p>HFW scheme started- each child receives 5 HFW – once ticked off 3 times they then move on words.</p> <p>Phase 2 – (6 weeks) 19 phonemes: set 1: s a t p set 2: i n m d set 3: g o c k set 4: ck e u r set 5: h b f/ff l/ll ss • VC • CVC • continue oral blending and segmenting • 2 syllable words.</p> <p>Phase 3 – (12 weeks) set 6: j v w x set 7: y z/zz qu • (i) ch sh th ng • (ii) ai ee igh oa oo • (iii) ar or ur oi ear air ure er ow • CVC complex • letter names • 2 syllable words</p> <p>Phase 4 – (4-6 weeks) • A range of adjacent consonants taught including those not in Letters and Sounds eg nch, scr shr, thr, str, xt, pt, dw, missing from Letters and Sounds • 2 / 3 syllable words First 100 – HFW Read pseudo words</p>	<p>Create fluency and pace within reading, beginning to add expression.</p> <p>To spot the digraph/trigraph in a word and recognise the conventions of blending – squash the sound together and blend smoothly</p> <p>To read with confidence and have a personalised toolkit to decode a word (using picture clues, reading the whole sentence)</p> <p>Reading a page a day of reading book – for fluency purposes only.</p> <p>Recap Phase 3/4</p> <p>HFW scheme continued</p> <p>Phase 5 • wh ph • split digraph 'e' • ay ea ie oe ew ue au aw ou oy ir ey • alternative spellings of phonemes • read and spell fully decodable high frequency words on 100 list Sounds missing from Letters and Sounds – le, nn, rr, se, ce, ve, ti, ci, dd, gg, pp, tt, tch, ore.</p> <p>Next 200 High Frequency words</p> <p>Common exception words</p> <p>Begin to look at alternative sounds</p>	<p>Read fluently with pace and expression. Ask questions about the meaning of unknown words.</p> <p>To spot the digraph in a word and recognise the conventions of blending – squash the sound together and blend smoothly</p> <p>Sight reading</p> <p>Recap phase 5</p> <p>Reading a page a day of reading book – for fluency purposes only.</p> <p>HFW scheme continued if necessary.</p> <p>Phase 6 • apply phonic skills • past tense • suffixes • longer words • spelling rules • Please include pseudo words in all teaching • Common exception words</p> <p>Etymology – begin teaching children the origins of words.</p>
Greater Depth	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <ul style="list-style-type: none"> ➤ Shared reading / Guided reading ➤ Story Cafes ➤ Every Child Reading in Class ➤ Guided reading ➤ Authors into school ➤ Words in the outside area and interactive displays ➤ Extra reading volunteer 			

Reading Assessment Notes:

	Nursery	Reception	Year 1	Year 2
EOY expectations		<ul style="list-style-type: none"> ➤ Write recognisable letters, most of which are correctly formed. ➤ Spell words by identifying sounds in them and representing the sounds with a letter or letters. ➤ Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> ➤ Sequencing sentences to form short narratives. ➤ Re-reading what they have written to check that it makes sense ➤ Discuss what they have written with the teacher or other pupils ➤ Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> ➤ Develop positive attitudes towards and stamina for writing by: ➤ Writing narratives about personal experiences and those of others (real and fictional) ➤ Writing about real events ➤ Writing poetry ➤ Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> ➤ Planning or saying out loud what they are going to write about ➤ Writing down ideas and/or key words, including new vocabulary ➤ Encapsulating what they want to say, sentence by sentence ➤ Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils ➤ Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ➤ Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.

Progression	<p>Teacher to begin to jot down ideas from speech- story scribing- child to begin to understand purpose of writing. Children to narrate their mark makings</p> <p>Writing voice to be modelled to children- recognise how it differs to everyday talk.</p> <p><i>Gain an understanding of rather than using independently:</i></p> <p>Writing for real purposes and different genres.</p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> Factual writing closely linked to a story Simple factual sentences based around a theme. A range of tools used throughout the year. Impromptu writing – displayed and modelled to the children. 	<p>Continue with story scribing- children to narrate their mark makings. Begin to understand the purpose of writing for real purposes and different genres.</p> <p>Beginning to use Writing voice – folding arms and saying a sentence aloud before writing it. Check does it make sense?</p> <p><u>Fiction:</u></p> <ul style="list-style-type: none"> Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 3-part story (5-part greater depth): <p>Once upon a time First / Then / Next But So Finally,.....happily ever after</p> <p><u>Non-fiction:</u></p> <ul style="list-style-type: none"> Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message 	<p>Develop a good understanding of the structure of text. Able to write for real purposes and different genres.</p> <p>Independently able to use Writing voice – folding arms and saying a sentence aloud before writing it. Check does it make sense?</p> <p><u>Fiction:</u></p> <p>Understand the sequence to a story and the key features such as:</p> <ul style="list-style-type: none"> Build-up Problem / Dilemma Resolution Ending <p>Able to build up:</p> <ul style="list-style-type: none"> Plot Character Setting <p><u>Non-fiction:</u></p> <p>Understand the key features of specific genres such as:</p> <ul style="list-style-type: none"> Heading Introduction Middle section(s) Simple factual sentences around a them Bullet points for instructions Labelled diagrams Ending 	<p>Develop and use a range of structures to develop fiction and non-fiction texts. Writing for real purposes and different genres.</p> <p>Building up from year 1</p> <p><u>Fiction</u></p> <ul style="list-style-type: none"> Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid Plan opening around character(s), setting, time of day and type of weather understanding 5 parts to a story with more complex vocabulary Opening e.g. <i>In a land far away.... One cold but bright morning....</i> Build-up e.g. <i>Later that day</i> Problem / Dilemma e.g. <i>To his amazement</i> Resolution e.g. <i>As soon as</i> Ending e.g. <i>Luckily, Fortunately</i>, should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> Secure use of planning tools: Text map / washing line / 'Boxing –up' grid introduction: Heading <p>Hook to engage reader Factual statement / definition Opening question Middle section(s) Group related ideas / facts into sections Sub headings to introduce sentences /sections Use of lists – what is needed / lists of steps to be taken Bullet points for facts Diagrams Ending Make final comment to reader Extra tips! / Did-you-know? facts / True or false?</p>
Greater Depth	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <ul style="list-style-type: none"> ➤ Big write sessions/Mantle of the Expert – real purposes for writing. ➤ Funky fingers daily. ➤ Writing always highlighted inside and outside in continuous provision. ➤ Read Write Inc rhymes for understanding of letter formation. ➤ Writing in role 			

Writing - Spelling

	Nursery	Reception	Year 1	Year 2
EOY Expectations		<ul style="list-style-type: none"> ➤ Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> ➤ words containing each of the 40+ phonemes already taught ➤ common exception words ➤ the days of the week ➤ 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, as listed in English appendix 1 ➤ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> ➤ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ➤ learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones ➤ learning to spell common exception words ➤ learning to spell more words with contracted forms ➤ learning the possessive apostrophe (singular) [for example, the girl's book] ➤ distinguishing between homophones and near-homophones ➤ add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly ➤ apply spelling rules and guidance, as listed in English appendix 1 ➤ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Progression	<p>Recognise that letters make up words.</p> <p>Segmenting simple words and recognising the letters in familiar words such as names.</p> <p>Mark making in continuous provision both inside and outside</p> <p>Phase 1 Phase 2 –Touched upon in games.</p>	<p>Begin to decode words by recognising the phonemes within them.</p> <p>Using phoneme fingers to segment and spelling some high frequency words.</p> <p>Use word mats and interactive displays to locate spellings.</p> <p>Read pseudo words</p> <p>Phase 2 – (6 weeks) 19 phonemes: set 1: s a t p set 2: i n m d set 3: g o c k set 4: ck e u r set 5: h b f/ff l/l ss • VC • CVC • continue oral blending and segmenting • 2 syllable words.</p> <p>Phase 3 – (12 weeks) set 6: j v w x set 7: y z/zz qu • (i) ch sh th ng • (ii) ai ee igh oa oo • (iii) ar or ur oi ear air ure er ow • CVC complex • letter names • 2 syllable words</p> <p>Phase 4 – (4-6 weeks) • adjacent consonants <i>nch, scr shr, thr, str, xt, pt, dw, missing from Letters and Sounds</i> • 2 / 3 syllable words First 77 – HFW Read pseudo words</p>	<p>Confidently decode words and begin to recognise exception words.</p> <p>Spelling tests weekly Using phoneme fingers to segment words. Spell first 100 high frequency words and common exception words. Use word mats and interactive displays to locate spellings. Model using dictionaries.</p> <p>Recap Phase 3 and 4</p> <p>Phase 5 • wh ph • split digraph ‘e’ • ay ea ie oe ew ue au aw ou oy ir ey • alternative spellings of phonemes • read and spell fully decodable high frequency words on 100 list <i>Sounds missing from Letters and Sounds – le, nn, rr, se, ce, ve, ti, ci, dd, gg, pp, tt, tch, ore.</i> • Next 200 High Frequency words • Common exception words</p>	<p>Confidently decode words and spell common exception words.</p> <p>Spell next 200 high frequency words and common exception words.</p> <p>Use word mats/sound mats and interactive displays to locate spellings.</p> <p>Use dictionaries and thesaurus’</p> <p>Recap phase 5</p> <p>Phase 6 • apply phonic skills • past tense • suffixes • longer words • spelling rules • Read and spell irregular high frequency words on further 200 list, as needed • Read and spell next 200 High Frequency words • Please include pseudo words in all teaching • Common exception words</p>
G D	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently (see assessment grid for writing)</p> <ul style="list-style-type: none"> ➤ Big write sessions/Mantle of the Expert – real purposes for writing. ➤ Funky fingers daily. ➤ Writing always highlighted inside and outside in continuous provision. ➤ Read Write Inc rhymes for understanding of letter formation. ➤ Writing in role ➤ Spelling bees ➤ Doodle books 			

Writing– Vocabulary, Grammar and punctuation

	Nursery	Reception	Year 1	Year 2
EOY expectations			<ul style="list-style-type: none"> ➤ leaving spaces between words ➤ joining words and joining clauses using ‘and’ ➤ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ➤ learning the grammar for year 1 in English appendix 2 ➤ use the grammatical terminology in English English appendix 2 in discussing their writing 	<ul style="list-style-type: none"> ➤ learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> ➤ sentences with different forms: statement, question, exclamation, command ➤ expanded noun phrases to describe and specify [for example, the blue butterfly] ➤ the present and past tenses correctly and consistently, including the progressive form ➤ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ➤ the grammar for year 2 in English appendix 2 ➤ some features of written Standard English ➤ use and understand the grammatical terminology in English appendix 2 in discussing their writing
Progression	May notice that there are finger spaces between words.	Recognise that a sentence needs a full stop, capital letter and finger spaces.	<p>Recognise and use simple punctuation in writing.</p> <p>Finger spaces Letter Word Sentence Full stops Capital letter Singular Plural Sentence</p> <p>Simile – ‘like’</p> <p>Introduce: Question mark Exclamation mark Speech bubble Singular/ plural</p>	<p>Use punctuation in writing and begin to notice the effect it has on sentences.</p> <p>Consolidate Year 1 list</p> <p>Introduce: Demarcate sentences: Capital letters Full stops Question marks Exclamation marks Commas to separate items in a list Comma for description Comma after –ly opener e.g. Fortunately,....Slowly,.... Speech bubbles /inverted comments for direct speech Apostrophes to mark contracted forms in spelling e.g. don’t, can’t Apostrophes to mark singular possession e.g. the cat’s name Inverted commas Singular/ plural More powerful adjectives/using a thesaurus</p>

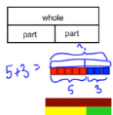
			Adjective Verbs Conjunctions – and, because Alliteration Simile – ‘as’	Verb Trickier conjunctions – but, or, either, neither, nor Alliteration Simile – ‘as’ / ‘like’ Compound Suffix Verb / adverb Tense (past, present, future) Noun phrases Subordinating conjunctions Bullet points Consolidate: Punctuation <ul style="list-style-type: none"> • All year 1
GD	The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently			
	<ul style="list-style-type: none"> ➤ Big write sessions/Mantle of the Expert – real purposes for writing. ➤ Funky fingers daily. ➤ Writing always highlighted inside and outside in continuous provision. ➤ Read Write Inc rhymes for understanding of letter formation. ➤ Writing in role ➤ Doodle books 			

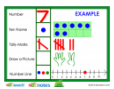
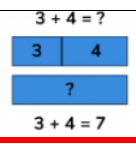
Writing– Handwriting

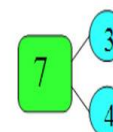
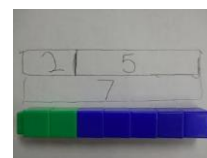
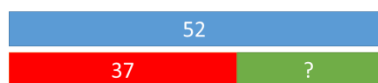
	Nursery	Reception	Year 1	Year 2
EOY Expectations	a	<ul style="list-style-type: none"> ➤ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ➤ 	<ul style="list-style-type: none"> ➤ sit correctly at a table, holding a pencil comfortably and correctly ➤ begin to form lower-case letters in the correct direction, starting and finishing in the right place ➤ form capital letters ➤ form digits 0-9 ➤ understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 	<ul style="list-style-type: none"> ➤ form lower-case letters of the correct size relative to one another ➤ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ➤ write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ➤ use spacing between words that reflects the size of the letters
Progression	<p>Read, Write Inc rhymes when ready.</p> <p>Letter families</p> <p>Pencil grip posters</p> <p>Sticks and flicks</p> <p>Mark making in continuous provision both inside and outside</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place – use Read Write Inc rhymes.</p> <p>Letter families</p> <p>Pencil grip posters</p> <p>Sticks and flicks</p>	<p>Letter families</p> <p>Sticks and flicks</p>	<p>Letter families</p> <p>Use joins within writing when ready</p>
Greater Depth	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Big write sessions/Mantle of the Expert – real purposes for writing.</p> <ul style="list-style-type: none"> ➤ Funky fingers daily. ➤ Writing always highlighted inside and outside in continuous provision. ➤ Read Write Inc rhymes for understanding of letter formation. ➤ Writing in role ➤ Pen passports ➤ Doodle books 			

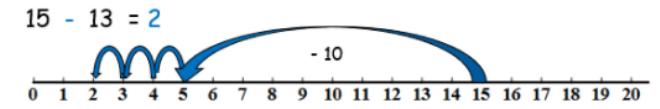
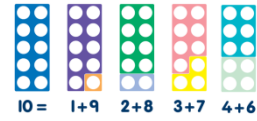
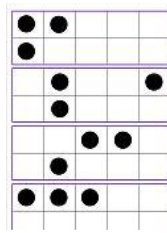
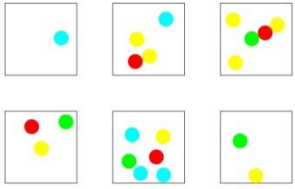
Writing Assessment Notes:

The program of study is organised into distinct domains, but it is expected that pupils make connections across mathematics which will support their fluency, reasoning and problem solving. Mathematics skills should also be applied across the curriculum. The expectation is that the majority of children will move throughout the POS at broadly the same rate. Pupils who grasp concepts quickly should be challenged through rich and sophisticated problems. Those who are not sufficiently fluent should consolidate their understanding before moving on. In support of this document please read: *Sprowston cluster calculation policy* and *Teaching for Mastery* year 1 and 2 (both in maths folder). Sparhawk's curriculum skills will run fluidly through each domain.

	Nursery	Reception	Year 1	Year 2
EOY Expectations		<ul style="list-style-type: none"> ➤ Have a deep understanding of numbers to 10, including the composition of each number; ➤ Subitise (recognise quantities without counting) up to 5; ➤ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts ➤ 	<ul style="list-style-type: none"> ➤ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ➤ count, read and write numbers to 100 in <u>numerals</u>; ➤ read and write numbers from 1 to 20 in numerals and words ➤ count in multiples of twos, fives and ten ➤ given a number, identify one more and one less ➤ identify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least ➤ Identify odd and even numbers ➤ Begin to understand place value – tens and ones ➤ Identify doubles and halves 	<ul style="list-style-type: none"> ➤ compare and order numbers from 0 up to 100 ➤ read and write numbers to at least 100 in numerals and in words ➤ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ➤ recognise the place value of each digit in a two-digit number; use <, > and = signs ➤ use place value and number facts to solve problems
Progression	<p>Learning how to count:</p> <ol style="list-style-type: none"> <u>The one to one principle</u> Physically keeping track (tagging) of items that have been counted (using finger) <u>The stable order principle</u> When counting able to list the numbers in correct order <u>The cardinal principle</u> The final number represents the size of the set. - working with tangible objects. Distinguishing from the 'already counted' to the 'ones not counted' <p>Learning and reinforcing number rhymes e.g. '12345 once I caught a fish alive;', '1 2 buckle my shoe'</p> <p>Application of counting</p> <ol style="list-style-type: none"> <u>The abstraction principle</u> Begin to understand that non-physical things can be counted e.g. claps, sounds etc. <u>The order irrelevance principle</u> The order of objects counted is irrelevant <p>Begin to subitise numbers to 5- know that 2 object is 2 without counting.</p> <p>Begin to create symbolic representations- fingers, written, pictorial, line</p>	<p>A firm understanding of learning how to count and application of counting.</p> <p>Children are able to count forwards and backwards from different starting points</p> <p>When counting they experience bridging through 10</p> <p>children have strong understanding of each number to 10 'the nine-ness of 9' e.g. 9 is: 5+ 4 3+6 10-1 8+1</p> <p>Children use the part part whole method to reason about numbers. E.G. 5 is the whole 3 is a part and 2 is a part</p>  <p>Order numbers on a number line forwards and backwards.</p> <p>Beginning to experiment with early place value</p> <p>Odd and even numbers.</p> <p>Able to subitise numbers to 5</p>	<p>They practise counting as reciting numbers and counting using objects, bridging through ten forwards and backwards from any given number.</p> <p>1more/1 less from a given number</p> <p>Counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (e.g. odd and even numbers), doubles</p> <p>Pupils practise counting (1, 2, 3)- order numbers on a number line, ordering ordinal numbers (e.g. first, second, third), or to indicate a quantity (e.g. 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.</p> <p>They develop their number sense of each number to build up their mental capacity. Whole-part-part method. Ten frames. Bar method, partitioning, missing numbers on number line</p> <p>Odd and even numbers- add 2 odd numbers together- does it make an even number?</p> <p>Pupils recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.</p>	<p>Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency.</p> <p>As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.</p> <p>Pupils should compose and partition numbers in different ways using subtraction e.g. 36 = 40- 4 30+ 6 50-14 15 +15+6</p> <p>They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.</p> <p>Negative numbers- represent on class numberline.</p>

		<p>Form symbolic representations of numbers- written, fingers, pictorial.</p>  <p>Distinguish between odd and even number through number patterns, sharing etc.</p>		 <p>Bar method : $3 + 4 = 7$</p> <p>Be able to distinguish between odd and even numbers</p>
Greater Depth	<p>learners will encounter numbers and place value in many contexts including the outdoor area: link through topics, ages of family members and friends. Teenagers are of particular interest! Numerals as labels on buses, car etc., telephone numbers. Page numbers in books and magazines (ordinal) Games of all kinds, e.g. board games, computer games, football scores. Preparing for parties, planning activities and events etc. Throughout continuous provision there will be an element of challenge related to number – this may be through adult questioning- encouraging their reasoning or opportunities for children to ‘show me how you know that there are 5 cubes’</p> <p>Maths challenge week. http://nrich.maths.org/early-years site with particularly useful articles on early number.</p>	<p>http://nrich.maths.org/8940 place value http://nrich.maths.org/10713 number sense http://nrich.maths.org/8933 patterns http://nrich.maths.org/8934 counting and ordering</p> <p>Maths challenge week Homework challenges Times tables clubs</p>		
Vocab	<p>explain, show me, read, write, record, count, compare, order, , more, most, less, least, greater, greatest, larger, largest, bigger, biggest, fewer, fewest, smaller, smallest, estimate, predict, zero, one, two, three, ..., ones, tens, ‘teens’ number, count up to, count on from count on to, count in ones, twos, fives, tens, odd, even, how many more/less?, partition, part part whole, odd/even numbers</p>			
FRP	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Fluency- In order for a child to be fluent they need to use efficient strategies that they carry out easily. They must show accuracy of knowledge of number facts and other important number relationships, and double-checking results. Children need to be flexible in order to choose an appropriate strategy for the numbers involved, and also be able to use one method to solve a problem and another method to check the results. Can they recognise it in new situations and contexts?</p> <p>Reasoning- Can children evaluate situations and select problem-solving strategies, draw logical conclusions, develop solutions, describe solutions and reflect on solutions. Can they describe it their own words?</p> <p>Problem solving- Can a child apply both fluency and reasoning to solve problems? Opportunities to seek solutions, formulate patterns and conjecture. Can they make their own examples?</p>			

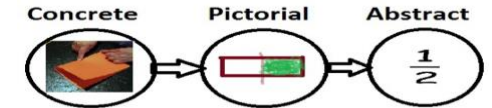




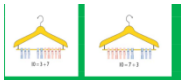
Supporting readings useful for teachers and TAs:

<http://nrich.maths.org/2477> early number sense

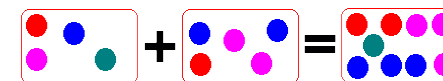
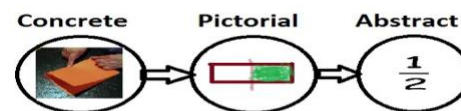
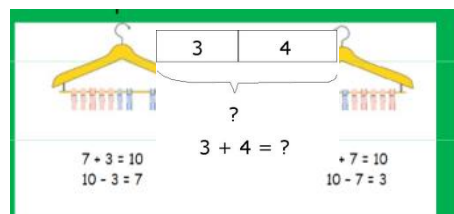
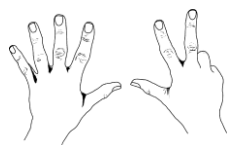
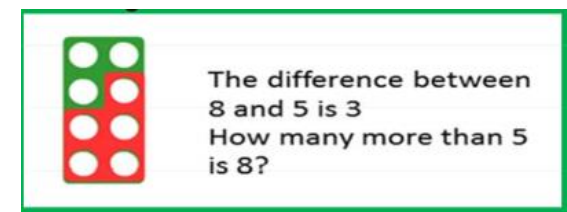
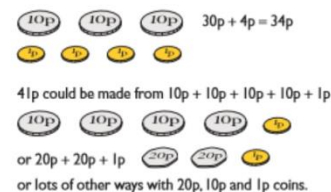
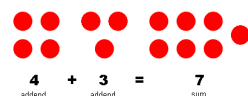
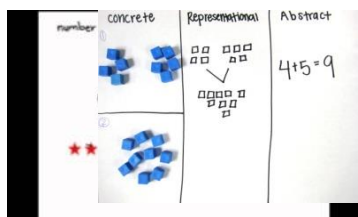
<http://nrich.maths.org/10738> the ten-ness of 10

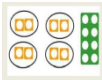


Addition and subtraction - All children must experience various models and images. Please see cluster calculation for methods used.

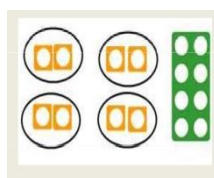
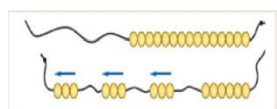
	Nursery	Reception	Year 1	Year 2
EOY expectations		<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater, less than or the same as the other quantity, Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<ul style="list-style-type: none"> ➤ read, write an interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs ➤ represent and use number bonds and related subtraction facts within 20 ➤ add and subtract one-digit and two-digit numbers to 20, including zero ➤ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. ➤ Understand the effect of adding or subtracting 0 ➤ Begin to understand the meaning of difference as counting on 	<ul style="list-style-type: none"> ➤ solve problems with addition and subtraction, using concrete, pictorial and abstract representation ➤ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ➤ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: $TU+U$, $TU+T$, $TU+TU$ and $U+U+U$ ➤ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ➤ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
Progression	<p>Only explore if children have a real sense of early number- see number and place value domain.</p> <p>Children exposed through songs and nursery rhymes early addition and subtraction- 5 little speckled frogs etc. Practioners to model correct use of language- how many more? How many less etc.</p> <p>Maximise all opportunities throughout the day to model language- 4 children are allowed in this area, there are only 3 here- how many more can we allow in? etc</p> <p>Number is throughout school life, Using every opportunity to introduce number and cement understanding. Snack time: have we got enough apples? Checking how many children are going home/lunch. Making links with how many waterbottles 'It says 5, are there 5 water bottles'.</p>	<p>Pupils combine objects and first begin by counting both set of objects to work out answer. E.g. 4+3 first count four then count 3 then count them altogether single digits</p> <p>They then progress to counting on- knowing one groups is 4 so counting on 5,6,7 and back. If secure children to be extended to present their answers informally.</p> <p>Pupils should practise mental fluency in adding one more and one less.</p> <p>Children have practise in making combinations of different numbers. E.g. 7 can be made in many ways. They use this number sense in other problems.</p> <p>$5 + ? = 7$</p> <p>They begin to recompose numbers to make connection e.g. I know that $2+3 = 5$ so 2 bears add 3 bears must be 5 too.</p> <p>Begin to understand the communicative law</p> 	<p>Pupils experiment with various types of informal methods for both calculations. They can represent their thinking pictorially. When using a number line children are able to articulate their workings out, rather than simply following a method. They progress to using more efficient jumps.</p> <p>Pupils combine and increase numbers mentally- counting forwards and backwards</p> <p>Able to decompose and recompose as a method for addition and subtraction.</p> <p>Understand and apply the communicative and inverse laws.</p> <p>Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, $9 + 7 = 16$; $16 - 7 = 9$; $7 = 16 - 9$). They can show this using different images. Such as numicon, dienes, unifix,</p> <p>Children use their number sense to explain reasoning when solving problems</p> <ul style="list-style-type: none"> • use facts known to help solve other problems. I know $5+5= 10$ so $5+6=$ is 11 • I know $24 +10 = 34$ because when I count up in tens the ones do not change- just the tens • I know that $25+ 5 =31$ is incorrect because..... <p>Children confident balancing equations $3+4 = 2+5$</p>	<p>Pupils able to solve calculations mentally (fluency) and explain their reasoning drawing on many methods- known facts, recomposition ($36+17=$ take 4 from the 17 to add to 36 so $40+ 13$ becomes an easier sum- a tidier number)</p> <p>Children represent their understanding through different pictorial methods- they can explain how they know an answer to a sum.</p> <p>When using number lines- their choice of jumps becomes increasingly more efficient (drawing on knowledge of partitioning)</p> <p>Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using $3 + 7 = 10$; $10 - 7 = 3$ and $7 = 10 - 3$ to calculate $30 + 70 = 100$; $100 - 70 = 30$ and $70 = 100 - 30$. They can show this using different resources such as numicon, dienes, unifix etc but can also explain their workings.</p> <p>Children experiment with different compositions making 47 in as many different ways as they can including subtraction!</p> <p>Understand subtraction as takeaway and difference</p> <p><i>Greater depth (See interim)-</i> <i>-reason</i> <i>-mental calculations that includes regrouping#</i> <i>-2 step word problems.</i></p>

Greater Depth	<p>Throughout continuous provision and adult activities children will be challenged and encouraged to explain their thinking through reasoning 'how do you know....'</p> <p>There will be opportunities for children to apply skills into solving real life problems- dinner register, counting how many boys and girls are in class- what if one was away, Jack's birthday today- he is one year older. How old is he..., convince me opportunities, true or false games etc.</p> <ul style="list-style-type: none"> ➤ Application of skills across the curriculum ➤ Maths challenge days ➤ Problem solving days 	<ul style="list-style-type: none"> ➤ true or false games ➤ wrong answers ➤ convince me ➤ thinking about problems with subtractions such as $57-36=$ <i>why is this messy</i> ➤ Which questions are hard? Why which questions are easy? ➤ Addition and subtraction through word problems ➤ Conjectures- I think this.... ➤ Maths challenge days ➤ Maths across curriculum ➤ Opportunities through marking to explain thinking and represent idea in different ways ➤ Opportunities through planning and questioning to offer challenge. <p>http://nrich.maths.org/8937 A plethora of games for addition and subtraction</p>
Vocab	<p>Addition- more, add, add on, plus, altogether, bigger, larger, addition, combine, increase, total, amount</p> <p>Subtraction- take-away, less than, subtract, minus, difference, decrease, fewer, how many more?, left</p>	
F R P	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Fluency- In order for a child to be fluent they need to use efficient strategies that they carry out easily. They must show accuracy of knowledge of number facts and other important number relationships, and double-checking results. Children need to be flexible in order to choose an appropriate strategy for the numbers involved, and also be able to use one method to solve a problem and another method to check the results. Can they recognise it in new situations and contexts?</p> <p>Reasoning- Can children evaluate situations and select problem-solving strategies, draw logical conclusions, develop solutions, describe solutions and reflect on solutions. Can they describe it their own words?</p> <p>Problem solving- Can a child apply both fluency and reasoning to solve problems? Opportunities to seek solutions, formulate patterns and conjecture. Can they make their own examples?</p>	



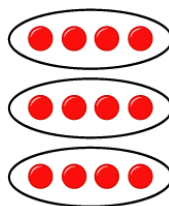
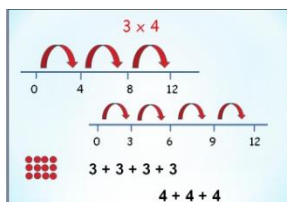
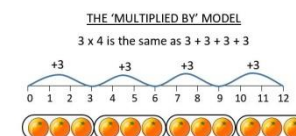
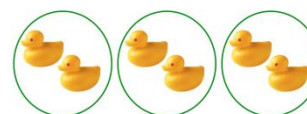
	Nursery	Reception	Year 1	Year 2
EOY Expectations		<ul style="list-style-type: none"> ➤ Explore how quantities can be distributed equally. 	<ul style="list-style-type: none"> ➤ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. ➤ Recite the 2s, 5s and 10s times tables and understands 	<ul style="list-style-type: none"> ➤ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers ➤ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs ➤ show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot ➤ solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Progression	<p>Informally through snack time etc - Maximise opportunities to share out objects. Talk through thinking when modelling this process. Deliberately make mistakes and encourage children to correct. 'I'll give one to Charlie and 2 to Sam...Is this fair?' etc</p> <p>E.g 'I've brought 2 chairs to the table and you've brought 2 to the table, how many are there now?'</p>	<p>Before children move on to this a firm understand of addition and subtraction is required.</p> <p>Repeated addition used to combine groups- recognising that counting in groups is more efficient than counting individual items.</p> <p>Sharing items between friends working with an adult to sort toys or objects. More emphasis on grouping than sharing.</p> <p>e.g. How many groups of two</p>  <p>Beginning to divide objects into equal groups</p>	<p>Before children move on to this a firm understand of addition and subtraction is required.</p> <p>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.</p> <p>They make connections between arrays, number patterns, and counting in twos, fives and ten</p> <p>Begin to understand the communicative law- and apply this knowledge when solving simple problems.</p> <p>Represent jumps of 2 5 10 on a numbered number line and relate it to the concept of repeated addition and repeated subtraction.</p> <p>Recite timetable facts for the 2s 5s and 10s tables- explain the patterns and make predictions based on knowledge. E.g. tens end in 0, 5 ends in 5 or 0, twos ends in even numbers.</p> <p>Use sentence stems to support children's explanations and reasoning- prove it!</p>	<p>Pupils use a variety of language to describe multiplication and division.</p> <p>They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other.</p> <p>They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face.</p> <p>They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations. They use informal methods such as arrays to show workings progressing on to grouping on empty number line.</p> <p>They begin to relate these to fractions and measures (for example, $40 \div 2 = 20$, 20 is a half of 40).</p> <p>They will use be able to halve and double 2 digit numbers.</p> <p>They use commutatively and inverse relations to develop multiplicative reasoning.</p> <p><u>Greater depth (see interim)-</u></p> <ul style="list-style-type: none"> -remainders -rewrite addition statements as multiplication -solve 2 step word problems -make deductions from know multiplication facts <p>Inverse of X and \div $2 \times 5 = 10$ $10 \div 5 = 2$</p>

Greater Depth	<p>Throughout continuous proviso and adult activities children will be challenged and encouraged to explain their thinking through reasoning 'how do you know....'</p> <p>There will be opportunities for children to apply skills into solving real life problems.</p> <ul style="list-style-type: none"> ➤ Application of skills across the curriculum ➤ Maths challenge days ➤ Problem solving days 	<ul style="list-style-type: none"> ➤ true or false games ➤ wrong answers ➤ convince me ➤ thinking about problems with subtractions such as $57-36=$ <i>why is this messy</i> ➤ Which questions are hard? Why which questions are easy? ➤ Addition and subtraction through word problem ➤ Conjectures- I think this.... ➤ Maths challenge days ➤ Maths across curriculum ➤ Opportunities through marking to explain thinking and represent idea in different ways ➤ Opportunities through planning and questioning to offer challenge. <p>http://nrich.maths.org/8938 A plethora of games for multiplication and division</p>
Vocab	<p>Multiplication- lots of, groups of, multiply, times, groups, multiple, product of, grouping</p> <p>Division- divide, sharing, groups of, lots, equal parts, shared between</p>	
F R P	<p>Fluency- In order for a child to be fluent they need to use efficient strategies that they carry out easily. They must show accuracy of knowledge of number facts and other important number relationships, and double-checking results. Children need to be flexible in order to choose an appropriate strategy for the numbers involved, and also be able to use one method to solve a problem and another method to check the results. Can they recognise it in new situations and contexts?</p> <p>Reasoning- Can children evaluate situations and select problem-solving strategies, draw logical conclusions, develop solutions, describe solutions and reflect on solutions. Can they describe it their own words?</p> <p>Problem solving- Can a child apply both fluency and reasoning to solve problems? Opportunities to seek solutions, formulate patterns and conjecture. Can they make their own examples?</p>	



Skip Counting:
2, 4, 6

Repeated Addition
 $2 + 2 + 2 = 6$



$$12 \div 4 = 3$$

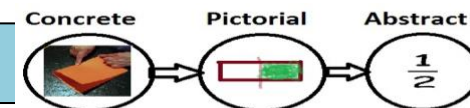
Addition/Subtraction	Multiplication/Division
<p>7</p> <p>3 4</p> <p>Represents these fact families</p> <p>$3 + 4 = 7$</p> <p>$4 + 3 = 7$</p> <p>$7 - 3 = 4$</p> <p>$7 - 4 = 3$</p>	<p>12</p> <p>2 6</p> <p>Represents these fact families</p> <p>$2 \times 6 = 12$</p> <p>$6 \times 2 = 12$</p> <p>$12 \div 2 = 6$</p> <p>$12 \div 6 = 2$</p>

Geometry - All children must experience number through various models and images.

	Nursery	Reception	Year 1	Year 2
EOV Expectations		<ul style="list-style-type: none"> ➤ Recognise and name common 2-D and 3-D shapes. ➤ Continue, copy and create repeating patterns. ➤ Compose and decompose shapes so that children recognise shape can have other shapes within it, just as numbers can. ➤ Use positional language e.g. above, below, next to etc. 	<ul style="list-style-type: none"> ➤ Recognise and name common 2-D and 3-D shapes ➤ Use correct mathematical language when describing properties ➤ describe position, direction and movement, including whole, half, quarter and three-quarter turns 	<ul style="list-style-type: none"> ➤ Identify and describe the properties of 2-D, including the number of sides and line symmetry in a vertical line. ➤ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. ➤ identify 2-D shapes in the surface of 3-D shapes ➤ compare and sort common 2-D and 3-D shapes and everyday objects ➤ order and arrange combinations of mathematical objects in patterns and sequences ➤ 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)
Progression	<p>Cross- curricular and real life connections</p> <p>Small world play – different shaped pieces and containers used in sand and water play and shapes cut out in modelling dough.</p> <p>Shapes in the environment, shape packaging and those in artwork</p> <p>Peg boards, threading pens</p> <p>Spatial awareness</p> <p>Numicon boards</p> <p>Construction</p>	<p>2d shapes: circle, square, rectangle, triangle, oval</p> <p>3d shapes: pyramid, cone, sphere, cube, cuboid</p>	<p>2d shapes: circle, square, rectangle, diamond, triangle, oval, hexagon, pentagon, octagon</p> <p>3d shapes: pyramid, cone, sphere, cylinder, cube, cuboid, square based pyramid, triangular based pyramid</p>	<p>2d shapes: heptagon, irregular shapes</p> <p>3d shapes: triangular prism, prism, hemisphere</p>
		<p>2d shapes: circle, square, rectangle, triangle, oval</p> <p>3d shapes: pyramid, cone, sphere, cube, cuboid</p>	<p>Cross curricular and real life connections e.g.</p> <p>P.E. - Making shapes with your own body in gymnastics and dance</p> <p>Geography – looking at shapes within the natural environment, on maps and plans, clockwise/anti-clockwise, left/right</p> <p>Design Technology – when using construction kits children can be encouraged to describe their work using vocabulary associated with the properties of shapes</p> <p>ICT- beebots, iPads, Google earth</p>	

Greater Depth	<p>Throughout continuous provision there will be an element of challenge related to geometry – this may be through adult questioning- encouraging their reasoning or opportunities for children to deepen their thinking ‘convince me that that shape is a square’ make me a house using these shapes’ why is a square not a very good idea for a wheel’ etc.</p> <p>Interesting ideas:</p>	<p>Cross curricular and real life connections to ensure children have a depth of understand to apply it to real life problems.</p> <p>http://nrich.maths.org/public/search.php?search=geometry plethora of activities for geometry</p> <p>http://nrich.maths.org/12338 interesting read to deepen thinking</p>
Vocab	<p>2d shapes- circle, square, rectangle, pentagon, hexagon, triangle....</p> <p>3d shapes- cube, cuboid, sphere, pyramid</p> <p>Describing shapes- vertices, edges (3d), faces, sides (2d)</p> <p>Whole turn, half turn, quarter turn, clockwise, anticlockwise, right angle, straight line</p>	
F R P	<p>Fluency- In order for a child to be fluent they need to use efficient strategies that they carry out easily. They must show accuracy of knowledge of number facts and other important number relationships, and double-checking results. Children need to be flexible in order to choose an appropriate strategy for the numbers involved, and also be able to use one method to solve a problem and another method to check the results. Can they recognise it in new situations and contexts?</p> <p>Reasoning- Can children evaluate situations and select problem-solving strategies, draw logical conclusions, develop solutions, describe solutions and reflect on solutions. Can they describe it their own words?</p> <p>Problem solving- Can a child apply both fluency and reasoning to solve problems? Opportunities to seek solutions, formulate patterns and conjecture. Can they make their own examples?</p>	

Fractions- All children must experience various models and images. Please see cluster calculation for methods used.



	Nursery	Reception	Year 1	Year 2
EOY Expectations		<i>Begin to recognise whole, half and a quarter, e.g. with fruit.</i>	<ul style="list-style-type: none">➤ recognise, find and name a half as one of two equal parts of an object, shape or quantity➤ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	<ul style="list-style-type: none">➤ recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity➤ Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
Progression			<p>Children will need a range of practical experiences of $\frac{1}{2}$ and $\frac{1}{4}$ in a wide range of contexts. Children are clear about the differences between finding half of one and half of a quantity.</p> <p>Using objects or shapes to find $\frac{1}{2}$ and $\frac{1}{4}$ equal parts</p> <p>Using quantities to find $\frac{1}{2}$ and $\frac{1}{4}$ through</p> <p>Find $\frac{1}{2}$ and $\frac{1}{4}$ of objects such as playdough, rice, paper shapes, string, jugs of water, pieces of fruit, metre sticks and so on. This will involve pulling apart, cutting, folding and weighing, and children will have to find $\frac{1}{2}$ and $\frac{1}{4}$ of objects (like the metre sticks) that can't actually be split into two or four pieces.</p>	<p>Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities.</p> <p>connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes.</p> <p>Children need to be completely confident with $\frac{1}{4}$ in all the contexts introduced in Year1 before moving on to experience $\frac{2}{4}$ and $\frac{3}{4}$. Practical activities with $\frac{2}{4}$ will convince children that it is the same as $\frac{1}{2}$. Both $\frac{2}{4}$ and $\frac{3}{4}$ rely on an understanding of having more than one $\frac{1}{4}$. This will lead to addition and subtraction of fractions in Year 3.</p> <p>Counting in fraction steps will also support this, so it needs to be a frequent activity. Children write fractions for the first time, but this is likely to happen towards the end of the year once they have seen many examples of adults writing fractions as a response to a child's activity and have seen fractions on display in the classroom, perhaps with photographs of fraction activities in a range of contexts or on number line</p>
Greater Depth			http://nrich.maths.org/public/search.php?search=fractions&filters[ks1]=1 fractions greater depth https://www.ncetm.org.uk/resources/44494 really interesting article on misconceptions in fractions	
Vocab	<p>Fluency- In order for a child to be fluent they need to use efficient strategies that they carry out easily. They must show accuracy of knowledge of number facts and other important number relationships, and double-checking results. Children need to be flexible in order to choose an appropriate strategy for the numbers involved, and also be able to use one method to solve a problem and another method to check the results. Can they recognise it in new situations and contexts?</p> <p>Reasoning- Can children evaluate situations and select problem-solving strategies, draw logical conclusions, develop solutions, describe solutions and reflect on solutions. Can they describe it their own words?</p> <p>Problem solving- Can a child apply both fluency and reasoning to solve problems? Opportunities to seek solutions, formulate patterns and conjecture. Can they make their own examples?</p>			

Measures- All children must experience number through various models and images.

	Nursery	Reception	Year 1	Year 2
EOY Expectations		<ul style="list-style-type: none">➤ Compare weight, length and capacity.➤ Recognise and use vocabulary related to size e.g. taller, shorter, longer,➤ Begin to use language relating to days of the week, months of the year and the structure of a day.	<ul style="list-style-type: none">➤ Compare, describe practical problems for Lengths and heights, Mass/weight, Capacity / volume Time <ul style="list-style-type: none">➤ Measure and begin to record the following: Lengths and heights, Mass/weight, Capacity / volume➤ Recognise and know the different denominations of coins and notes➤ sequence events in chronological order➤ recognise and use language relating to dates, days, weeks months and years➤ Tell the time to the hour and ½ past the hour. Draw the hands on the clock to show these times	<ul style="list-style-type: none">➤ choose and use appropriate standard units to estimate and measure to the nearest unity: length/height (m/cm); temperature @; capacity (litres/ml)➤ compare and order lengths, mass, volume/capacity and record results using the < > and=➤ Recognise and use symbols for pounds and pence; combine amounts to make a particular value➤ Find different combinations of coins that equal the same amounts of money➤ Solve simple problems in practical context involving addition and subtraction of money of the same unit, including giving change➤ compare and sequence intervals of time➤ tell and write the time to five minutes, including ¼ past/to the hour and draw the hands on the clock to show these times➤ know the number of minutes in an hour and the number of hours in a day
Progression	<p>Through practical activities children will experience a rich environment that has a focus on measure. E.g. bikes and trike-s how far can you go? Water tray, snack times, mud kitchen etc.</p> <p>Play with the vicab of longer/shorter</p> <p>Balances and the use of scales through continuous provision and taught inputs- heavy, light and balanced.</p> <p>The use of non-standard units to explore measuring weight.</p>	<p>Nursery:</p> <p>Length: long/short</p> <p>Weight: heavy/light</p> <p>Size: big/small</p> <p>Height: tall/short</p> <p>Reception:</p> <p>Length: long/short,longest/shortest, longer/shorter- use</p> <p>NSU's and order</p> <p>Weight: heavy/light/balanced-use NSU's</p> <p>Size: big/small/bigger/smaller/biggest/smallest/the same- ordering</p> <p>Height: tall/short/taller/shorter/tallest/shortest- ordering</p>	<p>Children have experience using measuring scales for mass using modelled vocabulary.</p> <p>Children using scales with simple intervals. Recap the use of NSU's and children use them for measuring such as straws, but will progress onto the use of metre sticks, trundle wheels and rulers etc.</p> <p>Introduce capacity with explorative play and cement understanding of more/less, full/empty, half full/half empty, nearly full/nearly empty</p> <p>Introduce o'clock and half past in time</p>	<p>Children able to identify the correct equipment to solve measuring problems. Prove their answer.</p> <p>They confidently use rulers measuring to the nearest centimetre and other standard units.</p>
Greater Depth	<p>Throughout continuous provision there will be an element of challenge related to measure – this may be through adult questioning- encouraging their reasoning or opportunities for children to ‘how do you know that that block is heavier than that block?’ ‘convince me that there is more water in that container than that one’</p> <p>Interesting ideas:</p> <p>http://nrich.maths.org/content/id/10499/MudKitchen.pdf mud kitchen</p> <p>http://nrich.maths.org/content/id/10698/cooking.pdf cooking</p> <p>http://nrich.maths.org/content/id/10892/Balances.pdf weights</p>		<p>Children have opportunities to apply skills across the curriculum. Through science experiments etc. They use their data to compare and contrast findings. They solve real life problems involving measure.</p> <p>http://nrich.maths.org/public/search.php?search=measure plethora of measuring related activities</p>	

Vocab	Length, long, short, longer, short, smaller, weight, heavy, light, mass, volume, capacity, more/less, full/empty, half full/half empty, nearly full/nearly empty, cm , m, g, kg, ml, l, money, pound, coins, notes, pence, first, next....., week, day, month, Monday, Tuesday....., January, February..... clock, face, hands, hour, minute, second, o'clock, half past, 5 minutes past.....
F R P	<p>Fluency- In order for a child to be fluent they need to use efficient strategies that they carry out easily. They must show accuracy of knowledge of number facts and other important number relationships, and double-checking results. Children need to be flexible in order to choose an appropriate strategy for the numbers involved, and also be able to use one method to solve a problem and another method to check the results. Can they recognise it in new situations and contexts?</p> <p>Reasoning- Can children evaluate situations and select problem-solving strategies, draw logical conclusions, develop solutions, describe solutions and reflect on solutions. Can they describe it their own words?</p> <p>Problem solving- Can a child apply both fluency and reasoning to solve problems? Opportunities to seek solutions, formulate patterns and conjecture. Can they make their own examples?</p>

Statistics - All children must experience number through various models and images.

Domain	Nursery	Reception	Year 1	Year 2
EOY			<p>➤ Construct simple graphs- cross curricular</p>	<p>➤ interpret and construct simple pictograms, tally charts, block diagrams and tables</p> <p>➤ ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>➤ ask-and-answer questions about totalling and comparing categorical data</p>
Progression		Children to begin to understand why we use data- answering register and hot school dinners etc.	<p>Data need to be collected with a question or purpose in mind- possible link to science data- graph/bar chart</p> <p>Tally charts are used to collect data over time (cars passing the school, birds on the bird table).</p>	<p>Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).</p> <p>Present data in different ways: pictograms, tally charts, block diagrams and simple tables.</p> <p>Check whether children can answer questions about the data. For example: which is most popular? Which is least popular? Children may be able to answer simple retrieval questions but can they extend to finding the total number or finding a difference?</p>
Greater Depth			<p>Children have opportunities to apply skills across the curriculum. Through science experiments etc. They use their data to compare and contrast findings. They solve real life problems involving measure.</p> <p>See NCTEM mastery documents https://nrich.maths.org/9031</p>	
Vocab	Data, graph, information, findings, tally chart, bar graph, difference,			
FRP	<p>Fluency- In order for a child to be fluent they need to use efficient strategies that they carry out easily. They must show accuracy of knowledge of number facts and other important number relationships, and double-checking results. Children need to be flexible in order to choose an appropriate strategy for the numbers involved, and also be able to use one method to solve a problem and another method to check the results. Can they recognise it in new situations and contexts?</p> <p>Reasoning- Can children evaluate situations and select problem-solving strategies, draw logical conclusions, develop solutions, describe solutions and reflect on solutions. Can they describe it their own words?</p> <p>Problem solving- Can a child apply both fluency and reasoning to solve problems? Opportunities to seek solutions, formulate patterns and conjecture. Can they make their own examples?</p>			

Numeracy Assessment Notes:

Science – Animals including humans

Here at Sparhawk we believe that **Science** should be taught with real purpose. Science teaching fosters and develops pupils' curiosity in the subject whilst also helping them to fulfil their potential. For our pupils to achieve well in science, they need to acquire the necessary scientific knowledge and also be able to enjoy the experience of engaging and purposeful scientific enquiry in order to help them to answer scientific questions about the world around them.

	Nursery	Reception	Year 1	Year 2
EOY Expectations		<ul style="list-style-type: none"> ➤ Explore the natural world around them, making observations and drawing pictures of animals and plants ➤ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (Managing Self - PSED) ➤ 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ➤ Asking simple questions and recognising that they can be answered in different ways ➤ Observing closely, using simple equipment ➤ Performing simple tests ➤ Identifying and classifying <p>Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions</p> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> ➤ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ➤ Identify and name a variety of common animals that are carnivores, herbivores and omnivores ➤ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) ➤ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ➤ Heartstart curriculum (age appropriate using scheme) 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ➤ Asking simple questions and recognising that they can be answered in different ways ➤ Observing closely, using simple equipment ➤ Performing simple tests ➤ Identifying and classifying ➤ Using their observations and ideas to suggest answers to questions ➤ Gathering and recording data to help in answering questions <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> ➤ Notice that animals, including humans, have offspring which grow into adults <i>including describing life cycles.</i> ➤ <i>Ensure predators, prey, consumers, producers is included</i> ➤ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ➤ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <i>Begin to understand the impact of exercise. What and how does exercise effect your body and help you to build a healthy immune system?</i> ➤ Heartstart curriculum (age appropriate using scheme)

Progression of skills	<ul style="list-style-type: none">• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.• Can talk about some of the things they have observed such as plants, animals, natural and found objects.• Talks about why things happen and how things work.• Developing an understanding of growth, decay and changes over time.• Shows care and concern for living things and the environment.• Looks closely at similarities, differences, patterns and change	<ul style="list-style-type: none">• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.• Can talk about some of the things they have observed such as plants, animals, natural and found objects.• Talks about why things happen and how things work.• Developing an understanding of growth, decay and changes over time.• Shows care and concern for living things and the environment.• Looks closely at similarities, differences, patterns and change	See long term planning for thematic knowledge Include name and function of body parts. Compare and contrast animals Be able to classify using pictures.	See long term planning for thematic knowledge PE cc opportunity to test effect of exercise on body
G D		The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently Science week – to promote agreed aspect of Science, eg cross curricular science, investigation, same theme, cross-phase learning etc Children learning and explaining through ‘Mantle’ learning Children identifying further investigation possibilities and being given opportunity to carry out these investigations and come to a conclusion(at home and/or at school)		
Vocab	Year 1: amphibians, arms, birds, body parts, carnivores, ears, elbows, environment, eyes, face, fish, habitat, hair, head, hearing, herbivores, knees, legs, mammals, mouth, neck, omnivores, pets, reptiles, seeing, senses, smells, sounds, taste, teeth, touch. Year 2: adult, baby, bacteria, balanced diet, carbohydrates, child, circulation, dairy, exercise, fats, fibre, fitness, food groups, germs, growth, healthy, heart rate, infection, life cycle, minerals, nutrition, protein, teenager, toddler, unhealthy, vitamins.			

Science – Everyday Materials

	Nursery	Reception	Year 1	Year 2
EOY Expectations	.	➤)	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ➤ Asking simple questions and recognising that they can be answered in different ways ➤ Observing closely, using simple equipment ➤ Performing simple tests ➤ Identifying and classifying <ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> ➤ Distinguish between an object and the material from which it is made ➤ Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ➤ Describe the simple physical properties of a variety of everyday materials ➤ Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ➤ Asking simple questions and recognising that they can be answered in different ways ➤ Observing closely, using simple equipment ➤ Performing simple tests ➤ Identifying and classifying <ul style="list-style-type: none"> Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions <p><u>Use of Everyday materials</u></p> <ul style="list-style-type: none"> ➤ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ➤ Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>ELECTRICITY????</p>

Progression	<p>Through continuous provision children will conduct experiments and begin to investigate the world around them by: Making simple predictions based on what they know.</p>	<p>Explore and label objects in familiar environments – talk about their physical properties, e.g. hard, smooth etc</p> <p>Classify into groups based on their own criteria related to materials that they can describe, e.g. man made, wood, plastic</p> <p>Be able to choose suitable materials for a given purpose</p> <p>Identify and classify man made and made materials</p>	<p>Identify the materials that objects are made of by sight and recognise the materials that they are made of in a range of environments including other cultures</p> <p>Discussions using a range of vocabulary as to why these materials have been used (why? and why not?)</p> <p>Select and test materials for a specific purpose</p> <p>Discuss and evaluate the effectiveness of materials for purpose</p> <p>Identify what type of force is being applied to an object e.g. identify an object is being twisted</p> <p>Exploring the effects of forces on solids by predicting the effect of a force on a solid object</p> <p>Experiment with different types of forces - <i>squashing, bending, twisting and stretching and discuss the possible results of the force</i></p> <p>Explain why some objects do not behave in the same way when a force is applied</p>
Greater Depth	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Science week – to promote agreed aspect of Science, e.g. cross curricular science, investigation, same theme, cross-phase learning etc</p> <p>Children learning and explaining through ‘Mantle’ learning</p> <p>Children identifying further investigation possibilities and being given opportunity to carry out these investigations and come to a conclusion(at home and/or at school)</p> <p>John Boyd Dunlop (1840 – 1921) – www.ulsterhistory.co.uk/johndunlop.htm</p> <p>Charles Macintosh (176 – 1843) - www.rampantscotland.com/inventors/inventions_waterproof.htm</p> <p>John McAdam (1756 – 1836) - http://inventors.about.com/library/inventors/blJohnMcAdam.htm</p>		
Vocabulary	<p>Working scientifically: changes over time, comparing, contrasting, criteria, data/results, describing, equipment, grouping, identify, name, observations, patterns, record, sorting, test.</p> <p>Year 1: absorbent/not absorbent, bending, bendy/not bendy, gas, glass, hard/soft, liquid, metal, plastic, property, rock, rough/smooth, shiny/dull, solid, squashing, stretching, stretchy/stiff, twisting, water, waterproof/not waterproof, wood.</p> <p>Year 2: characteristics, classification, man-made, natural, properties.</p> <p>Types of materials: wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter, milk, soil</p> <p>Properties of materials: hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/not bendy, transparent/not transparent, sticky/not sticky</p> <p>Verbs associated with materials: crumble, squash, bend, stretch, twist</p> <p>Senses: touch, see, hear, smell and taste</p>		

Science – Living things and their habitats and seasonal change

Domain	Nursery	Reception	Year 1	Year 2
EOY Expectations		<ul style="list-style-type: none"> ➤ Explore the natural world around them, making observations and drawing pictures of animals and plants (The Natural World – UtW) ➤ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (The Natural World – UtW) ➤ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ➤ Asking simple questions and recognising that they can be answered in different ways ➤ Observing closely, using simple equipment ➤ Performing simple tests ➤ Identifying and classifying <p>Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions</p> <p><u>Seasonal changes</u></p> <ul style="list-style-type: none"> ➤ Observe changes across the four seasons ➤ Observe and describe weather associated with the seasons and how day length varies. 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ➤ Asking simple questions and recognising that they can be answered in different ways ➤ Observing closely, using simple equipment ➤ Performing simple tests ➤ Identifying and classifying <p>Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> ➤ Explore and compare the differences between things that are living, dead, and things that have never been alive= ➤ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ➤ Identify and name a variety of plants and animals in their habitats, including micro-habitats ➤ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Progression of skills			<p>Observe weather changes and discuss the reasoning behind seasons including the wider picture (harvest, farming). Weather symbols and keys Begin to explore and understand the earth's relation to the sun and compare with other countries. Introduce data logging as evidence</p>	<p>Extreme weather conditions e.g. tornadoes, hurricanes, tsunamis – measuring wind, rainfall Discuss the impact of seasonal change on habitats</p> <p>Explore habitats in local surroundings through sampling- compare and contrast Explore animals and adaptability- Evolution</p> <p>Hibernation Sorting and classifying Sampling</p>
GD		<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Science week – to promote agreed aspect of Science, eg cross curricular science, investigation, same theme, cross-phase learning etc Children learning and explaining through 'Mantle' learning Children identifying further investigation possibilities and being given opportunity to carry out these investigations and come to a conclusion (at home and/or at school)</p>		

Science - Plants

ocab

ocean, omnivore, predators, pond, prey, producer, rainforest, reproduce, respire, respond to stimuli, seashore, sound, touch, woodland.

	Nursery	Reception	Year 1	Year 2
EOY Expectations	.	<ul style="list-style-type: none"> ➤ Explore the natural world around them, making observations and drawing pictures of animals and plants (The Natural World – UtW) 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ➤ Asking simple questions and recognising that they can be answered in different ways ➤ Observing closely, using simple equipment ➤ Performing simple tests ➤ Identifying and classifying <p>Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> ➤ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ➤ Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> ➤ Asking simple questions and recognising that they can be answered in different ways ➤ Observing closely, using simple equipment ➤ Performing simple tests ➤ Identifying and classifying <p>Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> ➤ Observe and describe how seeds and bulbs grow into mature plants ➤ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Progression			Investigate and explore different plants in the local surroundings (school grounds and nearby park) by sampling. Children to explore by observing plants closely – present results in a table and be able to discuss them. Dissect plants to explore the different parts (flower, stem, leaf and roots).	Perform simple tests to explore how living conditions affect plants and what happens when these conditions are changed. Justify predictions and make conclusions from experiments. Use prior knowledge to answer simple questions about plants in other habitats.
GD		<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Science week – to promote agreed aspect of Science, eg cross curricular science, investigation, same theme, cross-phase learning etc Children learning and explaining through ‘Mantle’ learning Children identifying further investigation possibilities and being given opportunity to carry out these investigations and come to a conclusion(at home and/or at school)</p>		

	<p>EY -Flower, leaf, grow, stem, water, root, plant, seed</p> <p>KS1- as above plus: <i>branches, bud, bulb, deciduous tree, evergreen tree, flowers, fruit, garden/flowering plants, leaves, petals, roots, seed, stem, trunk, wild plants</i>.change, living, live, non-living, tall, alive, taller, not alive, tallest, dead, like, healthy, similar to, water, different from, light, branch, flower, root, seedling</p> <p>Year 2 as above plus: <i>germination, insect pollination, nutrients, pollination, seed dispersal, wind pollination</i>.</p>
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Geography- Skills and Field work

At Sparhawk, **Geography** is an opportunity for children to learn geographical information relevant to them, while most importantly developing skills and enthusiasm to continue life-long learning in this area. We aim to ensure that every child has opportunities for varied and hands on learning about the physical and human world around them. Sparhawk's use of Mantle of the Expert techniques and commitment to cross curricular, and outdoor learning is fully embraced in the teaching of Geography

	Nursery	Reception	Year 1	Year 2
EOY Objectives		<ul style="list-style-type: none"> ➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps – (People, Culture and Communities – UtW) ➤ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and-when appropriate-maps. 	<ul style="list-style-type: none"> ➤ 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 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. 	

Progression	<p>Begin to use directional language with support.</p> <p>Know that maps can help us find our way.</p> <p>Use items such as maps, globes and compasses in their role play.</p>	<p>Use directional language to describe where things are.</p> <p>Understand the purpose of maps, globes and atlases and begin to show an interest in locating places familiar to them.</p> <p>Use items such as maps, globes and compasses in their role play, showing an awareness of their purpose.</p>	<p>Identify north, south, east and west on a compass.</p> <p>Describe the location of features on a map, using language including near and far. Create a map of the classroom.</p> <p>With support using aerial photographs and plan perspectives, name and locate key features of the school grounds and devise a simple map with symbols.</p> <p>-Human features – school, big Tesco, Falcon, roundabouts, Wroxham road, Gage road, churches, Police station.</p> <p>-Physical features – Mousehold, woods, fields, boundaries</p> <p>Questions – what are the features you can see? What shapes can you spot?</p>	<p>Use a compass to find north, south, east and west.</p> <p>Describe a route between 2 places on a map using language including near/far and left/right.</p> <p>Using aerial photographs and plan perspectives name and locate key features and roads outside the school, devise a simple map with symbols.</p> <p>Google Earth to look at features.</p> <p>Create a map of the school.</p>
depth	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Opportunities to use maps, compasses etc in real life contexts.</p> <p>Mantles presenting opportunities for the need to use and produce maps.</p>			

Geography – Location and knowledge

	Nursery	Reception	Year 1	Year 2
EOY Objectives		<p>➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>➤ Name and locate the world's seven continents and five oceans</p> <p>➤ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	

Progression	<p>With support talk about the place where they live and the features of their environment.</p> <p>With support talk about other places they have been (including other countries) and the features of these environments.</p> <p>With support begin to compare and contrast places familiar to them.</p> <p>Know that they live in England.</p>	<p>Talk about where they live and features of their environment. For example "I live in Norwich, there is a cathedral there and a big library."</p> <p>Talk about other places they have been and the features of those environments For example "I went on holiday to Benidorm in Spain, there is a huge beach there and lots of hotels."</p> <p>Compare and contrast places they have been.</p> <p>Know that they live in England and the capital city is London.</p>	<p>Be able to name 4 countries of the UK and their capital cities.</p> <p>Identify the flag of each country.</p> <p>Name key monuments in each city and languages spoken.</p> <p>Begin to locate each country on a simple map.</p> <p>Begin to name and locate the seas surrounding UK countries on a simple map.</p> <p>With support begin to name the 7 continents and 5 oceans on a simple globe.</p> <p>With adult guidance begin to locate on a simple globe.</p>	<p>Name, locate (on a variety of maps) and talk in some detail about the 4 countries of the UK and their surrounding seas. Including details such as capital cities, monuments, flags and languages.</p> <p>Be able to name 7 continents and 5 oceans, and locate on a globe without support.</p> <p>Name road names</p> <p>Know where their houses are.</p>
greater depth	<p>Opportunities to visit different environments.</p> <p>Opportunities to apply knowledge ie journeys in mantle role play.</p>	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Opportunities to visit different environments.</p> <p>Opportunities to apply knowledge through mantle ie needing to decide which capital city to visit, which oceans we would sail across on a journey etc.</p>		

Geography – Place knowledge

	Nursery	Reception	Year1	Year 2
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EOY Objectives		<ul style="list-style-type: none">➤ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps-➤ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class -➤ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - (People, Culture and Communities – UtW)	<ul style="list-style-type: none">➤ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
Progression	<p>With support consider life in other countries through stories and pictures.</p> <p>Have experience of artefacts, food, music etc from around the world.</p>	<p>Consider life in other countries through stories pictures, non-fiction texts and videos.</p> <p>Have experience of and begin to express opinions about artefacts, food, music etc from around the world.</p>	<p>With support compare and contrast a small area of the UK with a small area in a contrasting non-European country, begin to consider elements including</p> <p>Physical geography climate, wild life, crops, mountains,</p> <p>Human geography clothing, meals, work, education, hobbies, building, transport.</p> <p>CAFODs website useful tool for this</p>	<p>Compare and contrast a small area of the UK with a small area in a contrasting non-European country, consider in detail elements including</p> <p>Physical geography climate, wild life, crops</p> <p>Human geography clothing, meals, work, education, hobbies, buildings, transport.</p>
greater depth	<p>Mantles involving other countries. Visitors from over seas/ originally from other countries.</p>	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Mantles involving other countries. Visitors from over seas/ originally from other countries.</p>		

Geography – Human and physical

	Nursery	Reception	Year 1	Year 2
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EOY Objectives		<ul style="list-style-type: none"> ➤ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - (The Natural World – UtW) ➤ Explore the natural world around them, making observations and drawing pictures of animals and plants - (The Natural World – UtW) ➤ Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - (People, Culture and Communities – UtW). 	<ul style="list-style-type: none"> ➤ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ➤ 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
Progression	<p>Talk about the weather daily. Beginning to use terms such as rain, sunshine, cloudy, hot, cold, frosty, snow.</p> <p>Begin to be aware that there are 4 seasons. With support observe seasonal changes as they occur. – Class trees will help aid this.</p> <p>With adult support begin to talk about their own environment and others they have experienced i.e. farms, parks, forests, holiday destinations.</p>	<p>Talk about the weather daily, identifying changes and effects.</p> <p>Name the 4 seasons and discuss some features of each season.</p> <p>Talk about their environment and other environments they have experienced i.e. farms, parks, forests, seaside, holiday destinations. Begin to compare and contrast these with their own environment – Class trees will help aid this.</p> <p>Begin to think about environments beyond their own experiences i.e. other countries, jungles etc. Begin to compare and contrast these with their own environment.</p>	<p>Talk about daily weather patterns in the UK. Understand weather colder in more Northerly places.</p> <p>Can match weather to seasons i.e. know snow is most likely in winter. Compare and contrast seasonal weather.</p> <p>Begin to identify hot and cold areas of the world, and think about why they are so.</p> <p>Identify (from a picture) and name</p> <p>-key physical features, including: beach, coast, hill, mountain, sea, ocean, river, valley, broads, fields, woodlands, crops, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, port, harbour, roads, roundabout, airport, park, pier, wind farm</p> <p>Know what these features are</p> <p>Talk in detail about daily and seasonal weather patterns.</p> <p>Identify hot and cold areas of the world and talk about this in relation to the equator, North and South Poles. Begin to compare and contrast.</p> <p>Be able to explain the following features using basic Geographical vocabulary, including explaining how relevant features differ i.e. hill/mountain, sea, ocean, river, city/town.</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Know why these features are there/needed and problem solve about them and their context</p>
Greater depth		<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Opportunities to visit different environments.</p> <p>Mantle experiences offering opportunities to apply knowledge i.e. need to design park in Australia what would it needs- shade because of hot climate?</p> <p>Visitors from other countries.</p>	

Assessment for Geography

History – Historical Knowledge

	Nursery	Reception	Year 1	Year 2
EOY Expectations		<ul style="list-style-type: none"> ➤ Talk about the lives of people around them and their roles in society ➤ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ➤ Understand the past through settings, characters and events encountered in books, read in class and storytelling – (Past and Present – UtW) 	<ul style="list-style-type: none"> ➤ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ➤ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ➤ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ➤ significant historical events, people and places in their own locality. 	
Progression	<p>With support be able to discuss significant people to them.</p> <p>Reference Remembrance day.</p>	<p>Be involved in conversation about significant people.</p> <p>Recall some facts about significant people or events.</p> <p>Begin to explore how life could have been different for older family members.</p> <p>Reference Remembrance day.</p>	<p>With support begin to talk about some specific changes within living memory, applying these to aspects of national life where appropriate.</p> <p>Being aware how and why technology has changed so much over the years.</p> <p>With support, using pictures to help them, begin to recall some simple facts about significant events and people beyond living memory. Including events that are significant nationally or globally and also events, people or places that are significant locally.</p> <p>Begin to make simple comparisons between aspects of life in different periods, using pictures and artefacts to help them.</p>	<p>Talk about some specific changes within living memory, applying these to aspects of national life where appropriate.</p> <p>Recall some facts about significant events and people beyond living memory. Including events that are significant nationally or globally and also events, people or places that are significant locally.</p> <p>Make detailed comparisons between aspects of life in different periods, using a variety of historical sources to help them.</p>
Greater Depth	<p>Role play involving the past.</p> <p>Celebrations of events from the past- ie Remembrance assembly.</p>	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Visits to historical sites.</p> <p>Mantles involving the past.</p> <p>Celebrations of events from the past- i.e. Remembrance assembly.</p>		

History – Being an Historian

	Nursery	Reception	Year 1	Year 2
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EOY Expectations		<ul style="list-style-type: none">➤ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - – (Past and Present – UtW)➤ Understand the past through settings, characters and events encountered in books, read in class and storytelling - – (Past and Present – UtW)➤ Talk about the lives of the people around them and their roles in society.	<ul style="list-style-type: none">➤ Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.➤ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.➤ They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.➤ They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	
Progression	<p>With support use words and phrases such as last week, yesterday, when I was little.</p> <p>With support talk about their own past, and that of their families including significant events.</p> <p>Begin to be involved in a class timeline showing events from the school year.</p>	<p>Use words and phrases such as when I was little, last week, yesterday.</p> <p>Talk about their own past, and that of their families including significant events.</p> <p>Be involved in a class timeline showing events from the school year.</p> <p>Begin to know we can find out about the past in a variety of ways.</p>	<p>Use words and phrases such as when I was younger, a long time ago, a very long time ago, before I was born, before my mum/dad/gran etc. was born, many years ago.</p> <p>With support use a simple timeline to place historical events they are familiar with – timeline of their lives.</p> <p>With support identify a number of ways in which the past is represented including stories, pictures and artefacts.</p> <p>With support use a range of sources including books, pictures, videos and artefacts to find out about the past. Beginning to ask and answer questions about the past.</p> <p>Begin to compare and contrast ways of life in different time periods.</p>	<p>Use words and phrases such as decade, century, 100’s of years ago, thousands of years ago when discussing events.</p> <p>Place familiar historical events on a timeline – ensure that this is visual in classrooms.</p> <p>Identify an increasing variety of ways in which the past is represented.</p> <p>Using a wide range of sources including books, pictures, videos and artefacts to find out about the past to ask and answer questions..</p> <p>Using evidence compare and contrast ways of life in different time periods.</p>
GD	<p>Roleplay involving the past.</p> <p>Celebrations of events from the past- ie Remembrance assembly.</p>	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Visits to historical sites.</p> <p>Mantle principles involving the past.</p> <p>Celebrations of events from the past- i.e. Remembrance assembly</p>		

Assessment for History

[illegible]

At Sparhawk **Physical Education** is taught with a view that *all* children can achieve in PE. We believe that every child deserves opportunity and practice to enhance their skills and challenge themselves to go further. We follow the philosophy of Real PE which assists us in delivering the fundamental movement skills that underpin the ability for our children to play and be involved in many different sports and activities. We also believe in exploring PE through stories, as it engages everyone and adds purpose and storylines to new challenges.

PE – Dance and Gymnastics

	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>
EOY Expectations		<ul style="list-style-type: none"> -Negotiate space and obstacles safely, with consideration for themselves and others; -Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.(Gross Motor Skills – PD) - Work and play cooperatively and take turns with others (Building Relationships – PSED) 	<ul style="list-style-type: none"> ➤ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ participate in team games, developing simple tactics for attacking and defending ➤ perform dances using simple movement patterns 	
Progression of skills	Move to music. DANCE →	To copy dance moves. To perform some dance moves. To move around the space safely.	To make up a short dance using at least three different manoeuvres. Dance imaginatively. To change rhythm, speed, level and direction.	To dance with control and co-ordination. To make a sequence by linking sections together. Link some movement to show a mood or feeling.
	To make body tense, relax, curl and stretch. GYMNASTICS →	To copy sequences and repeat them. To roll in different ways. To travel in different ways. To balance in different ways. To stretch in different ways. To curl in different ways.	To control my body when travelling. To control my body when balancing. To climb safely. To plan and show a sequence of movements.	To use contrast in my sequences. Movements are controlled. To think of more than one way to create a sequence which follows a set of 'rules'. To work on own and with a partner to create a sequence.
Opportunities for greater depth	Outdoor play using climbing equipment. Hall-time exploration of gym equipment. Forest Schools lessons.	Outdoor play using climbing equipment. PE lessons/provision using big blue climbing frame. Outdoor balancing challenges. Dance Club	The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently PE Clubs Outdoor play using climbing equipment. KS1 Multi-skills activity mornings. Accessing playground markings	
Vocabulary	Move Tense Curled Relaxed Stretched	Travel Balance Copy Repeat	Rhythm Speed Level Direction Tempo Pike Tuck	Sequence Link Contrast

PE – Agility

	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>
EOY Expectation		<p>-Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>-Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (Gross Motor Skills – PD)</p> <p>- Work and play cooperatively and take turns with others (Building Relationships – PSED)</p>	<p>➤ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>➤ participate in team games, developing simple tactics for attacking and defending</p> <p>➤ perform dances using simple movement patterns</p>	
Progression	2 footed jump to land.	Jump with 2 feet forwards, backwards, side to side in rhythm.	Jump with 2 feet forwards with a quarter turn. Jump 2 feet with a quarter turn on a line.	Jump 2 feet with a half turn. Jump 2 feet with a tuck knees to chest. Jump, tuck and half turn
	Roll a ball and chase to collect.	Roll a ball, chase it and collect in a balance position facing the opposite direction. Repeat with partner rolling the ball.	Ball chasing from a seated or lying position. With a bouncing feed, chase and collect in a balance position facing the opposite direction. Repeat with partner throwing the ball.	Other side of ball, let through legs and chase again. As above with bobble feed. As above with tennis ball.
	Catch a large ball, allow 3 bounces.	Feeder with size 5 ball, catch ball after 2 bounces when partner drops from shoulder height 1m. As above 2m. As above 3m.	Feeder with 2 tennis balls, drops 1, catch after 1 bounce with 1 hand from 1m. As above from 2m.	Feeder with 2 tennis balls, drops 1, catch after 1 bounce with 1 hand from 1m while balancing on 1 leg. As above from 2m.
Greater depth	Outdoor play using climbing equipment. Hall-time exploration of gym equipment. Forest Schools lessons.	Outdoor play using climbing equipment. PE lessons/provision using big blue climbing frame. Outdoor balancing challenges. Dance Club	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>PE Clubs Outdoor play using climbing equipment. KS1 Multi-skills activity mornings. Accessing playground markings</p>	
Vocabulary	Jump Roll Catch	Forwards Backwards Rhythm Balance Opposite direction Collect Bounce	Quarter turn Seated position Lying position Feed Bouncing feed	Half turn Tuck jump Twist Bobble feed

	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>
EOY Expectations		<p>-Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>-Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.(Gross Motor Skills – PD)</p> <p>- Work and play cooperatively and take turns with others (Building Relationships – PSED)</p>	<p>➤ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>➤ participate in team games, developing simple tactics for attacking and defending</p> <p>➤ perform dances using simple movement patterns</p>	
Progression	Throw/roll large ball. Throw/roll small ball.	<p>One ball rolling (large ball) against wall, rebound to receive.</p> <p>One ball rolling (small ball) against wall, rebound to receive, increase distance to 5m.</p> <p>One large ball catch off wall 2 hands.</p>	<p>Catch tennis ball with same hand off one bounce against wall 3-5m.</p> <p>As above with no bounce.</p> <p>All above but catch with opposite hand.</p> <p>Strike soft size 4 or 5 ball along ground rebound off wall x5 rally.</p>	<p>Alternate hand strike along ground with size 4 or 5 ball against wall x5 rally.</p> <p>Kick ball against wall with same foot rally.</p> <p>Kick ball against wall with alternate foot rally.</p>
	Roll ball along floor around body when seated 2 hands.	<p>Roll ball along floor around body 1 hand.</p> <p>Roll ball up and down and around body standing or seated 2 hands.</p>	<p>Roll ball up and down and around body standing or seated 1 hand. Transfer ball from one hand to the other when appropriate.</p>	<p>Standing, take ball around one leg x16.</p> <p>Standing, take ball around back x16.</p> <p>Standing, take ball around alternate legs x16.</p>
	Jump on one foot and jump forward off other foot.	<p>Side steps</p> <p>Gallop</p> <p>Hop</p> <p>Skip</p>	<p>Side steps with 180° pivots.</p> <p>Skip to 90° knees, opposite 90° elbow.</p> <p>Hop-scotch.</p>	<p>Hop-scotch to alternate feet.</p> <p>3-step zigzag pattern forwards.</p> <p>3-step zigzag pattern backwards.</p> <p>As above with increased speeds to max speeds.</p>
greater depth	<p>Outdoor play using climbing equipment.</p> <p>Hall-time exploration of gym equipment.</p> <p>Forest Schools lessons.</p>	<p>Outdoor play using climbing equipment.</p> <p>PE lessons/provision using big blue climbing frame.</p> <p>Outdoor balancing challenges.</p> <p>Dance Club</p>	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently REASON</p> <p>PE Clubs</p> <p>Outdoor play using climbing equipment.</p> <p>KS1 Multi-skills activity mornings.</p> <p>Accessing playground markings</p>	
Vocabulary	<p>Throw</p> <p>Roll</p> <p>Jump</p>	<p>Rebound</p> <p>Side steps</p> <p>Hop</p> <p>Skip</p> <p>Gallop</p>	<p>Pivot</p> <p>Degrees</p> <p>Hopscotch</p>	<p>Reactions</p> <p>Reflexes</p> <p>Rally</p> <p>Speed increase</p> <p>Tempo</p>

PE – Balance

	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>
National Curriculum		<p>-Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>-Demonstrate strength, balance and coordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (Gross Motor Skills – PD)</p> <p>- Work and play cooperatively and take turns with others (Building Relationships – PSED)</p>	<ul style="list-style-type: none"> ➤ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ➤ participate in team games, developing simple tactics for attacking and defending ➤ perform dances using simple movement patterns 	
Progression	Static balance on one leg for 5 seconds.	Static balance on one leg for 10 seconds.	Static balance on one leg for 30 seconds. Perform a mini-squat on one foot x5.	Static balance on one leg for 30 seconds with eyes closed. Perform a 90° squat with eyes closed x5. Perform a one legged ankle extension x5.
	Seated balance with both hands and feet on the floor.	Seated balance with 1 hand, 2 feet down floor contact. <ul style="list-style-type: none"> – 1 foot, 2 hands. – 1 foot, 1 hand – 1 foot or 1 hand – No hands or feet for 10 seconds. 	Seated balance with hands and feet off floor, knees bent. Pick up cone/bean bag one side swap hands and pass to other side.	Pick up cone/bean bag with one hand and place down on other side whilst seated balance with no hands or feet touching floor.
	Static balance on knees using hands (front support).	Static balance on knees with one hand on floor/pointing to ceiling.	Static balance on knees with one hand on floor and one hand passing bean bag behind back and place on other side. As above but with back support using hands and feet (crab).	Full front support (press up position) and point one hand to ceiling. Full front support and balance cone on back and transfer to other side.
	Static balance on balls of feet.	Static balance on balls of feet on a line.	Static balance on balls of feet on a low beam.	Static balance on balls of feet on a low beam <ul style="list-style-type: none"> – receive small force from various angles – alternate foot pick up – alternate knee raise – catch large ball at chest and throw back.

	Movement on a low beam.	Natural walk on a low beam with fluidity and minimum wobble.	Knees up walk on a low beam. Heels up walk on a low beam.	Knees up walk with elbows at 90° on a low beam. Heel to toe walk on a low beam. Knees up with heel to toe land on a low beam. Heels up with heel to toe land on a low beam.
	Seated balance whilst holding hands with partner.	Seated balance with partner and lean apart, then lean together, 2 hands then 1 hand. Seated balance with partner rock forwards, backwards and side to side.	Standing balance with partner, hold hands and lean back – long base for feet.	Standing balance with partner hold hands and lean back – feet together, toes touching. As above with one hand. As above eyes closed.
greater depth	Outdoor play using climbing equipment. Hall-time exploration of gym equipment.	Outdoor play using climbing equipment. PE lessons/provision using big blue climbing frame. Outdoor balancing challenges.	The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently PE Clubs Outdoor play using climbing equipment. KS1 Multi-skills activity mornings. Accessing playground markings	
Vocabulary	Static balance Seated balance Front support Movement Balls of feet	Static balance Seated balance Front support Movement Balls of feet Forwards Backwards Fluidity	As same as EY: Back support Long base support Mini-squat Heel balance Self-assessment Taps for congrats Success criteria	90° squat Ankle extension

Assessment for PE

[illegible]

At Sparhawk the use of technology is immersed within the children's learning. We believe that opportunity and practice are key to the children's progression in computing which is why it is embedded in all other subject areas and taught discretely too. The use of our Mantle of the Expert curriculum means we can embed the use of technology into our drama based approaches to learning, creating a more holistically taught and learnt curriculum. Combining this with our skills based curriculum means the necessary skills required to achieve in this subject are at the forefront of the children's learning and our teaching.

Computing – E-Safety

	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>
EOY			<ul style="list-style-type: none"> ➤ recognise common uses of information technology beyond school ➤ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	
Progression of skills	<ul style="list-style-type: none"> Children understand internet can be used for a number of different things and are aware they need an adult to help them explore it. 	<ul style="list-style-type: none"> Children know to notify an adult if unsure about any computer content. Follow Smartie the Penguin's rules for being safe online. 	<ul style="list-style-type: none"> Know how to minimise a screen or turn off a monitor if they see something inappropriate on a website and tell a trusted adult Know that some information (full name, address, birthday etc...) is 'special' as it applies to them. Children know that personal information is as valuable online as offline and that it should not be shared without an adult's permission. Children discuss, understand and abide by the school's e-Safety Smartie Rules For children to understand the importance of talking to a trusted adult about their online experiences Age restrictions 	<ul style="list-style-type: none"> Children explore a range of age-appropriate digital resources. Children to know that not everything they find online is accurate. Know that some websites contain advertisements (often embedded) and learn how to ignore them. Children to know what to do if they find something inappropriate online Children discuss, understand and abide by the school's e-Safety rules. Children are aware that not everyone they meet online is automatically trustworthy Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission Children identify characteristics of people who are worthy of their trust and can identify the signs of danger online. Using a range of resources to learn about dangers of adverts. Buying things online. Gaming with friends Examples of books such as Chicken Clicken
Opportunities for greater depth	Continuous provision involving different modes of technology constantly available to the children. Reminders before using technology about using it safely. E-Safety Day in which all classes will focus activities around the importance of being safe on the internet.	Continuous provision involving different modes of technology constantly available to the children. Reminders before using technology about using it safely. E-Safety Day in which all classes will focus activities around the importance of being safe on the internet.	<p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p> <p>Timetabled slot for class learning through the use of technology. E-Safety Day in which all classes will focus activities around the importance of being safe on the internet. Use of technology embedded in other areas of the curriculum</p>	

Vocabulary	computer iPad camera robot PC internet	Google chrome Internet explorer Safari online website	download copyright intervention alert danger advert prsonal information	discrimination abuse inappropriate content virus anti-virus software
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	<i>Nursery</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>
EOY			<ul style="list-style-type: none"> ➤ use technology purposefully to create, organise, store, manipulate and retrieve digital content ➤ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	
Progression			<ul style="list-style-type: none"> • Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free. • Select appropriate images. • Begin to select or record a sound to add to my work. • Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences through the use of story map programs. • Begin to explain reasons why choices have been made to teacher or talk partner. 	<ul style="list-style-type: none"> • Begin to word process short narrative and non-narrative texts. • Develop basic editing skills including different presentational features (font size, colour and style) • Select from different presentational features e.g. title, paragraph, label etc • Save, print, retrieve and amend their work • Use the mouse or arrow keys to insert words and sentences • Use appropriate editing tools to improve their work • Make use of graphics, video and sound to enhance their text on screen • Talk about their use of graphics and sound and how it may enhance or change the mood and atmosphere of their presentation and make changes where appropriate • Use different layouts and templates for different purposes. • Children to take photos and videos and implement them into practise.
greater depth	Continuous provision involving different modes of technology constantly available to the children. E-Safety Day in which all classes will focus activities around the importance of being safe on the internet. Resources – remote control car, walky talkies, charging/changes.	Continuous provision involving different modes of technology constantly available to the children. E-Safety Day in which all classes will focus activities around the importance of being safe on the internet.	The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently Timetabled slot for class learning through the use of technology. E-Safety Day in which all classes will focus activities around the importance of being safe on the internet.	
Vocabulary	computer touch screen mouse (only class computer) iPad	computer logging keyboard mouse microphone Textease document	keyboard spacebar backspace shift enter images graphics	captions word process editing font size presentation layout template style save print labelling programs retrieve arrow keys insert

Programing

	Nursery	Reception	Year 1	Year 2
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EOY			<ul style="list-style-type: none"> ➤ <i>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i> ➤ <i>create and debug simple programs</i> ➤ <i>use logical reasoning to predict the behaviour of simple programs</i> 	
Progression	<ul style="list-style-type: none"> Explore devices such as iPad's, iPads and Beebots during play. Input command into device. 	<ul style="list-style-type: none"> Turn on and give simple commands to robots such as Bee-bots. Can operate an on screen Bee-bot/Daisy Dino/Turtle to perform simple movements from A to B. Explore outcomes when individual buttons are pressed on a robot Tinker with Scratch Jnr. 	<ul style="list-style-type: none"> Understand what an algorithm is Follow algorithms to move around a course Create a series of algorithms to move their peers around a course Explore an on screen robot, navigate it around a course or grid Have experiences of controlling other devices such as sound recording devices, music players, video recording equipment and digital cameras While navigating around a course on a computer, predict what will happen Perform simple task and command on Scratch Jnr. Find and repair a simple mistake in an algorithm. 	<ul style="list-style-type: none"> Talk about how everyday devices can be controlled Know that devices and actions on screen may be controlled by sequences of actions and instructions from a controller Create a sequence of instructions to control a programmable robot to carry out a pre-determined route to include direction, distance and turn (on screen or floor robot) Control a floor robot using appropriate buttons, make predictions and estimate distances and turns Use a program like Scratch Jnr to create a simple program of algorithms to perform actions Discuss how to improve/change their sequence of commands Find and repair (debug) the mistake in a sequence of algorithms.
greater depth	Continuous provision involving different modes of technology constantly available to the children. E-Safety Day in which all classes will focus activities around the importance of being safe on the internet.	Continuous provision involving different modes of technology constantly available to the children. E-Safety Day in which all classes will focus activities around the importance of being safe on the internet.	The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently Timetabled slot for class learning through the use of technology. E-Safety Day in which all classes will focus activities around the importance of being safe on the internet.	
Vocabulary	computer iPad digital camera robot	movements instructions buttons directions tinker persevering collaborating	algorithm predict program sequence	debug device command estimate input decomposition abstraction reasoning evaluate

Assessment For Computing

Name of Child	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer

	Nursery	Reception	Year 1	Year 2
EOY		<p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used (Creating with Materials – EA&D)</p>	<p>➤ Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>➤ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p>	
Progression	<p>Begin to explore a wide range of construction materials.</p> <p>Begin to explore a range of joining materials.</p> <p>With support talk about their models.</p> <p>With support begin to talk about what they like and dislike about a product.</p>	<p>Explore a wide range of construction materials choosing particular materials for a purpose.</p> <p>Explore a variety of joining materials, selecting the one they believe will work best.</p> <p>Talk about and evaluate their own models, saying how they might improve them.</p> <p>Say what they like and dislike about a product.</p>	<p>With support generate ideas for products based on their own and others experiences, including looking at existing products.</p> <p>With support begin to develop simple design criteria and use it to help them develop their product.</p> <p>Begin to develop and communicate ideas by talking and drawing. Be able to say who and what their product is for.</p> <p>With support model ideas by exploring materials and components, and by beginning to make simple mock ups and templates.</p> <p>Begin to use ICT within the design process, where appropriate, with adult direction – mood board/drawn plans using ICT</p>	<p>Generate ideas for products based on their own and others experiences, including looking at existing products.</p> <p>Develop their own design criteria, use this criteria regularly throughout their design process.</p> <p>Develop and communicate ideas by talking and drawing. Be able to say who and what their product is for, and how it will work.</p> <p>Model ideas by exploring materials and components, and by making simple mock ups and templates.</p> <p>Use ICT within the design process, where appropriate. Use a mood board to further explore this.</p>
greater depth	Continuous provision involving different opportunities for	Continuous provision involving different opportunities for design and making constantly available to the children. Explaining the purpose for building something.	The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently	
Vocabulary	make	Make Join Plan	Make Join Plan Design Evaluate Improve	Make Join Plan Design Evaluate Improve

Design and Technology- Technical

	Nursery	Reception	Year 1		Year 2
EOY		<ul style="list-style-type: none">- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;- Share their creations, explaining the process they have used (Creating with Materials – EA&D)	<ul style="list-style-type: none">-Build structures, exploring how they can be made stronger, stiffer and more stable-Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently		
Progression	<p>Build simple structures using a variety of materials.</p> <p>Explore simple mechanisms in their play.</p>	<p>Build simple structures using a variety of materials, beginning to explore their strength and stability.</p> <p>Explore simple mechanisms in their play beginning to think about how they are working.</p>	<p>Understand the vocabulary stiffer, stronger and stable.</p> <p>Build simple structures from a variety of materials, begin with support to explore how they can be made stiffer, stronger and more stable.</p> <p>Begin to learn the names of simple mechanisms and how they work.</p> <p>With support begin to use these mechanisms in their products.</p>	<p>Explain the vocabulary stiffer, stronger and stable.</p> <p>Build structures from a variety of materials, independently explore how they can be made stiffer, stronger and more stable.</p> <p>Understand how simple mechanisms work and name them – use the resources of levers, pullys, cogs, motors</p> <p>Use these mechanisms in their products.</p>	
greater depth	Continuous provision involving different opportunities for	Continuous provision involving different opportunities for design and making constantly available to the children. Explaining the purpose for building something.	The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently		
Vocabulary	make	Make Join Plan	Make Join Plan Design Evaluate Improve	Make Join Plan Design Evaluate Improve	

Design and Technology- Make

	Nursery	Reception	Year 1	Year 2
EOY		<ul style="list-style-type: none">- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;- Share their creations, explaining the process they have used (Creating with Materials – EA&D)	<ul style="list-style-type: none">- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p>	
Progression	<p>Use simple tools in their play.</p> <p>Begin to explore materials, textiles and ingredients through their play and adult directed activities.</p> <p>Select resources for a purpose in their play.</p>	<p>Use a variety of tools in their play.</p> <p>Explore materials, textiles and ingredients through their play and adult directed activities, beginning to talk about their characteristics.</p> <p>Select resources for a purpose in their play and explain why.</p>	<p>Begin to understand what some tools and equipment can be used for.</p> <p>Select from a limited range of tools and equipment and begin to explain their choice with support.</p> <p>Begin to recognise the characteristics of some materials, textiles and ingredients.</p> <p>Select specific materials, textiles or ingredients for a purpose with support.</p>	<p>Understand what some tools and equipment can be used for.</p> <p>Select from a range of tools and equipment and explain their choice.</p> <p>Recognise the characteristics of some materials, textiles and ingredients.</p> <p>Select specific materials, textiles or ingredients for a purpose.</p>
greater depth	Continuous provision involving different opportunities for	Continuous provision involving different opportunities for design and making constantly available to the children. Explaining the purpose for building something.	The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently	
Vocabulary	make	Make Join Plan	Make Join Plan Design Evaluate Improve	Make Join Plan Design Evaluate Improve

Design and Technology- Evaluate

	Nursery	Reception	Year 1	Year 2
EOY		<p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used (Creating with Materials – EA&D)</p>	<p>➤ Explore and evaluate a range of existing product</p> <p>➤ Evaluate their ideas and products against design criteria</p> <p>The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently</p>	
Progression	<p>Talk about their likes and dislikes.</p> <p>Change, adapt and develop their creations.</p> <p>Explore a range of natural and man-made materials.</p>	<p>Talk about their likes and dislikes, beginning to give reasons.</p> <p>Change, adapt and develop their creations, beginning to talk about why.</p> <p>Explore a range of natural and man-made materials, beginning to name them and talk about their properties.</p>	<p>Begin to explore what products are and say who/what they are for. Begin to look at how they work and what they could be used for.</p> <p>From a choice given, say what they think a product is made from.</p> <p>Begin to say what they like or dislike about a product.</p> <p>Begin to judge their products and ideas, against simple design criteria.</p> <p>With support talk about how they might improve their product/design.</p>	<p>Explore a wide range of products, say what products are and who/what they are for. Look at how they work and what they could be used for.</p> <p>Say what they think a product is made from.</p> <p>Say what they like or dislike about a product and why.</p> <p>Independently judge their products and ideas, against simple design criteria. Talk in detail about how they would improve their product/design.</p>
greater depth	Continuous provision involving different opportunities for	Continuous provision involving different opportunities for design and making constantly available to the children. Explaining the purpose for building something.	The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently	
Vocabulary	Make change	Make Join Plan	Make Join Plan Design Evaluate Improve	Make Join Plan Design Evaluate Improve

	Nursery	Reception	Year 1	Year 2
EOY		- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used (Creating with Materials – EA&D)	-Use basic principles of a healthy and varied diet to prepare dishes. -Understand where food comes from. The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently	
Progression	<p>Begin to explore where food comes from through stories and real life experiences.</p> <p>With adult support and guidance begin to take part in growing and harvesting own fruit and vegetables.</p> <p>Begin to explore new foods, including potential ingredients using all their senses (as appropriate). With adult support and pictorial reminders begin to remember to wash their hands after going to the toilet and before eating food.</p> <p>Begin to explore a variety of tools and malleable materials in their play - including salt dough, cornflour, rolling pins,</p>	<p>Talk about where food comes from through stories and real life experiences.</p> <p>With guidance from adults take part in growing and harvesting their own fruit and vegetables.</p> <p>Have opportunities to explore a variety of foods using all their senses.</p> <p>Name healthy foods and talk what makes a healthy diet. Remember to wash their hands after visiting the toilet and before snack and going to lunch.</p> <p>Use a variety of tools and malleable materials in their play with increasing competence- including salt dough, corn flour, rolling pins, sieves, mashers etc</p> <p>With adult support begin to explore a variety of techniques while preparing food including mashing, rolling, mixing and using cutters.</p>	<p>Know that all food comes from plants or animals.</p> <p>Grow and harvest their own fruit or vegetables with support from adults.</p> <p>Name the basic food groups and know that a healthy diet should include 5 pieces of fruit or vegetable each day.</p> <p>Know that nutritional information is available on food labels.</p> <p>Know that they must wash their hands before preparing or eating food.</p> <p>Use a variety of techniques to prepare healthy dishes.</p> <p>With close supervision:- mash, peel, grate and cut. With some supervision:- Weigh, measure, sift, mix, roll, use cutters, spread with a blunt knife, shape dough.</p> <p>With minimal supervision:- assemble cold ingredients.</p>	<p>Know that all food comes from plants or animals, and be able to link some foods to their source – link to a farm/ Farm to Fork.</p> <p>Grow and harvest their own fruit or vegetables with increasing independence.</p> <p>Discuss what is required as part of a healthy diet- using the basic food groups to produce an ‘eat well plate’.</p> <p>Know that nutritional information is available on food labels and begin to read them.</p> <p>Know that they must wash their hands and ensure the surfaces are clean, before preparing or eating food.</p> <p>Use a variety of techniques to prepare healthy dishes.</p> <p>With some supervision:- mash, peel, grate and cut. With little supervision:- Weigh, measure, sift, mix, roll, use cutters, spread with a blunt knife, shape dough.</p> <p>Independently:- assemble cold ingredients. Observe adults using equipment including hob, oven, toaster or microwave, and talk about safety measures.</p>

	<p>making playdough, sieves, mashers etc</p> <p>With adult support and guidance begin to use some basic techniques preparing food including mixing, rolling and shaping dough.</p>		Observe adults using equipment including hob, oven, toaster or microwave.	
greater depth	Continuous provision involving different opportunities for design and making	Continuous provision involving different opportunities for design and making constantly available to the children. Explaining the purpose for building something.	The ability to apply knowledge independently. They can explain it, use it in context, use it accurately and appropriately and consistently	
Vocabulary	make	Make Join Plan	Make Join Plan Design Evaluate Improve	Make Join Plan Design Evaluate Improve

Assessment for DT

[illegible]

Art

	Nursery	Reception	Year 1	Year 2
EOY	<i>ELG-Creating with materials</i> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. 		<ul style="list-style-type: none"> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
Progression	<p>Safely use different tools to create a variety of art with support.</p> <p>Experiment with and name different colours. Begin to experiment with mixing colours together</p> <p>Begin to experiment with different art mediums with support</p> <p>Begin explain how what they did to create their artwork</p> <p>Begin to use art as a way to express themselves</p>	<p>Use different tools to draw pictures</p> <p>Experiment with using different colours</p> <p>Use a variety of different types of paints and brushes</p> <p>Experiment with mixing colours together</p> <p>Use shaped sponges and rollers to create prints</p> <p>Collage using a variety of materials</p> <p>Safely use scissors to cut materials for collage</p> <p>Use brush to dye different materials</p> <p>Create sculptures using different materials, including clay, playdough etc</p> <p>Explore the work of different artists</p> <p>Begin to give likes and dislikes about artwork</p> <p>Explain how what they did to create their artwork</p>	<p>Produce marks using different tools e.g. Pencil, charcoal, pastels, etc.</p> <p>Produce marks in response to movement words e.g. zig-zag, wavy.</p> <p>Use an 'artist rag' to clean paint brushes.</p> <p>Move/stroke a paintbrush in a single direction while painting.</p> <p>Explore the colour wheel and mixing primary colours to make secondary colours</p> <p>Experiment with printing using different materials</p> <p>Overprint using a different colour</p> <p>Make negative stencils and use these to create a negative print</p> <p>Collage by overlapping and sticking different materials.</p> <p>Use collage to form lines and circles</p> <p>Collage using contrasting colours and materials</p> <p>Weave materials onto a frame</p> <p>Embellish fabrics with a variety of different mediums</p> <p>Use wrapping and knotting techniques to secure fabrics to objects</p> <p>Create sculptures from clay using the techniques pulling, pinching and smoothing.</p> <p>Create impressions in clay using natural resources</p> <p>Review the work of a range of artists, craft makers and designers.</p> <p>Give similarities and differences between artwork.</p> <p>Give likes and dislikes about artwork</p>	<p>Produce marks using different techniques in response to descriptive words e.g. hard/soft, thick/thin.</p> <p>Draw a collection of objects with different texture and explore how the drawing will change from different view points</p> <p>Create different colour tones by adding white/black paint to make it lighter/darker.</p> <p>Use careful brushstroke working around and within lines</p> <p>Make and use positive and negative stencils and use these to print using the techniques stippling and stroking</p> <p>Print using different colours from light to dark</p> <p>Create a clay printing block</p> <p>Use objects to create direct prints</p> <p>Cut and tear materials to use in a collage</p> <p>Arrange and review materials before sticking</p> <p>Use complimenting colours together by using the colour wheel</p> <p>Tie fabrics using elastic bands in preparation to dye them</p> <p>Dye fabrics using the tie dye technique</p> <p>Use fabric to create a card wrap</p> <p>Roll clay to an even thickness</p> <p>Create clay coils/worms and form small pieces decorations</p> <p>Roll these decorations into clay as an inlay</p> <p>Draw inspiration and ideas from a range of artists, craft makers and designers</p> <p>Evaluate their own skills in relation to a given artist.</p>

greater depth	Art club Trips to art galleries/museums Visiting companies Arts week Making calendars Card making		
Vocabulary	drawing painting printing collage textiles 3d art	Mark making Stroke Primary/Secondary colours Overprint Overlap Weave Embellish Wrapping Knotting Sculpture	Still life tone Stencils Direct print Cut tear Arrange Complementing colours Tie dye inlay Inspiration

Assessment for Art

[illegible]

Music

Taken from early learning goals found in statutory framework for the early years foundation stage, and KS1 music national curriculum

Early Years

Being imaginative and Expressive

Children will be taught to sing a range of well-known nursery rhymes and songs and perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Stage one

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Introduction:

Music is a foundation subject in the National Curriculum. This policy outlines the intent of music and implementation is the responsibility of all teaching staff, overseen by the arts lead.

Intent:

Our intent with teaching music is to provide a creative curriculum giving all children the opportunity for personal development through a creative outlet.

Below is an overview of Charanga's scheme of work, stating which unit should be worked on each half term. EYFS will cover these units during early years singing assemblies, while KS1 will use Charanga in their weekly music lessons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me	My stories	Everyone	Our world	Big Bear Funk	Reflect, Rewind, and Replay
Y1	Hey you	Rhythm in the way we walk and Banana rap	In the groove	Round and round	Your imagination	Reflect, Rewind, and Replay
Y2	Hands, feet, heart	Ho, Ho, Ho	I wanna play in a band	Zootime	Friendship song	Reflect, Rewind, and Replay

Music curriculum:

See the below for an overview of the progression of skills, experiences and developments within each topic. We have also included the year groups termly topic/theme which can be used for a possible line of enquiry for cross curricular links.

Early Years Foundation stage overview/aims:

Early year will teach the following curriculum objectives through the continuous provision in classes

Nursery	Reception
<ul style="list-style-type: none">• Explore playing different un tuned instruments.• Explore 'body percussion': claps, stamps, slaps, tongue clicks.• Begin to sing/learn Nursery Rhymes and known songs. Build a repertoire of familiar songs.	<ul style="list-style-type: none">• Explore learning how to play different untuned instruments: pat, hit, blow, shake, pluck.• Learn how to use a beater to play a wood block and how to hold a triangle so it makes a sound.• Explore changing the sounds by volume and tempo.• Explore vocal percussion: imitating the sounds of instruments with voices.• Sing known songs confidently in unison.• Adapt known songs by changing the words: 'baa baa pink sheep'.• Begin to make up their own songs and confidently perform them in group and class situations.• Begin to sing acapella and with backing tracks.

KS1 overview/aims:

Term	Year 1	Year 2	Singing assembly
Autumn 1 Dinosaurs	Unit: Hey you Curriculum objectives: <ul style="list-style-type: none"> • Play untuned instruments • Introduce keeping a steady beat and tempo • Explore adapting voices and begin to include emotion when singing • Demonstrate good listening and attention skills independently by listening to others performances. • Discuss likes and dislikes and suggest improvements. 	Unit: Hands, feet, heart Curriculum objectives: <ul style="list-style-type: none"> • Play a tuned instrument with minimal support and follow music • Confidently know how to play untuned instruments • Confidently adapt voices to include emotion when singing, chanting, and speaking. • Begin to sing solo/duets/trios • Revisit objectives from year 1 	Topic: Dinosaurs Song: We Are The Dinosaurs- The Laurie Berkner Band I am a palaeontologist- They might be giants Links to objectives: Add emotion
Autumn 2 Dinosaurs	Unit: Rhythm in the way we walk Curriculum objectives: <ul style="list-style-type: none"> • Explore echoing one another in whole group/small group situations. • Introduce pitch and how to adapt it • Revisit objectives from previous term 	Unit: Ho, ho, ho Curriculum objectives: <ul style="list-style-type: none"> • Explore playing instruments in a duet, trio and smaller group situations • Revisit objectives from previous term 	Topic: Dinosaurs Song: Suddenly I see- KT Tunstall Christmas songs Links to objectives: Singing in an echo
Spring 1 Engineering	Unit: In the groove Curriculum objectives: <ul style="list-style-type: none"> • Begin to read simple music • Play a simple song • Begin to compose/record music with untuned instruments on music programmes using computers/iPad. • Revisit objectives from previous terms 	Unit: I wanna play in a band Curriculum objectives: <ul style="list-style-type: none"> • Independently sing acapella, in unison • Confidently compose/record/perform with a range of tuned and untuned instruments. • Revisit objectives from previous terms 	Topic: Engineering Song: Elton John- Rocket man Links to objectives: Sing in an echo Sing acapella
Spring 2	Unit: Round and round	Unit: Zootime	Topic: Engineering

Engineering	Curriculum objectives: <ul style="list-style-type: none"> • Chn to explore singing in a round • Begin to play a tuned instrument • Introduce notes and how to play them • Revisit objectives from previous terms 	Curriculum objectives: <ul style="list-style-type: none"> • Explore introducing harmonies when singing and performing. • Revisit objectives from previous terms 	Song: Try everything-Shakira Links to objectives: Add emotion
Summer 1 Circus	Unit: Your imagination Curriculum objectives: <ul style="list-style-type: none"> • Revisit objectives from previous terms 	Unit: Friendship song Curriculum objectives: <ul style="list-style-type: none"> • Revisit objectives from previous terms 	Topic: Circus Song: The greatest show-Hugh Jackman Links to objectives: Singing in a duet
Summer 2 Circus	Unit: Reflect, rewind, replay Curriculum objectives: <ul style="list-style-type: none"> • Include different tempos and volumes in compositions. • Revisit objectives from previous terms 	Unit: Reflect, rewind, replay Curriculum objectives: <ul style="list-style-type: none"> • Include different tempos and pitches in compositions • Revisit objectives from previous terms 	Topic: Circus Song: Go the distance Links to objectives:

Each curriculum objective should be introduced in the term specified, and then revisited and built upon each term.

Listen and appraise

Listen and appraise objectives should be covered weekly during 'song of the week'. These can be picked by teachers and do not necessarily link to the topic, however they should be from a broad range of artists and genres.

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> Listen to performances and be a good audience 	<ul style="list-style-type: none"> Listen to others performances and be a good audience. Begin to evaluate performances with 2 stars and a wish. Begin to explain their likes and dislikes in group conversation and why. 	<ul style="list-style-type: none"> Listen to a range of genres of music rock, classical, samba etc/recorded music/live music and express likes and dislikes. With support evaluate/compare them and discuss what tuned instruments have been used. Explore the different instrument families: wind, percussion, brass and strings. 	<ul style="list-style-type: none"> Listen to recorded music/live music (different genres) and begin to identify the tempo, count how many beats in a bar and the instruments used. Demonstrate excellent listening and attention skills independently. Confidently be able to group the different instrument families: wind, percussion, brass and strings. Compare how the music makes them feel and if they prefer live or recorded music, a specific genre and why.

Possible songs of the week fitting in with topics:

Autumn- Dinosaurs	Spring- Engineering	Summer- Circus
<ul style="list-style-type: none"> T. Rex – I love to boogie John Williams – Jurassic park theme Was not was – Walk the dinosaur Dinosaur Jr. – Start Choppin' Koo koo kanga roo – Dinosaur stomp Manchester Orchestra – Dinosaur Lawson - Dinosaur 	<ul style="list-style-type: none"> Styx - Mr. Roboto The monkees - Steam engine The Ethiopians – Engine 54 The housemartins – Build Owl city – Designer skyline Elvis Costello – Hoover factory Florence + the machine – Dog days are over 	<ul style="list-style-type: none"> The Jam – Circus Britney Spears – Circus Gary Lewis and the playboys – Everybody loves a clown Plain White T's – Cirque Dans La Rue Frank Sinatra – Send in the clowns

Community engagement opportunities

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Christmas performances to parents • Christmas performances to Falcon • Carol singing in the community • Singing Christmas songs at Gage road • Christmas songs at Tesco 	<ul style="list-style-type: none"> • Singing at Gage road and Sprowston day centre for intergenerational week • Rocksteady performance assembly 	<ul style="list-style-type: none"> • Sparhawk music festival • Virtual big sing • Sing up • Singing for arts week • Leavers assemblies • Invite musicians for aspirations week
<p style="text-align: center;">Continuous</p> <ul style="list-style-type: none"> • Singing club performances • Glockenspiel club performances • Invite musicians for assemblies 		

Assessment for Music

[illegible]

‘High-quality RE will support pupils’ religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.’ (Norfolk RE Syllabus, 2019)

Programme of Study

The programme of study should be used in conjunction with the agreed Norfolk RE Syllabus (2019) in order to create and develop appropriate learning enquires that adopt a multi-disciplinary approach. The multi-disciplinary approach adopts three strands: Theology, Philosophy and Human/Social Science. These three strands are used to develop ‘religious literacy’. Religious literacy encourages pupils to develop balanced well informed conversations using key vocabulary about religion and world views.

Pupils will begin to understand the importance and value of religion alongside the beliefs of other pupils and their families. Religious literacy will be further encouraged by guiding pupils to ask relevant questions and use their imagination to develop a sense of wonder about the world. They should recognise what is important to themselves, others and those within their community whilst developing a sense of belonging.

The Key Stage One programme of study introduces key concepts, beliefs and practices to explore questions through a different lens and perspective of the three strands.

The Three Strands and Age Related Expectations

Strand	Explanation	Year 1	Year 2
Theology (Where beliefs come from)	This explores where certain beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they are similar.	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.
Philosophy (How and whether things make sense)	This seeks to make sense of the world around us. It explores questions of morality, ethics, reality, knowledge and existence.	Give a simple reason using the word ‘because’ when talking about religion and belief.	Give a reason to say why someone might hold a particular belief using the word ‘because’.
Human/Social Sciences (The ways in which beliefs shape individual identity, and impact on communities and society and vice versa)	This explores the different ways in which individuals practice their beliefs both within the present and within history. It looks at the wider impact of beliefs on individuals and their communities.	Recognise that beliefs can have an impact on a believer’s daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.

The multi-disciplinary approach to the design of the RE curriculum looks to balance three strands as outlined below.

Scheme of learning

Key Stage	EYFS	Key Stage One
Religions and world views	<ol style="list-style-type: none"> 1. Christianity 2. At least one other religion, religious belief or worldview. 	<ol style="list-style-type: none"> 1. Christianity 2. One other principle world religion 3. Encountering one other principle religion or worldview reflected in the local context.
Context	<p>RE at EYFS will prepare children for the multi-disciplinary approach.</p> <p>Pupils begin to explore religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p>	<p>Schools should consider the following factors when deciding what to study as 2 and 3:</p> <p>Understanding of the beliefs and practices of a 'non-Abrahamic' tradition, e.g. Sikhism.</p> <p>Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.</p> <p>Religions in the schools locality.</p> <p>When choosing 3 – Plan to review religions in your current year group, to further explore religions within your wider school community.</p>
Weighting	No weighting is specified for EYFS	More time should be spent on Christianity than any other individual religion or worldview. A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2). The remainder on (3).

EYFS

Theology (Thinking through believing)	Philosophy (Thinking through thinking)	Human/Social Sciences (Thinking through living)
<p>What does this religious word mean?</p> <p>How do we say this religious word?</p> <p>What is this religious story about?</p> <p>Why might people tell this story?</p> <p>What does the word 'God' mean?</p> <p>What is a belief?</p> <p>Why is this sacred book important?</p>	<p>What puzzles you?</p> <p>Is it real?</p> <p>What is right?</p> <p>What is wrong?</p> <p>What is 'good'?</p> <p>What do we mean by true?</p>	<p>How do people celebrate?</p> <p>What might people use this artefact for?</p> <p>What ceremonies and festivals have you taken part in?</p> <p>What happens in (place of worship)?</p> <p>What do these symbols mean?</p>

Pupils should: <ul style="list-style-type: none"> - Recognise simple religious beliefs or teachings - Talk about some aspects of a religious story or belief - Use key vocabulary such as 'God'. - Recreate religious and belief stories through small world play. - Talk about sacred texts. 	Pupils should: <ul style="list-style-type: none"> - Raise puzzling and interesting questions about religion and beliefs. - Ask questions about the world around them. - Talk about their concerns about other peoples behaviours. - Say what matters to them and their families. - Use their senses to investigate religions and beliefs. 	Pupils should: <ul style="list-style-type: none"> - Identify features of a religious life and practice within a family context. - To recognise a number of religious words. - Know where some religious views come from. - Name and know some religious symbols. - Talk about religious events they know or have seen e.g festivals/ceremonies. - Talk about what people wear because of their beliefs. - Visit a local place of worship (Sparhawk 50 experiences) - Talk to someone who holds a particular religious belief.
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Key Stage One

How does the RE curriculum relate to your wider whole-school curriculum? • We suggest you check for progression from one year to another. Are the questions enabling increasing depth of understanding? Are pupils developing their understanding through each disciplinary lens logically?

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Enquiry Question	What do Christians believe God is like?	Why does Christmas matter to Christians?	What does it mean to belong to the Jewish community?	What is the meaning of the story of Moses? (Passover)	What is right and what is wrong?	Community Religion (Wow moments) Religion is about community/sharing of events. - Guided by current
Key Concept	God	Incarnation	Shabbat and Community	Moses	'The golden rules'	
Religion	Christianity	Christianity	Judaism	Judaism	Christianity - Multi-faith including Humanism	

Discipline	Theology	Social/Human Science	Social/Human Science	Philosophy	Theology	Philosophy	interests and affairs.
Key points/ideas	<ul style="list-style-type: none">- Religious art and representations of God- Who was Jesus?- The Holy Spirit- Prayers- Community church visits- The Holy Bible – What is it?	<ul style="list-style-type: none">- Outline the timeline of the ‘Big Story’; place Creation, Fall, Incarnation- Celebrations and the Christmas story- Advent- Nativity- Importance within the United Kingdom/British Values- Music/hymns- Church traditions- Traditions within Sprowston- What lessons can be learned from the Christmas Story? Being kind/generous.	<ul style="list-style-type: none">- Belonging- Friday night Shabbat- Shabbat is a special meal eaten together on a Friday night in Jewish homes all over the world. Read the story about Leah and Shabbat to the class.- Where do we belong?- What is the Jewish religion?- What do they celebrate?- Hannukah/Passover/Bar Mitzvah- What do they believe in?- Expert visits- Clothes- Jewish community in Norwich/Sprowston?- Torah – What is it?- Ten commandments (Linking to Christianity)	<ul style="list-style-type: none">- Judaism Day- Passover- Seder Plate- Ritual (What does it mean?)- Why is freedom so important?	<ul style="list-style-type: none">- Ten commandments in Christianity and Judaism- Five pillars of Islam- British laws (British Values)- Sparhawk Values- Classroom rules- Our soul/conscience- Emotions- Equality	<ul style="list-style-type: none">- Classroom dynamics and make up.- Utilising local families within the school for visits. <p>Social/Human Sciences</p>	

			- Common beliefs between Christianity and Judaism.			
Cross curricular Ideas	<p>English: Fact file writing (Jesus/God)</p> <p>Art: Religious Art – Comparing that to another religion. Christian art represents God in art but other religions do not.</p>	<p>English: Story boards Newspaper reports of Jesus’ birth Diary entries from the perspective of the shepherds, kings, Mary etc.</p> <p>Drama/Oracy: Hot seating – Mary/Joseph Acting out the story/Role play</p> <p>History/Geography: Christmas traditions over time. Traditions around the world. Mapping out where Christmas is celebrated around the world – Continents?</p> <p>Art/DT: Jesus- images of him as a baby. What can you tell about him from a picture? He is viewed as special by Christians.</p>	<p>English: Fact file writing History/Geography</p>	<p>English: How to make a Jewish dish – Instructions writing Diary Entry of Moses Newspaper recount Story recounts</p> <p>History/Geography: Comparing UK to another country</p> <p>Music: Jewish music/Song</p> <p>PSHE: Freedom and rights</p>	<p>English: Writing about our Sparhawk Values and why they are important.</p> <p>Science: Kindness to animals and caring for animals.</p>	

		<p>Create a bedroom for a really special baby- what would you put in it? Who would come a visit a really special important baby? How would it be fit for purpose?</p> <p>PSHE: Needs and wants (What are the difference?)</p> <p>Music: Hymns and Carols</p>				
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Term	Autumn 1		Autumn 2	Spring 1		Spring 2		Summer 1		Summer 2	
Year 2											
Enquiry Question	Where did the Universe come from?		How do festivals bring people together?	What differences does prayer make to the lives of Christians and Muslims?		Why does Easter matter to Christians?		What does it mean to belong to the Muslim community?		Community Religion (Wow moments)	
Key Concept	Creation		Festivals and Celebrations	Prayer		Salvation		Belonging		Religion is about community/sharing of events.	
Religion	Christianity		Christianity - Multifaith including Humanism	Christianity	Islam	Christianity		Islam		Could year 2 plan a 'community' festival for the school for the end of the year.	
Discipline	Theology	Philosophy	Social/Human Science	Social/Human Science		Theology		Social/Human Science		Putting in all of their religious knowledge of what makes a	
Key points/ideas as	<ul style="list-style-type: none">- Story of creation (7 days)- Adam and Eve (Philosophy links – Temptation to eat the apple)		<ul style="list-style-type: none">- Festivals contribute to the feeling of belonging and community.	<ul style="list-style-type: none">- Why do people pray?- Does it enable people to feel calm, hopeful, inspired, close to God or		<ul style="list-style-type: none">- Holy week and the Easter Story- New life and new beginnings- Christians believe Jesus died for us to		<ul style="list-style-type: none">- Belonging- Five pillars of Islam- Ten commandments			

	<ul style="list-style-type: none"> - What might you learn from this story? - What is temptation? - Emotions - Humans/Animals 	<ul style="list-style-type: none"> - Why doesn't everyone celebrate Christmas? - Linking to prior knowledge of Passover (Judaism and Christianity) - Birthday, weddings, christenings etc. - Other religious symbols and links. 	<p>challenged? How?</p> <ul style="list-style-type: none"> - What places are special to pray to these religions? - Muslim First Surah of the Qur'an - The call to prayer - The Lord's prayer – Christianity - Different rituals for prayer. 	<p>forgive our sins and rose again.</p> <ul style="list-style-type: none"> - Reflect on 'forgive and forget' with examples from school and link to Jesus forgiving Christians to mend their friendship with God. - Another special time in the Christian calendar. - Egg and the symbol of new life. 	<p>(Can children remember the link between ten commandments and its connection with Christianity/Judaism?)</p> <ul style="list-style-type: none"> - Rituals and festivals - Qur'an - What does it mean to belong to a faith community? - Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim 	<p>successful celebration and event/Charitable.</p> <p>Social/Human Sciences</p>
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					community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives.	
Cross curricular Ideas	<p>English:</p> <ul style="list-style-type: none"> - Diary of the 7 days of creation and story sequencing. - Perspective of Adam and Eve diary entries. - <p>History:</p> <p>Timeline of creation according to Christians and Scientists (Comparing).</p> <p>Science:</p> <ul style="list-style-type: none"> - The big bang/different world wide beliefs 	<p>English:</p> <ul style="list-style-type: none"> - Newspaper of local events - Recounts - Guided reading opportunities <p>Geography:</p> <ul style="list-style-type: none"> - Mapping out festivals around the world. <p>Art:</p>	<p>English:</p> <ul style="list-style-type: none"> - Writing poetry and its relationship with prayer. - Writing a letter to God or someone of importance. <p>PSHE:</p> <ul style="list-style-type: none"> - Why should we ask for forgiveness? - How can we make things right? 	<p>English:</p> <ul style="list-style-type: none"> - Instruction writing for Hot Cross buns (Incorporating the religious connections) - Diary entries in the perspective of different people during holy week – different emotions of happy and sad. <p>Science:</p> <p>Spring/Changes/Weather/Habitats</p> <p>Art:</p> <p>Faberge eggs (Designer)</p>	<p>English:</p> <ul style="list-style-type: none"> - Writing a story <p>D&T:</p> <ul style="list-style-type: none"> - Traditional foods <p>Diversity within our communities.</p>	

	<ul style="list-style-type: none"> - God created different habitats - God created light sources etc. <p>Geography:</p> <ul style="list-style-type: none"> - Thinking back in time about the human and physical features. Did Adam and Eve have houses? Change over time. <p>D&T:</p> <ul style="list-style-type: none"> - Designing clothes for Adam and Eve linking to designers and future job roles/aspirations/ke y influential people. 	<ul style="list-style-type: none"> - Arts festivals linking to community and the idea of coming together for a shared interest. <p>Science:</p> <ul style="list-style-type: none"> - Science festivals 				
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Assessment for RE

[illegible]



Welcome to Jigsaw 3-11/12

Jigsaw, the mindful approach to PSHE/HWB, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Other Jigsaw Programmes can be added once this universal curriculum is established e.g:

- The Jigsaw Families Programme
- The Jigsaw Resilience and Engagement Scale and Toolkit (R.E.S.T.)
- We also have the Jigsaw 11-16 Secondary PSHE Programme to ensure progression from age 3-16

'The Jigsaw Approach' under Jigsaw Information (above) contains essential information you'll need to begin using Jigsaw in your school.

Introduction to Early Years

The layout of lesson plans for Early Years is different (more simplified) to the rest of the age 5+ lesson planning. Please see The Jigsaw Approach (for Ages 5-11/12) in the next tab detailing the approach for the Primary phase.

There are two sets of materials:

1. Foundation 1 (Nursery and pre-school, 3-4 year olds)
2. Foundation 2 (Reception, 4-5 year olds).

In each of these there are six Puzzles, one for each half-term through the school year. The Puzzles follow the same theme for F1 and F2 but are differentiated for the age/stage of the children.

Teachers and EYFS practitioners are, of course, welcome to mix and match sessions from F1 and F2 to best suit the needs of their children.

In England, the Early Years Foundation Stage refers to the two years of children's development when they are:

3-4 years old (Foundation Stage 1, usually in nursery or pre-school provision)

4-5 years old (Foundation Stage 2, also called the Reception Year, usually their first year in school).

At Jigsaw PSHE we believe that very young children are intrinsically curious, questioning and spiritual, and can, with well-planned teaching and learning opportunities, gain knowledge, skills and experience that support their ongoing development.

The statutory framework for the Early Years Foundation Stage (EYFS DfE 2021, England) rests on four guiding principles:

1. every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
2. children learn to be strong and independent through positive relationships;
3. children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. (See “the characteristics of effective teaching and learning” below)
4. importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)

There are seven areas of learning and development. The three prime areas are:

- communication and language
- physical development
- personal, social and emotional development

plus four specific areas through which the prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

It gives three characteristics of effective teaching and learning:

- playing and exploring
- active learning
- creating and thinking critically

These are broken down and explained further in “Development Matters”, 2020. As Jigsaw allows all Early Years Practitioners to interpret the activities provided to best fit the setting and the needs of the children, the potential exists to evidence these characteristics in every session. We have therefore noted this on the grid on the reverse of each lesson plan, under the overarching headings.

Jigsaw PSHE/HWB could contribute to most of the areas of learning, particularly when a goal or challenge is chosen for or by the children, however, the most significant are

- personal, social and emotional development
- communication and language
- understanding the world.

The numerous contributions to Physical Development have also been noted, as has the contribution the Jigsaw songs and use of music can make to the Expressive Arts and Design area. There is obvious potential for more elements of this area to be fulfilled within the activities set out or chosen by the children, but as these are not directed, we have not included them within the assessment grids.

Development Matters changed considerably in 2020, allowing specific development levels for birth to three, three and four year olds and reception aged children. We have therefore constructed

different grids for each of the Nursery (3 and 4 year olds) and Reception ELGs utilising only the relevant Development Matters descriptors for each specific age group.

Therefore, in the EYFS section of Jigsaw, we have shown how each enquiry contributes to the specific ELGs (at which age and stage as appropriate) in these areas of learning, as well as mapping the potential coverage of the characteristics of effective learning.

Please see www.jigsawpshe.com for testimonial videos from teachers and children on your regional page.

We invite you to use your professional creativity to tailor Jigsaw to your children's needs, to enjoy working with it, and to join us in helping children learn well and be healthy and happy, equipped to cope in the world and be aware of its wonder and theirs.

The Six Puzzles (Themes/Units of work)

There are six Puzzles in Jigsaw (quickly identified by their colour scheme) designed to progress in sequence from the beginning of each academic year:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE/HWB learning (purple) and the other based on emotional literacy and social skills development (green).

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

The Jigsaw 11-16 Programme follows on with the same 6 puzzles, aiding transition and progression from ages 3-16.

(See website for all programmes, activities and resources).

Assessment for PSHE

Eco		
Singing club		
Sports Awards		