

Hartford Infant School Progression of Skills

Contents	Pages	
Core		 <p style="text-align: center;">Curiosity question, observe, enquire, understand</p> <p style="text-align: center;">Confidence resilient, independent, reflective, self-motivated, problem solver, resourceful, self-regulate</p> <p style="text-align: center;">Communication read, write, represent, reason, speak, listen, present, collaborate</p>
Maths	2-6	
English	7-13	
Science	14-16	
Foundation		
Art and Design	17-18	
Computing	19-20	
Design Technology	21-23	
Geography	24-26	
History	27-28	
Music	29-30	
Personal, Social, Health Education	31-35	
Religious Education	36-37	

Progression of maths skills

- Each year group has a detailed maths medium term plan for each term. This is based on the National Curriculum but also uses Power maths as a planning and resources aid. This indicates how objectives are taught across each term, and each term builds on previously taught concepts to show clear progression across the year and across year groups. Maths medium term plans include objectives taught in discrete maths lessons and in our separate maths fluency (maths gym). Linked to this are our half termly 'Key Instant Recall Facts' information pages, which are also shared with parents. Information on our discrete maths teaching is shared via the half termly learning leaflet and in weekly homework.
- Our Maths Policy (appendix 1) details how mathematics is taught at Hartford Infant School and should be read in conjunction with this document.
- The KS1 calculation policy (appendix 2) and Early Years Progression in Maths (appendix 3) outline clear progression of number, as well as the four areas of calculation, and should be read in conjunction with this document.
- End of year expectations (including non-statutory) are based on the Early Years Curriculum and National Curriculum for KS1. See below.

Subject content	Reception	Year 1	Year 2
<p><u>Number</u></p> <p>Place value</p>	<p>40-60s:</p> <p>To select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>To counts an irregular arrangement of up to ten objects.</p> <p>To estimate how many objects they can see and checks by counting them.</p> <p>To use language of more and fewer to compare two sets of objects.</p> <p>To say the number that is one more than a given number.</p> <p>To finds one more or one less from a group of up to five objects, then ten objects.</p> <p>To record, using marks that they can interpret and explain.</p> <p>To begin to identify own mathematical problems based on own interests and fascinations.</p> <p>ELG: Count reliably with numbers from 1-20 [Subitising]. Say which is 1 more or 1 less than a given number to 20. Order numbers 1-20</p>	<p>To count to and across 100 forwards and backwards beginning with 0 or 1 or from any given number</p> <p>To count in multiples including 2's, 5's and 10's</p> <p>Given a number identify 1 more and 1 less.</p> <p>To identify and represent numbers using concrete objects and pictorial representations including the number line and comparing numbers using the language of equal to, more than, less than (fewer) most, least</p> <p>To read and write numbers to 100 in numerals.</p> <p>To read and write numbers from 1-20 in numerals and words.</p> <p>To use ordinal numbers when counting/ordering (non statutory).</p>	<p>To count in steps of 2,3 & 5 from 0 and in tens from any number forwards and backwards.</p> <p>To identify, represent and estimate numbers using different representations including the number line.</p> <p>To read and write numbers to at least 100 in numerals and words.</p> <p>To compare and order numbers from 0-100; use <, > & = signs</p> <p>To recognise the place value of each digit in a 2 digit number.</p> <p>To use place value and number facts to solve problems.</p>

<p><u>Number</u></p> <p>Addition and Subtraction</p>	<p>40-60s:</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>To find the total number of items in two groups by counting all of them.</p> <p>To use part whole models and five/ten frames to support conceptual understanding.</p> <p>ELG Using quantities and objects: add & Subtract two single digit numbers, count on or back to find the answer.</p>	<p>To read, write and interpret mathematical statements involving +/- signs.</p> <p>To represent and use number bonds and related subtraction facts within 20 using counters, parts and wholes, ten frames, objects and pictures as per calculation policy.</p> <p>To solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems.</p> <p>To add & Subtract 1 digit & 2 digit numbers to 20 including 0.</p>	<p>To recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</p> <p>To solve problems with addition and subtraction:</p> <p>-using concrete objects & pictorial representations including those involving numbers, quantities and measures</p> <p>-applying their increasing knowledge of mental and written methods.</p> <p>To add & Subtract numbers using concrete objects (counters, dienes, bundles of tens and ones), pictorial representations (place value grid, number line, number square, column grid, part-whole and bar model) and mentally including:</p> <ul style="list-style-type: none"> • 2 digit no and ones • 2 digit no and tens • two 2 digit numbers • adding three 1 digit numbers (see calculation policy). <p>To show that addition of two numbers can be done in any order (commutative) & subtraction of one number from another cannot.</p> <p>To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p>
<p><u>Number</u></p> <p>Multiplication and division</p>	<p>ELG: Solve problems including doubling, halving and sharing</p>	<p>To learn about odd and even numbers, e.g. in the context of patterns in the number system (non-statutory).</p> <p>To learn doubles and halves to 10 in a variety of different contexts (non-statutory).</p> <p>To solve one step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations (pictures of objects, ten frames and number lines as per calculation policy) and arrays with the support of the teacher.</p>	<p>To recall and use multiplication and division facts for the 2,5,10 tables including recognising odd and even numbers.</p> <p>To calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the signs</p> <p>To show that multiplication of two numbers can be done in any order (commutative) & division of one number by another cannot.</p>

			To solve problems involving multiplication and division, using materials (as per calculation policy use objects, counters and number lines), arrays, repeated addition, mental methods, multiplication and division facts including problems in context and subtraction.
<u>Number</u> Fractions	ELG: Solve problems including doubling, halving and sharing (multiplication and division)	To recognise, find, name a half as one of two equal parts of an object, shape or quantity. To recognise, find, name a quarter as one of four equal parts of an object, shape or quantity.	To 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. To write simple fractions eg $\frac{1}{2}$ of 6 = 3 and the equivalence of $\frac{2}{4}$ & $\frac{1}{2}$
<u>Measurement</u> General	40-60s: To order two or three items by length or height. To order two items by weight or capacity. ELG: Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems.	To compare, describe, and solve practical problems for: <ul style="list-style-type: none"> length and heights mass and weight capacity and volume time To measure and begin to record the following: <ul style="list-style-type: none"> length and heights mass and weight capacity and volume time (hrs, mins, secs) 	To choose and use appropriate standard units to estimate and measure: <ul style="list-style-type: none"> length and heights in any direction mass (kg/g) temperature capacity (l/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. To read scales to the nearest labelled division. To compare and order lengths, mass, volume, capacity, and record the results using <> and =
<u>Measurement</u> Money	40-60s: To begin to use everyday language related to money. ELG: Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems.	To recognise and know the value of different denominations of coins & notes.	To recognise and use the symbols for pounds (£) and pence (p) combine amounts to make a particular value. To find different combinations of coins that equal the same amount of money. To solve simple problems in a practical context.
<u>Measurement</u> Time	40-60s: To use everyday language related to time. To order and sequence familiar events. To measure short periods of time in simple ways.	To sequence events in chronological order using language (before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening) To recognise and use language relating to dates including days of the week, weeks, months & years	To compare and sequence intervals of time. To tell and write the time to five minutes including quarter past/to the hour and draw the hands on the clock face to show these times.

	ELG: Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems.	To tell the time to the hour and half past the hour & draw the hands on the clock face to show these times. (Time also included in our daily routine).	
<u>Geometry</u> Shape	40-60s: To begin to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes. To select a particular named shape. To use familiar objects and common shapes to create and recreate patterns and build models. ELG: Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. Explore the characteristics of everyday objects & shapes and use mathematical language to describe them. Recognise, create and describe patterns.	To recognise and name common 2D and 3D shapes including: 2D: triangles, circles, rectangles [inc squares] 3D: cuboids [inc cubes] pyramids and spheres	To identify and describe the properties of 2D shapes including the number of sides and symmetry in a vertical line. To identify and describe the properties of 3D shapes including the number of edges, vertices and faces To identify 2D shapes on the 3D surface. To compare and sort common 2D and 3D shapes and everyday objects.
<u>Geometry</u> Position and direction	40-60s: To describe their relative position such as 'behind' or 'next to'.	To describe position, directions and movement including half, quarter and three quarter turns.	To order and arrange combinations of mathematical objects in patterns and sequences. To use mathematical vocabulary to describe position, directions and movement including movement in straight line and distinguishing between rotation as a turn in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise)
<u>Statistics</u>			To interpret and construct simple pictograms, tally charts, block diagrams, simple tables To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. To ask and answer questions about totalling and compare categorical data.

How will we implement maths in our school?

- Planned **discrete teaching of maths**. Minimum of 4x45 minute lessons per week in KS1 and 2 teaching inputs in reception. This is evidenced on **maths medium term planning**.
- An additional **weekly reflection** session covers maths (reflection time, deepening and strengthening tasks).
- Separate maths **fluency sessions**, known as maths gym, minimum of 3 times per week. This is evidenced on **maths medium term planning**.
- **Key instant recall facts** – information linked to fluency sent home half termly.
- **Power Maths** used as a tool to aid planning and resource lessons.
- **Number blocks** is used in Reception during end of day routine and once per week in Year 1.
- Maths is linked to our **whole school enquiry** where relevant.
- **Intervention** for maths includes strengthening and deepening activities, where relevant, and begins in the autumn term with securing expected. This is often delivered in weekly reflection sessions.
- **IT** is used to support maths, where appropriate. E.g. iPad number bonds to engage pupils.
- Children will use maths in their **classrooms** as part of their daily life at school to apply skills taught. For example, independent selection of maths area resources in **COOL time//ready to learn time**.
- **Evidence** of maths can be seen in individual pupil maths books, maths gym books, on Tapestry, assessment, enquiry books (when linked to enquiry), IWB plans and on medium term planning.
- Our **daily class routine** includes teaching of days of the week, months of the year, time and includes reading scales for temperature as appropriate. Daily snack – linked to number and money across school.
- Weekly **homework** includes what we have been learning in maths and a challenge to complete at home to consolidate this.
- **Maths working walls** display current learning.
- Parent workshops to share information, good practice, vocabulary and resources as we believe the partnership between home and school is vital in progression. E.g whole school maths workshop.
- Children encouraged to reason about their maths. **Sentence stems** and key vocabulary are shared, modelled, rehearsed and displayed.

Progression of English skills

- Each year group has a detailed **English** medium term plan for each term. This is based on the National/EYFS Curriculum and indicates how objectives are taught across each term, with each term building on previously taught concepts to show clear progression across the year and across year groups. English medium term plan include objectives taught in discrete English lessons and a separate **phonics** medium term plan is in place for each year group too.
- **Guided reading** is planned weekly in KS1 and clearly indicates National Curriculum objectives.
- Information on our discrete English teaching is shared with parents via the termly **learning leaflet**.
- Our **English Policy** (appendix 4) details how English is taught at Hartford Infant School and should be read in conjunction with this document.
- End of year expectations are based on the Early Years Curriculum and National Curriculum for KS1. See below.

Skills	Reception	Year 1	Year 2
<p>Reading</p> <p>Word reading</p>	<p>40-60s</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>to link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To begin to read words and simple sentences.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>To enjoy an increasing range of books.</p> <p>To know that information can be retrieved from books and computers.</p> <p>ELG Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p>	<p>To apply phonic knowledge and skills as the route to decode words</p> <p>To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes to</p> <p>To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>To read other words of more than one syllable that contain taught GPCs</p> <p>To read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p> <p>To 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</p> <p>To re-read these books to build up their fluency and confidence in word reading.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To read accurately words of two or more syllables that contain the same GPCs as above</p> <p>To read words containing common suffixes</p> <p>To read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p> <p>To read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p> <p>To read aloud books closely matched to their improving</p> <p>To phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To re-read these books to build up their fluency and confidence in word reading.</p>

<p>Reading</p> <p>Comprehension</p>	<p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>To enjoy an increasing range of books.</p> <p>To know that information can be retrieved from books and computers.</p> <p>ELG: They demonstrate understanding when talking with others about what they have read.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>To listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>To be encouraged to link what they read or hear read to their own experiences</p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To recognise and joining in with predictable phrases</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart</p> <p>To discuss word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>To discuss the significance of the title and events</p> <p>To make inferences on the basis of what is being said and done</p> <p>To predict what might happen on the basis of what has been read so far</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>To listen, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</p> <p>To discuss the sequence of events in books and how items of information are related reading with expression</p> <p>To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>To be introduced to non-fiction books that are structured in different ways</p> <p>To recognise simple recurring literary language in stories and poetry</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>To make inferences on the basis of what is being said and done</p> <p>To answer and ask questions</p> <p>To predict what might happen on the basis of what has been read so far</p>
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		<p>To participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>To explain clearly their understanding of what is read to them.</p>	<p>To 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</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
<p>Writing</p> <p>Spelling</p> <p>See phonics medium term plan</p>	<p>To give meaning to marks they make as they draw, write and paint.</p> <p>To begin to break the flow of speech into words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>Early Learning Goal: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Spell:</p> <p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet:</p> <p>To name the letters of the alphabet in order</p> <p>To use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <p>To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>To use the prefix un–</p> <p>To use –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)</p> <p>To apply simple spelling rules and guidelines, as listed in Year 1 Phonics Trajectory</p> <p>To write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<p>Spell by:</p> <p>To segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>To learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>To learn to spell common exception words</p> <p>To learn to spell more words with contracted forms</p> <p>To learn the possessive apostrophe (singular) for example, the girl's book.</p> <p>To distinguish between homophones and near-homophones</p> <p>To add suffixes to spell longer words, e.g. – ment, –ness, –ful, –less, –ly</p> <p>To apply spelling rules and guidelines, as listed in Year 2 Phonics Trajectory</p> <p>To write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>

<p>Writing</p> <p>Handwriting</p>	<p>Moving and Handling: 40-60s</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>ELG: They handle equipment and tools effectively, including pencils for writing.</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly</p> <p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To begin to distinguish ascenders and descenders.</p> <p>To form capital letters</p> <p>To form digits 0-9</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</p>	<p>To form lower-case letters of the correct size relative to one another</p> <p>To 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</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>To use spacing between words that reflects the size of the letters.</p>
<p>Writing</p> <p>Composition</p>	<p>Writing: 40-60m</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>Early Learning Goal: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>To use story bags used to support oral and written story telling:</p> <ul style="list-style-type: none"> • Who • Where • What happens • Who helps • Where last (where appropriate) 	<p>Write sentences by:</p> <p>To say out loud what they are going to write about</p> <p>To compose a sentence orally before writing it</p> <p>To sequence sentences to form short narratives</p> <p>To re-read what they have written to check that it makes sense</p> <p>To discuss what they have written with the teacher or other pupils</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>To use story bags used to support oral and written story telling:</p> <ul style="list-style-type: none"> • Who • Where • Where next (where appropriate) • What happens • Who helps • Where last 	<p>To develop positive attitudes towards and stamina for writing by:</p> <p>To write narratives about personal experiences and those of others (real and fictional)</p> <p>To write about real events</p> <p>To write poetry</p> <p>To write for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>To plan or say out loud what they are going to write about</p> <p>To write down ideas and/or key words, including new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p>

			<p>To evaluate their writing with the teacher and other pupils</p> <p>To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>To proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To use story bags used to support oral and written story telling:</p> <ul style="list-style-type: none"> • Who • Where • Where next • What happens • Who helps • Where last • Feelings
<p>Writing</p> <p>Vocabulary, grammar and punctuation</p>		<p>Develop their understanding of the concepts set out in HIS Glossary by:</p> <p>To leave spaces between words</p> <p>To join words and joining clauses using and</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>To learn the grammar in our HIS Glossary</p>	<p>Develop their understanding of the concepts set out in HIS Glossary by:</p> <p>To learn how to use both familiar and new punctuation correctly (see HIS Glossary), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms</p> <p>Learning how to use:</p> <p>Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify, e.g. the blue butterfly</p>

		To use the grammatical terminology in HIS Glossary in discussing their writing.	<p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Learning the grammar in HIS Glossary</p> <p>Using some features of written Standard English</p> <p>Use and understand the grammatical terminology in HIS Glossary in discussing their writing</p>
<p>Speaking and listening</p> <p><i>As of 2019-2020, HIS are embarking on an Oracy pioneers programme in association with Oracy 21 and will update the progression of key skills accordingly.</i></p>	<p>Speaking: 40-60s</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>ELG: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>(Years 1-6):</p> <p>To listen and respond appropriately to adults and their peers</p> <p>To ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>To articulate and justify answers, arguments and opinions</p> <p>To give well-structured descriptions and explanations</p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>To speak audibly and fluently with an increasing command of Standard English</p> <p>To participate in discussions, presentations, performances and debates</p> <p>To gain, maintain and monitor the interest of the listener(s)</p> <p>To consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>To select and use appropriate registers for effective communication.</p>	
<p>How will we implement English in our school?</p>			
<ul style="list-style-type: none"> • Planned discrete teaching of English, minimum of 4 sessions per week in KS1 and 2 teaching inputs for English in Reception. • English lesson starters include handwriting, SPaG and phonics in KS1. • Discrete handwriting taught using Think Write scheme. • Daily phonics lessons using school Phonics medium term plan, based on Letters and Sounds. 			

- A HIS **phonics mat** is used across classes and shared with parents to support learning at home. This is based on Jolly Phonics, alongside some resources.
- KS1 daily **Guided Reading** includes handwriting, reading to teacher, guided group reading with TA, phonics and CEW practice, reading challenge (written responses to texts) and opportunity to explore reading area. Texts link to enquiry, English or high quality texts suggested by Pie Corbetts Reading Spine. In Reception, 2 afternoons per week are put aside for class teachers and/or TAs to complete appropriate reading activities with children. e.g. read coded library books.
- English is linked to **enquiry themes**.
- **Daily story time** across classes includes age appropriate texts.
- As of 2019-2020, HIS are embarking on an **Oracy pioneers programme in association with Voice 21**. Children encouraged to say sentence before writing, often with use of a recordable devices such as a talking tin to record this and play back. **Sentence stems, question words and key vocabulary** are shared, modelled, rehearsed and displayed. Every class has a '**class discussion guidelines**' agreed with children and displayed in class.
- Reading texts are **book banded** to support children's acquisition of phonics and CEWs.
- Whole school **reading tree** celebrates reading at home, and develop motivation and pleasure in reading. Our reading area in the research centre allows children opportunity to read with friends during lunchtimes.
- All classrooms have a designated **phonics area** and a **separate writing area** linked to age appropriate texts, CEWs, phonics etc.
- **Word windows** display relevant CEWs in KS1 and 'wordie' is used in reception classes to display CEWs.
- **English working walls** in each classroom display current learning.
- **Phonics displays** in each classroom highlight phonemes and graphemes taught.
- **Story bags (Alan Peat) and maps** are used across year groups to support oral and written story retelling.
- When writing, all children have a differentiated **sentence strip** (symbols) in books to aid assessment.
- Parent workshops to share information, good practice, vocabulary and resources as we believe the partnership between home and school is vital in progression. E.g. phonics, reading, writing.
- Weekly **homework** includes what we have been learning in English and a challenge to complete at home to consolidate this.
- Bespoke **reading areas** in all classrooms promotes developing pleasure for reading and access to a range of quality fiction and non-fiction texts. This includes story shelves changed half termly.
- **Evidence of English** can be seen on Tapestry, phonics books, guided reading books (KS1 only), English books in KS1, writing books in EYFS and on medium term planning.
- Whole school '**write direction**' board celebrates success and shows clear progression of writing across year groups. This is supported by a range of phonics and writing activities for children to access independently.
- Weekly **reflection time** to improve English work. This includes edit and improve time using purple pen, challenges for more able, strengthening tasks for those not meeting expectations etc
- Class **enables tables** include pencil grips, fingers spacers, ear defenders etc to support all children in their learning which children are encouraged to access independently.

Progression of science skills

Subject content	<p>EYFS:</p> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about change <p><u>Year 1 Pupils should be taught to:</u></p> <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. <p>Animals, including humans</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, 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. <p>Materials</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 everyday materials. compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal change</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>Year 2 Pupils should be taught to:</u></p> <p>Living things and their habitats</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. <p>Plants</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. <p>Animals, including humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 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 <p>Use of everyday materials</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>KS1 Working Scientifically:</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.
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Skills	Reception	Year 1	Year 2
Questioning	To explore the world around them and ask questions.	To explore the world around them and ask simple questions using sentence stems such as how and why with support.	To explore the world around them and raise their own questions using scientific language.
Testing	<p>To experience different ways of finding out</p> <p>To make a suggestion about what to do.</p> <p>To experiment with given apparatus. Carry out a given task.</p> <p>To make a simple statement referring to something they have already encountered.</p>	<p>To begin to recognise questions can be answered in different ways.</p> <p>To make suggestions about what to do and what to look for.</p> <p>Carry out simple tests supported/scaffolded by adults.</p>	<p>To respond to suggestions about how to find out and communicate this to others.</p> <p>To recognise the different ways in which they might answer scientific questions.</p> <p>To plan simply what to do, what observations or measurements to take. Recognise some hazards.to</p> <p>To sometimes predict the outcome of an investigation.</p>

		To predict what might happen.	
Observing	To look closely at how things change using a range of senses.	With help, to observe closely using simple equipment. To observe changes over time with adult modelling.	To observe closely using simple equipment. Observe changes over time.
Gathering and recording data	To observe changes in something. To know that information can be gathered from books. To observe teacher putting results in a table. With help, to stick an object or drawing onto a chart prepared by the teacher.	To talk about results in everyday terms (e.g. this one is bigger). With support, to use simple equipment to gather data With support, to answer questions by using secondary sources of information. To record results through drawing and or a simple table prepared by the teacher. To draw on a pictogram or other chart prepared by the teacher and create class bar charts.	To measure using standard units. To learn how to use simple equipment (e.g. hand lenses, egg timer) to gather data. To use secondary sources of information to answer questions. To present results in a simple table with headings initially provided by the teacher. To use pictograms to display results, draw bar charts with help.
Identifying and classifying	To identify what is the same and what is different. To describe or show what they did and what happened.	To make simple comparisons and groupings that relate to differences and similarities between objects, materials and living things. To draw or simply state what happened. To begin to group and classify	To use simple features to compare objects, materials and living things and decide how to sort and group them. To compare results, look for similarities and differences. With guidance, begin to notice patterns and relationships To group and classify in different ways
Suggesting answers to questions	To talk about what happened. To listen to the teacher using scientific vocabulary	To say what their observations show. Draw simple conclusions and explain what they did. To begin to use simple scientific vocabulary with prompting from the teacher.	To use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out. To use scientific vocabulary competently and appropriately.

How will we implement science in our school?

- Planned teaching of science each **half term** through enquiry lessons, which is progressive, and provide purpose and meaning for children.
- Our termly '**sparky starts**' provide opportunity the explore the natural world, our local community and focus on natural curiosity and questioning. It allows opportunity to learn through firsthand experiences and practical tasks.
- Children will use science in their **classrooms** as part of their daily life at school to apply skills taught. For example, continuous provision, independent selection in **COOL time**.
- Weekly **Forest School** sessions ensures additional coverage of seasonal change, plants and habitats across the school.
- **Evidence** of science can be seen in individual pupil enquiry books, on Tapestry, class learning journey displays and on enquiry medium term planning.
- Each half term, children have opportunity to develop their working scientifically skills. This is usually in the form of a **science investigation** and fair testing, but also provides opportunity to observe over time, research, sort/classify and noticing patterns).
- Children are encouraged regularly to ask and answer their own questions through **investigations** designed by their class/teacher/group.

- Our school **research centre**, including IT and books, is also used as secondary sources of information.
- Our whole school annual **healthy week** also provide opportunity to embed knowledge and skills linked to the human body.
- Our **daily class routine** includes teaching of seasonal change and weather, including reading scales for temperature as appropriate.

Progression of Art and Design skills

Subject content	<p>EYFS:</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours (40-60) • Experiments to create different textures (40-60) • Create simple representations of events, people and objects (40-60) • Choose particular colours to use for a purpose • Early Learning Goal: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology and art <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • 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. 		
Skills	Reception	Year 1	Year 2
Drawing to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<p>To explore simple mark making using a pencil. Work on large scale.</p> <p>To colour pencil infilling within an outline</p> <p>To use a variety of mark making tools, including pencils, felt tip pens, crayons.</p>	<p>To explore mark making and patterning using a pencil on a smaller scale</p> <p>To develop a basic understanding of the different marks a pencil makes, including hatch and scribble</p> <p>To continue colour pencil infilling within an outline and moving to a solid, even infilling</p> <p>To use a variety of mark making tools, including pencils, crayons and pastels</p>	<p>To explore mark making and patterning using a pencil on a range of scales</p> <p>To develop a basic understanding of the different marks a pencil makes, including stippling and blending. Begin to vary tone.</p> <p>To colour pencil using solid, even infilling.</p> <p>To use a variety of mark making tools, including charcoal, pencils and pastels</p>
Painting to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<p>To explore what happens when they mix colours using poster paint</p> <p>To paint with other objects, e.g. feathers, cards, fingers</p>	<p>To understand primary colours and use to mix secondary colours using poster paints.</p> <p>To explore tinting and shading when colour mixing</p> <p>To explore water colour painting</p>	<p>To mix a range of secondary colours and tones using powder paint</p> <p>To combine other media with paint, e.g. pencil</p>
Sculpture to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	<p>To begin to model from direct observation</p> <p>To experience rolling coils</p> <p>To explore use of clay and playdough</p>	<p>To model from direct observation</p> <p>To experience rolling coils and pinching (e.g. to create a pot or animal)</p> <p>To use clay</p>	<p>To model from direct observation and imagination</p> <p>To experience slabbing and joining e.g. tile</p> <p>To use clay and/or Modroc</p>
Textiles (linked to DT) to use a range of materials creatively to design and make products <i>There may be additional opportunities across the year for whole school projects</i>	<p>To experience simple weaving techniques, e.g. twigs, paper, fabric.</p> <p>To begin to experience threading and weaving.</p>	<p>To develop weaving knowledge and skills, e.g. twigs, paper, card.</p> <p>To begin to use a running stitch and, with support, thread a needle.</p>	<p>To weave 2d and 3d pieces.</p> <p>To sew using simple stitches, e.g. running stitch and thread a needle.</p>

<i>linked to enquiry/national events which may include collage or weaving.</i>			
Technology to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To begin to use computers to create a piece of art with the support of an adult	To begin to use computers to create a piece of artwork.	To use different technology to create a piece of artwork
Artists 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.	To begin to explore an artist/craft maker or designer and begin to say what is the same or different e.g. Mondrian snail or original painting when exploring primary colours/line.	To explore the work of an artist, craft maker or designers, describing similarities and differences, and making links to their own work. E.g. Van Gogh	To explore the work of a range of artists, craft makers or designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. E.g. Henri Rousseau Tiger. Link back to previous artists studied.
Techniques to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *to use a range of materials creatively to design and make products	To begin to experiment with colour, design, texture, form and function To clean brush between changing colours and dry on paper towel and to mix colours using a silver tray. Water – wipe – plate – paint	To develop an increasing range of art and design techniques in using colour, pattern and line To clean brush between changing colours and dry on paper towel and to mix colours on a silver tray. Water – wipe – plate – paint	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To clean brush between changing colours and dry on paper towel and to mix colours on a silver tray. Water – wipe – plate – paint
Expressive art to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	To represent their own ideas, thoughts and feelings through design and technology and art	To use drawing, painting and sculpture to develop and share their ideas and experiences	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

How will we implement art and design in our school?

- **Rob Howard scheme of work** is used as a basis for planning progression of skills.
- Planned teaching of art each term through **enquiry** lessons, which is progressive and provides purpose and meaning for children in the context of a whole school theme.
- Children will use art in their classrooms as part of their **daily life** at school to apply skills taught. For example, independent selection in COOL/enquiry time.
- **Forest School** provides additional opportunity to develop art and design skills using natural materials and may include weaving, printing, rubbings and textiles.
- All classrooms/Year groups will have a designated **artists studio (creative area)** in which children can independently apply learnt skills using materials previously taught.
- The focus of art will be on perfecting **skills** rather than on the end product.
- **Sketchbooks** will be used across year groups to practise techniques, key skills and designs.
- Children will have a good understanding of how to **care for equipment**
- Our **cross curricular** theme approach will allow for links with the local community, art from different periods in history and art from different cultures and religions.
- **Clubs** will be offered to children across the year to supplement our art curriculum. E.g. sewing club and arts and craft club.
- **Evidence** of art and design can be seen in individual pupil enquiry books, on Tapestry, class learning journey displays, sketch books, on enquiry medium term planning, on the school server and whole school displays.

Progression of Computing skills

Subject content	<p>EYFS: Early Learning Goal</p> <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <p>KS1 Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 		
Skills	Reception	Year 1	Year 2
<p>Understanding Technology</p> <p>Recognise common uses of information technology beyond school.</p>	<p>To recognise that a range of <i>technology</i> is used in places such as homes and schools.</p> <p>To explore a range of technology</p>	<p>To recognise and can give examples of common uses of <i>information technology</i> they encounter in their daily routine.</p>	<p>To recognise common uses of <i>information technology</i> beyond school, including those which they don't frequently encounter in their daily routine.</p> <p>To understand what an <i>email</i> is and how it can be used. To participate in writing a class email and understand how to be polite. To know when it is ok to open an email and when to tell an adult. To understand what to do if an email is received from an unknown person. To understand the need to keep usernames and passwords safe.</p>
<p>E-safety</p> <p>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.</p>	<p>To understand that you have to be safe while using the <i>internet, computer and iPads</i> and to follow the rules for using these</p>	<p>To be able to <i>search safely</i> online using Kiddle. To know what to do if they see something unpleasant or scary <i>online</i>.</p> <p>To understand how people can present themselves online and how to safely do this themselves. To understand what to share and what to keep private when online.</p>	<p>To know and apply the rules of <i>safe searching</i>.</p> <p>To know that they should not deliberately look for or send anything unpleasant online.</p> <p>To understand how to create a safe image for their own identity online. To know how to keep safe when playing games online.</p>
<p>Programming</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.</p>	<p>To understand that you can press buttons to make something work and it will do the same thing every time because it understands a very special computer language.</p>	<p>To begin to understand what algorithms are and how they are implemented as programs on digital devices.</p> <p>To understand that programs execute by following precise and unambiguous instructions.</p> <p>To create and de-bug simple programs.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p>	<p>To continue to understand and to explain what algorithms are and how they are implemented as programs on digital devices.</p> <p>To embed understanding that programs execute by following precise and unambiguous instructions.</p> <p>To create and de-bug increasingly complex programs.</p> <p>To use logical reasoning to predict and explain the behaviour of simple programs.</p>

<p>Digital Literacy</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>To use technology purposefully to create and manipulate digital content with an adult. E.g. photos and videos.</p> <p>To use ICT hardware to interact with age appropriate computer software.</p> <p>To complete a simple program on a computer.</p>	<p>To increasingly use a range of technology to enquire with purpose, accessing and creating digital content such as photos and videos, audio and text.</p> <p>To present their learning to others in a variety of different ways. E.g. graph.</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To access and retrieve online content, making appropriate choices to achieve specific goals.</p>
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How will we implement computing in our school?

- Planned teaching of computing each term through **enquiry** lessons, which is progressive, and provide purpose and meaning for children.
- Children will use technology in their classrooms as part of their **daily life at school** to apply skills taught. For example, interactive phonics games, maths games on iPads, sharing daily class routine, independent selection in COOL time.
- **Evidence** of computing can be seen in individual pupil enquiry books, on Tapestry, class learning journey displays and on enquiry medium term planning.
- Technology will be integral to **support children in their learning**. E.g. use of iPads and laptops in the research centre to enquire.
- Children will apply computational thinking to solve problems across the curriculum. E.g. children suggest using technology in **enquiry**.
- Children will be able to **express themselves** through information and communication technology, e.g. Enquiry art work.
- Children will be able to discuss how to **stay safe on the internet**.
- Annual **e-safety assemblies** and information for parents.
- All children, and staff, are to adhere to **an Acceptable Use Policy (AUP)** in line with CAM guidance.
- Staff will have a shared understanding of how to keep our children safe through our **e-safety knowledge** and all staff will know the procedures for **reporting incidents**.

Progression of Design Technology skills

Subject content	<p>EYFS: 40-60s</p> <ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Early Learning Goal – They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>KS1 Pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes. • Understand where food comes from. 		
Skills	Reception	Year 1	Year 2
<p>Design 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</p>	<p>To draw on their own experience to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p>	<p>To draw on their own experience to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p> <p>To model their ideas in card or paper.</p> <p>To develop their design ideas applying findings from their earlier research.</p>	<p>Generate ideas, by drawing on their own and other people's experiences.</p> <p>To develop their design ideas through discussion, observation, drawing and modelling.</p> <p>To identify simple design criteria.</p> <p>To make simple drawings and label parts.</p>

and communication technology			
<p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>To learn new techniques.</p> <p>To begin to understand how to use tools e.g. scissors and a hole punch safely.</p> <p>To learn how to assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape.</p>	<p>To make their design using appropriate techniques.</p> <p>To use tools e.g. scissors and a hole punch safely.</p> <p>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape.</p> <p>To begin to cut, shape and join fabric to make a simple piece with support.</p> <p>To begin to use basic sewing techniques with support. E.g. running stitch.</p>	<p>To begin to select appropriate tools and materials and use vocab to name and describe them.</p> <p>To measure, cut and score with some accuracy.</p> <p>To use hand tools safely and appropriately.</p> <p>To assemble, join and combine materials in order to make a product.</p> <p>To cut, shape and join fabric to make a simple piece</p> <p>To use basic sewing techniques. E.g. running stitch.</p>
<p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	<p>To evaluate their product by discussing what they like or dislike about it with an adult.</p> <p>To begin to suggest how it could be improved.</p>	<p>To evaluate their product by discussing how well it works in relation to its purpose.</p> <p>To evaluate their products when complete, identifying strengths and possible changes they might make next time.</p>	<p>To evaluate against their design criteria.</p> <p>To evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>To talk about their ideas saying what they like and dislike about them.</p>
<p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p>To explore how to build structures using a variety of construction resources.</p>	<p>To explore how structures can be made stronger, stiffer and more stable</p>	<p>To build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Cooking and nutrition Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p>	<p>To learn how to select and use appropriate fruit and vegetables, processes and tools.</p> <p>To have an awareness of basic food handling hygienic practises and personal hygiene. E.g. washing hands.</p>	<p>To begin to understand where food comes from.</p> <p>To select and use appropriate fruit and vegetables, processes and tools.</p> <p>To understand basic food handling hygienic practises and personal hygiene.</p>	<p>To follow food safety and hygiene.</p> <p>To follow safe procedures for food finishing techniques.</p> <p>To explain where food comes from.</p>

	To learn about Harvest.	To use simple finishing techniques to improve the appearance of their food.	
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How will we implement Design Technology in our school?

- Planned teaching of Design Technology each term through **enquiry lessons**, which is progressive, and provide purpose and meaning for children.
- Children will use Design Technology in their classrooms as part of their **daily life** at school to apply skills taught. For example finger gym (Reception), junk modelling, construction area etc.
- Each class/year group has a **construction area** with a range of different materials. In KS1 this also includes a design template.
- In **Forest School** sessions, DT skills are reinforced and children are given opportunity to design, make and evaluate using natural resources. In FS sessions children explore how to make dens stringer, stiffer and more stable. Children also use tools such as bow saws, secateurs and loppers.
- **Evidence** of DT can be seen in individual pupil enquiry books, on Tapestry, class learning journey displays on enquiry medium term planning and whole school displays.
- Across each term, all children will be given the opportunity to **design, make and evaluate** and children are encouraged to consider **purpose** when making any products.
- Each year, all children will be given the opportunity to prepare **food, fabric and card**. This includes Christmas decorations for a school tree. In KS1, technical knowledge (structures) is also covered at least once.
- A **cooking club** is also provided to supplement our food technology lessons.
- Our annual **healthy week** also includes skills and knowledge about healthy eating and food.

Progression of Geography skills

Subject content	<p>EYFS: Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>KS1 Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the 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: <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use 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. 		
Skills/knowledge	Reception	Year 1	Year 2
Locational knowledge name and locate the world's seven continents and five oceans. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	To begin to have an understanding that the world is made up of different countries, e.g. where snack is from. To know about similarities and differences in relation to places	To begin to locate the world's seven continents and five oceans. To begin to name and locate the four countries and capital cities of the UK	To name and locate the world's seven continents and five oceans To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
Place knowledge 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	To look closely at similarities, differences, patterns and change.	To observe and describe the human and physical geography.	To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country.
Human and physical geography	To talk about the features of their own immediate environment and how environments might vary from one another.	To discuss seasonal change and daily weather patterns in the UK	To identify seasonal and daily weather patterns in the UK

<p>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</p> <p>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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>To identify daily weather in schools location</p> <p>To be exposed to vocabulary relating to human and physical geography.</p>	<p>To identify the location of hot and cold areas of the world in relation to the North and south poles.</p> <p>To use vocabulary to refer to key physical and human features, including (when relevant): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>To identify the location of hot and cold areas of the world in relation to the Equator and North and south poles.</p> <p>To use vocabulary to compare and contrast key physical and human features, including (when relevant): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop.</p>
<p>Geography skills and fieldwork: Geographical enquiry</p>	<p>To begin to respond to simple questions.</p>	<p>To ask and respond to simple geographical questions e.g. what is this place like?</p>	<p>To ask and answer simple geographical questions e.g. what and who will I see in this place? Why are these people here and what are they doing?</p>
<p>Geography skills and fieldwork: Observational skills</p>	<p>To investigate their surroundings.</p>	<p>To make observations about where things are.</p> <p>To use fieldwork and observational skills to study the geography of school and its grounds.</p>	<p>To make observations about why things happen.</p> <p>To make simple comparisons between human and physical features of different places.</p> <p>To use fieldwork and observational skills to study the key human and physical features of schools surrounding environment.</p>
<p>Geography skills and fieldwork: Interpreting sources</p>	<p>To begin to understand that countries are located in different places on a world map</p> <p>To follow directional language e.g. up, down, forwards, backwards.</p> <p>To use photographs to recognise places in school.</p> <p>To draw and follow simple picture maps of imaginary places or from stories.</p>	<p>To use world maps, atlases and globes to identify the world's seven continents and five oceans and well as the UK and its countries.</p> <p>To use locational and directional language to describe the location of features and routes on a map. E.g. near and far, left and right.</p> <p>To use photographs to recognise landmarks and basic human and physical features</p>	<p>To use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.</p> <p>To use simple compass directions (North, South, East and West), to describe the location of features and routes on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To devise a simple map and use and construct basic symbols in a key.</p>

		To devise simple picture maps	
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How will we implement Geography in our school?

- Planned teaching of geography each term through **enquiry lessons**, which is progressive and provides purpose and meaning for children.
- Children will use geography in their classrooms as part of their **daily life** at school to apply skills taught. For example, our class morning routine includes language of the month/map of continents and oceans of the world, daily weather and seasons
- **Evidence** of geography can be seen in individual pupil enquiry books, on Tapestry, class learning journey displays and on enquiry medium term planning.
- Our whole school **language of the month display** and **world map** of where our families come from highlight the countries and language spoken by our pupils and where these are located in the world.
- **Class morning routines** reinforce continents and countries in KS1, as well as languages spoken by our local community linking to language of the month.
- Termly **sparky starts** and **wow moments** provide experiences for the children in our local community and beyond.
- **Aerial photographs** on display in the research centre provide information for children on our local community.
- Weekly **Forest school** includes seasonal change, weather, human and physical features and locality/school grounds.
- Cross curricular links to **English**, e.g. non European countries and **maths**, e.g. position and direction.

Progression of History skills

Subject content	<p>EYFS:</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. <p>KS1:</p> <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. 		
Skills	Reception	Year 1	Year 2
Chronological understanding	<p>To simply sequencing e.g. pictures illustrating a story about the past.</p> <p>To use an increasing range of everyday terms relating to passing of time e.g. old and new</p> <p>To begin to identify similarities and differences between past and present events within their own life</p>	<p>To place events and objects in chronological order on a class/year group timeline.</p> <p>To use common words and phrases about the passing of time e.g. now, yesterday, when I was younger, a long time ago, before I was born</p> <p>To identify similarities and differences between their own life and ways of life in a given period</p>	<p>To place people, events and objects in chronological order, on a class/year group and individual timeline.</p> <p>To use the words past and present when telling others about an event.</p> <p>To use common words and phrases about the passing of time e.g. recently, when my parents were children, decades, centuries</p> <p>To identify similarities and differences between ways of life in different periods</p>
Historical interpretation	To use books, pictures, photos, artefacts, buildings to distinguish between fact and fiction.	To use books, pictures, photos, artefacts, buildings, museums to help find out about the past.	To understand that the past can be represented in different ways by comparing books, pictures, photos, artefacts, buildings, museums of people or events in the past.
Historical enquiry	<p>Talk about a source and make simple observations.</p> <p>To begin to understand that questions can be asked about the past</p>	<p>To use historical sources to begin to wonder and ask questions about the past</p> <p>To begin to identify similarities and differences between two historical sources relating to the same historical context</p> <p>To choose parts of stories and other sources to show that they know key features of events</p>	<p>To gather information from simple sources to ask and answer questions.</p> <p>To identify similarities and differences between two or more historical sources relating to the same period, person or event</p> <p>To choose and use parts of stories and other sources to show that they know and understand key features</p>
Organisation and communication	<p>To respond to activities through talk, play and drawing.</p> <p>To be exposed to an increasing vocabulary of everyday historical terms</p>	<p>To communicate knowledge through discussion, drawing, roleplay, model making, writing, ICT etc</p> <p>To use an increasing vocabulary of everyday historical terms</p>	<p>To show awareness and understanding orally, visually and in writing</p> <p>To use a wide vocabulary of everyday historical terms</p>

How will we implement history in our school?

- Planned teaching of history each term through **enquiry lessons**, which is progressive and provides purpose and meaning for children.
- **Skills** taken from National Curriculum History aims.
- Children will use history in their classrooms as part of their **daily life** at school to apply skills taught. For example, linking prior learning, use of terms such as yesterday, last week, last year etc.
- **Evidence** of history can be seen in individual pupil enquiry books, on Tapestry, class learning journey displays, timelines and on enquiry medium term planning.
- Whole school **sparky starts** and **wow moments** include visits to places of historical interest and visitors into school
- Cross curricular links with other subjects, e.g. RE festivals throughout history, historical events such as remembrance, Gun powder plot etc
- Large school/class/year group **timeline** of events

Progression of Music skills

Subject content	<p>EYFS: 40-60s</p> <ul style="list-style-type: none"> • children sing songs, make music and dance, and experiment with ways of changing them • they represent their own ideas, thoughts and feelings through music <p>ELG:</p> <ul style="list-style-type: none"> • Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. • Being imaginative: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>KS1:</p> <ul style="list-style-type: none"> • 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. 		
Skills	Reception	Year 1	Year 2
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<p>To explore and learn how sounds can be changed.</p> <p>To sing some nursery rhymes, chants and songs.</p>	<p>To sing an increasing range of songs, chants and rhymes.</p> <p>To recognise high and low sounds.</p> <p>To rehearse and perform with others.</p>	<p>To use their voices confidently.</p> <p>To sing a melody accurately at their own pitch.</p> <p>To sing with a sense of awareness of pulse and control of rhythm.</p> <p>To sing songs expressively.</p> <p>To follow pitch movements with their hands and use high, low and middle voices.</p> <p>To begin to sing with control of pitch.</p> <p>To sing with an awareness of other performers.</p>
Listen with concentration and understanding to a range of high quality live and recorded music	<p>To listen to favourite songs.</p> <p>To begin to build a repertoire of songs.</p>	<p>To listen to a range of music, both live and recorded.</p> <p>To recall and remember short songs.</p> <p>To experience different sound sources and begin to identify one part, (solo)/ one part + accompaniment.</p>	<p>To listen with concentration to a range of music, both live and recorded.</p> <p>To recall and remember short songs and sequences and patterns of sounds.</p> <p>To experience different sound sources-. recognise how pieces use different layers and textures.</p> <p>To respond physically when performing, composing and appraising music.</p>

<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>To tap out simple repeated rhythms.</p> <p>To explore and learn how sounds can be changed. E.g. loud and soft, fast and slow.</p> <p>To experiment with different ways of changing songs. E.g. using words.</p>	<p>To identify the pulse in different pieces of music.</p> <p>To identify the pulse and respond to fast and slow (tempo).</p> <p>To identify and respond to loud and quiet (dynamics).</p> <p>To identify and respond to long and short (duration).</p> <p>To identify and respond to low and high (pitch)</p> <p>To accompany a chant or song by clapping or playing the pulse or rhythm.</p>	<p>To identify the pulse in different pieces of music-distinguish between rhythm and beat.</p> <p>To identify the pulse and join in getting faster and slower together (tempo)</p> <p>To identify longer and shorter sounds in music (duration)</p> <p>To identify lower and higher sounds in music (pitch)</p> <p>To begin to understand getting louder and quieter (dynamics)</p> <p>To perform a rhythm to a given pulse.</p> <p>To begin to remember and create rhythmic patterns.</p>
<p>Play tuned and untuned instruments musically</p>	<p>To explore the different sounds of instruments.</p> <p>To begin to use different materials to make untuned instruments, e.g. junk modelling.</p>	<p>To play instruments in different ways and create sound effects.</p> <p>To explore different sound sources.</p> <p>To make sounds and recognise how they can give a message.</p> <p>To identify wooden, metal, skinned and string instruments and their properties of sound, e.g. by sorting these.</p>	<p>To explore and compare different sound sources.</p> <p>To make sounds and recognise how they can tell a story.</p> <p>To identify the way sounds are made. E.g. vibration.</p> <p>To create and choose sounds in response to a given stimulus.</p> <p>To identify how sounds can be changed.</p> <p>To change sounds to reflect different stimuli.</p>

How will we implement music in our school?

- Planned teaching of music each term through **enquiry lessons**. These are a series of progressive and differentiated lessons and provides purpose and meaning for children. Lessons include, where relevant, playing untuned and tuned instruments.
- Music Express/QCA units of work used as a basis for planning music units of work linked to enquiry. Planned by **music leader**.
- Children will use music in their classrooms as part of their **daily life** at school to apply skills taught. For example, days of week/number bond songs and rhymes, clapping rhythms etc.
- **Evidence** of music can be seen on Tapestry, class learning journey displays and on Music medium term planning.
- Weekly **singing assemblies** provided opportunity for collective singing of seasonal songs. These include listening to a range of music (enter and leave hall), music from different cultures, religions, seasons, songs about school and periods of time and termly live musical performances.
- Each year group produces a **show** each year involving singing, music, acting and dance. Year 1 Christmas nativity, Year R Easter theme concert, Year 2 summer performance/leavers assembly.
- **Language of the month** includes a link to traditional music.
- **Music clubs** offered to children across the year, e.g. recorders, singing club and choir.

Progression of PSHE skills

During weekly PSHE, Citizenship, Myself and my relationships and Healthy and safer lifestyles are taught as units of work more than once a year within year groups and revisited each year across all year groups. In addition, year 2 children are taught about economic well being. At the end of all units of work, children are able to understand what they have learned and be able to share it with others.

Skills	Reception	Year 1	Year 2
Citizenship	<p>To understand how they belong to their class, and recognise similarities & differences between themselves & others in class.</p> <p>To understand how they belong to their family.</p> <p>To recognise similarities and differences between the ways that families live their lives.</p> <p>To understand that people and families have different beliefs and customs that are important and special to them.</p> <p>To understand that it is important to respect other people's differences and the ways in which they live their lives.</p> <p>To understand ways that people and families celebrate their beliefs and ways of life.</p> <p>To identify the people who look after them at school and understand their roles.</p> <p>To understand ways that they can help to look after the school environment.</p> <p>To understand ways that they can help to look after their things and their home.</p> <p>To recognise and understand the purpose of different places and features in their neighbourhood.</p> <p>To recognise and understand the jobs of different people in their neighbourhood including people who help them.</p> <p>To understand ways of looking after their local outdoor area and keeping the environment special for everyone.</p> <p>To understand ways of caring for plants and animals.</p> <p>To understand what money is and what it is used for and different ways of looking after money.</p> <p>To understand what happens if we do not have enough money to pay for something.</p>	<p>To recognise & celebrate some of their strengths, emotions, gifts and talents.</p> <p>To be able to identify and develop a new skill.</p> <p>To understand and practise some skills of a good communicator, including listening skills, turn taking and explaining.</p> <p>To know and practise effective group work skills, including discussion, negotiation, compromise and co-operation.</p> <p>To be aware of how my skills and strengths can be useful in a group.</p> <p>To apply communication and group work skills in a real situation.</p> <p>To be able to state some things they did well in a group task and some things they would like to do better at next time.</p> <p>To begin to understand what makes up their identity.</p> <p>To understand how roles and characteristics of boys and girls can be stereotyped.</p> <p>To understand about their own culture and beliefs and those of other people.</p> <p>To recognise different groups they belong to and the different backgrounds of people in their community.</p> <p>To understand what 'my community' means.</p> <p>To know who the people are who help them in their community and what they do.</p> <p>To understand the needs of particular groups in their community.</p> <p>To know how they can help look after the school environment.</p> <p>To know how to care for animals and plants.</p>	<p>To be able to name some people who look after them and some of their responsibilities towards them.</p> <p>To identify jobs and responsibilities they have at school.</p> <p>To understand responsibilities they have to their friends, family and class.</p> <p>To be able to explain the rules which affect them in school and how they have been made.</p> <p>To understand how rules enable them to feel safe and happy in school.</p> <p>To understand how democratic decisions might affect them in the everyday life of their class.</p> <p>To understand and experience the process of electing a school council representative.</p> <p>To be able to share opinions, taking turns and valuing the views of others by listening actively.</p> <p>To be able to contribute to paired and class discussions about a topical issue.</p>

<p>Myself and my relationships</p>	<p>To understand what is special about me and other people in my class</p> <p>To understand what I have learnt to do and recognise what I would like to do next.</p> <p>To know who and how to ask for help if they need it.</p> <p>To understand ways of welcoming new children to the class.</p> <p>To understand how people’s behaviour makes other people feel</p> <p>To understand ways of respecting the needs of other children in the class.</p> <p>To begin to understand how to play and work alongside others at school.</p> <p>To recognise people who are special to them and why they are special.</p> <p>To understand what makes a family and to understand how people in families care for each other.</p> <p>To understand what makes a good friend.</p> <p>To understand ways of making new friends.</p> <p>To understand simple reasons for why friends may fall out and simple ways to make up with friends.</p> <p>To recognise what unkind behaviour looks like and understand what to do when someone is unkind.</p> <p>To recognise and identify feelings in themselves and others.</p> <p>To recognise what causes different feelings in themselves and others.</p> <p>To recognise how change and losing something makes them and other people feel.</p> <p>To recognise simple ways of making themselves feel better.</p> <p>To recognise ways of helping other people to feel better.</p>	<p>To participate in discussions about how to make the classroom a place where they can learn safely and happily.</p> <p>To participate in activities that enable them to develop collaborative relationships within the class.</p> <p>To recognise what it feels like to be new in school.</p> <p>To have some ideas about how to make new people feel welcome in the class.</p> <p>To know who and what might help them if they are in a new situation.</p> <p>To be able to identify adults who can help them if they need support.</p> <p>To know how to ask for help, and to have some ideas about how they can help each other.</p> <p>To understand what they have learned in this unit and be able to share it.</p> <p>To know the names of a basic range of feelings and the strength of their feeling.</p> <p>To know what might prompt different feelings in themselves and others and understand that their emotions and actions can have an effect on themselves and others.</p> <p>To understand the difference between impulsive behaviour and that which is thought through, and what both might feel and look like.</p> <p>To know how to get support when they need it.</p> <p>To talk about personal gifts and talents; what they are good at and also what they find more difficult.</p> <p>To understand that they can do things to help us change our mood and that this may be helpful.</p> <p>To know what ‘relaxed’ means and how it feels.</p> <p>To know that it is possible to affect our behaviour by stopping and thinking about what we are doing.</p> <p>To be able to stand up for their own rights without being hurtful to others.</p> <p>To be able to use a ‘problem-solving process’ with help.</p>	<p>To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying.</p> <p>To begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour.</p> <p>To begin to understand that bullying may happen when people do not respect and value similarities and differences between people.</p> <p>To understand how it feels to be bullied.</p> <p>To understand how it feels to see someone else being bullied. To understand how someone who bullies may feel.</p> <p>To identify some people in and out of school who they can talk to if they were being bullied.</p> <p>To develop simple strategies for keeping themselves safe from bullying including how to respond assertively.</p> <p>To understand simple ways to help someone who is being bullied and understand what to do if they see bullying happening.</p> <p>To identify places in school where bullying may happen.</p> <p>To identify ways that the school can promote a caring ethos and encourage positive and safe relationships.</p>
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<p>Healthy and safer lifestyles</p>	<p>To understand and value what their bodies can do.</p> <p>To describe their own appearance and name external body parts including using agreed names for the sexual parts.</p> <p>To recognise similarities and differences between the bodies of girls and boys.</p> <p>To understand ways in which their body has changed since they were a baby.</p> <p>To understand ways of looking after their body and keeping it clean.</p> <p>To understand how members of their family and other trusted people care for and look after them.</p> <p>To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.</p> <p>To recognise how growing up makes them feel.</p> <p>To be able to identify trusted adults who children could talk to and ask for help.</p> <p>Section B - Assessing Risk</p> <p>2. To be able to assess risks in the school and its grounds.</p>	<p>To recognise the main external parts of the bodies of humans, including agreed names for sexual parts.</p> <p>To describe what their bodies can do.</p> <p>To understand that they have responsibility for their body's actions and that their body belongs to them.</p> <p>To appreciate how amazing their body is.</p> <p>To know how to keep themselves clean.</p> <p>To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.</p> <p>To be able to talk about situations where staying safe is important.</p> <p>To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger.</p> <p>To develop knowledge of dangers from the sun and understand how to keep safe.</p> <p>To identify the dangers of familiar places where water is present and understand how to keep safe.</p> <p>To develop knowledge and skills to stay safe when they are lost.</p> <p>To identify characteristics of safe places to play.</p>	<p>To know about the range of things that help make and keep them healthy</p> <p>To understand why healthy eating is beneficial and how it supports physical activity.</p> <p>To understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise.</p> <p>To be able to talk about foods they like and dislike with reasons why.</p> <p>To recognise how foods fit within the basic food groups in the Eatwell guide, and what constitutes a balanced meal.</p> <p>To understand that we need food to grow, be active and maintain health.</p> <p>To know that everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p>To be able to make healthy eating choices and know how to prepare simple healthy foods.</p> <p>To know how to make choices which promote healthy living</p> <p>To know which factors contribute to healthy living and to be able to share these with others.</p> <p>To know basic information about what happens when substances enter the body.</p>

	<p>To be able to plan ahead to keep safer and understand and apply safety rules in different contexts e.g. sun, water, fire, railways.</p> <p>To be able to develop a strategy to keep safer when lost.</p> <p>To be able to identify safer places to play.</p> <p>To be able to name parts of the body including the external sexual parts.</p> <p>To be able to identify and distinguish between different touches.</p> <p>To be able to recognise what a secret is.</p> <p>To be able to use an assertive voice and body language.</p> <p>To be able to identify how and when to tell.</p> <p>To understand basic road safety skills.</p> <p>To be able to identify common harmful substances.</p> <p>To know what goes on to and into a young child's body.</p> <p>To understand what medicines are and why some people need medicines.</p> <p>To understand how to be safe with medicines and who are the trusted people who help them to take medicine when they need it.</p> <p>To understand some of the things needed to have a healthy body.</p> <p>To be able to name and talk about foods they like and dislike.</p> <p>To understand why different foods and drink are important in order for our bodies to stay healthy and well.</p> <p>To understand what exercise is and why it is good for us.</p> <p>To understand the importance of sleep for our bodies.</p> <p>To begin to understand how to make choices which promote healthy living.</p>	<p>To understand basic ways to keep safe from accidents.</p> <p>To identify a range of familiar situations which might entail risk and consider ways to keep themselves safe.</p> <p>To identify emotions associated with risky behaviour or situations.</p> <p>To know basic personal information and know when they might need to give it.</p> <p>To understand the range of people in the community who help keep us safer.</p> <p>To know how to ask for help in an emergency.</p> <p>To recognise familiar situations where they can offer help.</p> <p>To know how to reduce risk and keep myself safer in a variety of situations.</p>	<p>To understand that all medicines are drugs, but not all drugs are medicines.</p> <p>To develop an understanding of and attitudes towards medicines, health professionals and hospitals.</p> <p>To recognise that there are ways to feel good and better without taking medicines.</p> <p>To understand that all drugs and many household substances can be harmful if they are not used properly.</p> <p>To be able to identify situations where risky substances are available and be able to ask for advice and check or say 'No, I won't'.</p> <p>To recognise persuaders and pressure in risky situations.</p> <p>To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell.</p> <p>To be able to assess the school and grounds, using their senses.</p> <p>To be able to identify the sixth sense.</p> <p>To be able to use your senses to keep safer.</p> <p>To be able to identify safer places to play.</p> <p>To be able to understand the need to have a strategy to keep safer.</p> <p>To be able to identify and name body parts including the sexual parts.</p> <p>To be able to identify and distinguish between 'yes' and 'no' touches.</p> <p>To be able to recognise 'good' and 'bad' secrets and tricks.</p> <p>To be able to assess risk and keep safer.</p> <p>To be able to use assertive voice and body language.</p> <p>To be able to review the Safety Circle to demonstrate what they have learnt and be able to share this with others.</p> <p>To know that humans produce babies that grow into children and then into adults.</p>
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Economic well being			<p>To know where money they have might come from (including regular and irregular sources) and how they might keep it safe.</p> <p>To know some ways money might be 'used' and that it is a finite resource.</p> <p>To know that there are some things they have to buy and some things they choose to buy. To begin to understand what a family might need to pay for and some ways that might be done.</p> <p>To know how to keep simple financial records.</p> <p>To understand that the feelings they may have about money are varied and can change.</p> <p>To know what charities are for and what some might do.</p>

How will we implement PSHE in our school?

- **Weekly discrete PSHE lesson** and additional weekly class assembly using 'Cambridgeshire Primary Personal Development Programme'
- Regular **circle time** in classes to address key PSHE themes, e.g. behaviour and friendship, Hartford Heroes and Golden Rules
- Whole school **assemblies** linked to British values and PSHE, e.g. NSPCC, Parliament week, Road safety week, Anti bullying, religious/seasonal festivals and celebrations, visitors etc.
- **Sentence stems** are used in PSHE, linking to Oracy.
- **School councillors** are elected in each class after voting by their peers during parliament week and regularly meet to discuss school-based issues.
- **Nurture room** supports those children identified as require additional SEMH support.
- Cross curricular links to **PE, RE, computing and science**, though high-quality whole class teaching and **enquiry** sessions.
- Whole school **displays** highlight PSHE themes. E.g. Bully Bees display autumn 2019.
- Whole school **Healthy Selfie** board and regular assemblies with PE/Sports Premium lead.
- Each morning, children are given time to prepare themselves for learning in our '**ready to learn**' time. Children can choose from classroom provision and support is given where needed to settle children and provide a positive, calm start to the day. In addition, Pupil Premium and vulnerable children are targeted during this time to meet their individual needs and remove any potential barriers.
- Whole school daily **massage** provided opportunity for learning about consent, turn taking, appropriate physical contact and to promote a 'ready to learn' and calm mindset.
- Annual **healthy week** promotes healthy, active lifestyles. E.g. mental well being, physical fitness, healthy eating, health and prevention (sleep, sun safety, dental hygiene, personal hygiene etc).
- Weekly **Forest School** sessions link to healthy lifestyles, safety, relationships and teamwork, physical health and fitness.
- **School staff** model positive behaviours, e.g. not tolerating sexism, homophobia, gender stereotypes etc.
- **Conflict resolution** dialogue promoted across school.

Progression of RE skills

Subject content	<p>EYFS: People and Communities Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>AT 1: Learning about Religion and Belief:</u> Beliefs, Values and Teaching. Religious Practices and Ways of Life Religious. Ways of Expressing Meaning</p> <p><u>AT 2: Learning from Religion and Belief:</u> Questions of Identity, Diversity and Belonging. Questions of Values and Commitments. Purpose and Truth.</p> <p>KS1: <u>AT1 – learning about religion and belief:</u> Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teaching, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p><u>AT2 – leaning from religion and belief:</u> Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identify, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.</p>		
Skills	Reception	Year 1	Year 2
AT1 knowledge and skills			
Beliefs and practices	To explore the different beliefs and practices of Christianity and another religion. E.g. weddings and babies.	Begin to name the different beliefs and practices of Christianity and at least one other religion e.g. visit to church, Harvest, Sukkot, Christmas, Diwali.	Name the different belief and practices of Christianity and at least one other religion, and begin to look for similarities between religions. E.g. Jewish family, Khalsa, visit to Peterborough mosque, humanism etc.
Religious stories	With support, begin to recall a religious story. E.g. Christmas/Diwali	To respond and order some of the religious and moral stories from the bible and at least one other religious text, special book or religion other than Christianity. E.g. Creation story from different faiths.	To retell some of the religious and moral stories from the bible and at least one other religious text or other books. E.g. Easter.
People of faith	To explore how different people celebrate different aspects of religion. E.g. weddings and babies.	To show how different people celebrate different aspects of religion. E.g. Christmas, harvest, Diwali, Mary Jones, Christians in sport.	To begin to understand what it looks like to be a person of faith. E.g. harvest, being a Muslim, a Jewish family, Mary Jones, Christians in sport etc.
Religious literacy	To explore and hear the key words and vocabulary related to Christianity and at least one other religion.	To be familiar with key words and vocabulary related to Christianity and at least one other religion.	To begin to use key words and vocabulary related to Christianity and at least one other religion.
AT2 knowledge and skills			
Morals and meanings	To listen to and explore the meanings behind different beliefs and practices.	To begin to talk about and find meanings behind different beliefs and practices.	To talk about and find meanings behind different meanings and practices.
Religious stories	To hear the meanings of some religious and moral stories.	To begin to suggest meanings of some religious and moral stories.	To suggest meanings of some religious and moral stories.
Religious questions	To begin to ask or respond to questions about what individuals and faith communities do.	To ask or respond to questions about what individuals and faith communities do.	To ask and respond to questions about what individuals and faith communities do.
Expressing own ideas	To begin express own ideas creatively	To express own ideas creatively	To express own ideas, opinions and talk about their work creatively using a range of different medium.

How will we implement RE in our school?

- Planned discrete teaching of RE each half term is delivered through whole school **RE theme days (1.5 days per ½ term)**.

- Reception units are planned using 'The Agreed Syllabus for Religious Education in Cambridgeshire' old exemplification document.
- KS1 units are planned using the **2018-2023 agreed syllabus for Cambridgeshire**.
- All units begin with a '**big question**' of enquiry which lead into smaller focussed questions.
- A minimum of **36 hours of RE** is taught across the school year.
- **Christianity** is predominantly in RE theme days alongside additional **faiths** pertinent to our children to provide an understanding and respect of other faiths. E.g. Islam.
- Cross curricular links with RE through **enquiry** made where relevant.
- **Evidence** of RE can be seen in individual pupil English books (if writing focus), on Tapestry, enquiry books, our whole school RE display and on RE medium term planning.
- **Visits** to local places of worship provide links with local community. E.g. Year 1 Christian place of worship, year 2 visit to mosque.
- Each term we welcome **visitors** from local places of Worship to share religious festivals pertinent to our local community. E.g. Easter, advent, Christmas.
- **Whole school assemblies** linked to religious/seasonal festivals and celebrations, e.g. Advent, Diwali etc