

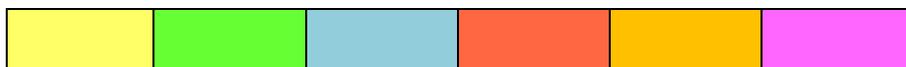


Dixons Allerton Academy

Primary

Planning Support

Year 1 to Year 4



Happiness Respect Achievement

Purpose

Trust

Hard Work

Curriculum Key Objectives

At Dixons Allerton Academy, the Key Stage 1 and Key Stage 2 Curriculums are organised into three sections:

- **Underpinning aspects of Effective Learning** (skills that happy, respectful and successful learners must have)
- **Essential Skills and Knowledge** (skills that are essential for learners in accessing the rest of the curriculum and being in a position to be successful in their future lives)
- **Specific Skills and Knowledge** (skills and knowledge that are specific to a subject or curriculum area)

Underpinning Aspects of Effective Learning (KS1)	Essential Skills and Knowledge	Specific Skills and Knowledge
1. Dispositions to Learning	5. Reading	9. Science
2. Communication	6. Writing	10. P.E
3. Health and Well Being	7. Mathematics	11. Geography and Community
4. Movement and Agility	8. Using and Applying ICT Safely	12. History
		13. Art and Design
Underpinning Aspects of Effective Learning (KS2)		14. Music and Performing
1. Dispositions to Learning		15. RE and Citizenship
2. Addressing an audience confidently		16. MFL
3. Esteem		17. Computing
4. Mindfulness and Community		18. Enterprise
		19. Sitting tests and exams

Children are assessed against the learning goal statement. Goals 1 to 4 are assessed at the end of every cycle. Goals 5 to 7 are assessed at every end and mid cycle point. Goals 8 to 19 are assessed at the end of Cycle 3.

Children are assessed against the learning goal statement in its entirety. Children are assessed in a holistic way using the judgements '**entering**', '**developing**' or '**secure**'. Children can achieve '**mastery**' in goals 5 to 7. In order to be expected against the learning goal and judged to be at national expectation, children must achieve a 'secure' judgement.

This curriculum guidance also includes a range of things that adults can do and provide. It is a non-negotiable that at Dixons Allerton Academy Primary, children learn through purposeful and challenging provision both indoors and outdoors. What adults can do/ provide is based on a model of challenge based provision, teaching and learning. It is children's independent work in a varied range of contexts that is assessed. Children's scores in cold tasks and tests that they sit every assessment cycle is also used to accurately assess the children.

We believe that an immersive, provision based approach supports children in applying a range of skills in a range of independent contexts and in a range of meaningful and purposeful ways that all demonstrate embedded learning.

Staff must ensure that the provision that they offer is playful but challenging as well as containing a range of real life experiences that encourage children to imagine, create, problem solve, reason and apply their essential skills and knowledge in a range of independent ways.

Other documents to support planning and assessment are:

- Assessment Guidance
- English Curriculum Guidance
- Provision Continuums (key skills to be taught in each area of provision)
- Non Negotiable Booklet
- Maths Mastery

Below National Expectation at the end of the academic year.	<p>Entering</p> <p>The child often needs overt support and scaffolding to access the learning at a very basic level. The child may be starting to apply skills and knowledge related to the goal in independent ways but only in areas of provision that interest them and with support. When questioned or challenged, the child is demonstrating an emerging understanding of concepts with a range of gaps that need to be filled.</p>	Also refer to P Levels where necessary.
	<p>Developing</p> <p>The child is able to demonstrate the learning with overt support and prompting much of the time but is able to demonstrate some aspects of the goal in independent ways in some areas of provision that they enjoy. When directly questioned or challenged, the child can talk about their understanding of the learning but this understanding still has gaps that need to be filled.</p>	
National Expectation at the end of the	<p>Secure</p> <p>The child is able to demonstrate the learning in a range of independent ways; in a range of contexts and in a range of areas of provision without overt support much of the time. While learning is embedded and consistent, children may need the occasional reminder and prompting in line with the 'marking and feedback continuum' or 'peer critique continuum'. When questioned or challenged, the child can talk coherently but often in simple ways about their learning and what they have done.</p>	
Above National Expectation at the end of the academic year	<p>Mastery</p> <p>The child is able to demonstrate the learning in a range of independent ways; in a range of contexts and in a range of areas of provision without overt support much of the time. The learning is thoroughly embedded and consistent which is clear when speaking to children as they interpret they have done and analyse why they have done it. The child is beginning to evaluate and critique similar learning of other children giving kind, specific and honest feedback sometimes with support.</p>	

Curriculum Key Objectives

Underpinning Aspects of Learning							
Dispositions to Learning (DL)							
1. Self-Motivation/ Management - /Resourcefulness	Children openly talk about an original idea that they have had (i.e. a creation or project). They gather the resources that they need and complete the task to a standard that they are happy with. They may need regular reminding and prompting to return to the project.	Children ensure that an original idea that they had becomes a reality by completing it over a period of time. Children return to the project with little need for prompting. Feedback on the project/ creation is given by the adult.	Children ensure that an original idea that they had becomes a reality by completing it over a period of time. They are able to talk about the skills that they have used and what they have learned including what they have changed.	With support, children plan success criteria for their original idea. As they return to the project (with support) they begin to reflect on the project/ creation against the success criteria.			
2. Resilience	Children respond to feedback quickly and effectively across the curriculum. They can talk about what they have changed.	With support, children begin to identify 'Brilliant Blue' and 'Green for Growth' in their own work. Pre-determined success criteria is referenced with support. Children then make these changes talking about 'mistakes being learning's friend'	Against a clear and shared success criteria, children can reflect on their own work by identifying a 'Brilliant Blue' and 'Green for Growth'. With adult support, children plan how they will make the changes needed talking about 'mistakes being learning's friend'.	Against a clear and shared success criteria, children can reflect on their own work by identifying a 'Brilliant Blue' and 'Green for Growth'. After making the changes with a high level of independence, children then talk about the whole process of reflection and why their work is even better now.			
3. Collaboration	Children can complete a task which is adult or self-chosen with a group of up to three children. This group do not need directing other than to explain the learning outcome. Children resolve conflict and organise themselves with little support.	Children can complete a task which is adult or self-chosen with a group of up to six children. This group do not need directing other than to explain the learning outcome. Children resolve conflict and organise themselves with little support.	Children can complete a task which is adult or self-chosen with a group of up to six children. With support, children plan out how best to achieve the outcome that they want. Success criteria is devised and roles are allocated. Any conflict is resolved without adult support.	Children can complete a task which is adult or self-chosen with a group of up to six children. Children plan out how best to achieve the outcome that they want. Success criteria is devised with little support and roles are allocated. Self-regulation is evident as children naturally resolve conflict using compromise.			
Communicating (C)							
			Addressing an audience confidently				
1. Clarity	Speak audibly, fluently as well as in full and mostly accurate sentences.	Children will be able to speak in full and increasingly complex sentences connecting a range of ideas and themes together. They will use the key features of grammar and vocabulary learned in the writing and reading KO grids.	Demonstrate an understanding of the need to make eye contact with the audience and use simple hand gestures to give expression and/ or feeling.				
2. Structure and Vocabulary	Children will say their sentence first before writing it down. Sentences will include a conjunction where appropriate. Future, present and past tense will always be accurate.	Children will use a range of adjectives, adverbs, prepositions, verbs and nouns in line with the English and SPAG curriculum. When speaking in the future tense, children use correct grammatical structures 'I am going' or 'I will be going'	Children will use a range of adjectives, adverbs, prepositions, verbs and nouns in line with the English curriculum (see guidance).				
3. Language for Research	Ask questions to find out more as well as appropriately responding to questions and comments from adults and most peers.	Naturally formulate questions in order to find out more about what they are learning about.	When presenting a project that they have worked on they use technical vocabulary that reflects the breadth of their experience and research. Children begin to use previously learned phrases (see continuum) to express opinions and debate.	Children naturally use previously learned key phrases and sentence stems to express opinions and debate. New and key vocabulary learned is used in the correct context and with an understanding of its definition.			
4. Rhythm	Respond to the rhymes and songs in the academy non-negotiable booklet at the correct pace, pitch and volume in response to an adult.	Gain the attention of a larger group of people (up to six) by singing an academy song or rhyme. Always respond with the correct pace, pitch and volume to a grown up.	Keep pace with more complex songs and rhymes whilst starting to make their own.				
5. Sequence	Retell and invent a range of simple stories , as well as orally recount past experiences using descriptive language and beginning to express feelings. Five or six sentences in sequence are used with a clear beginning, middle and end being evident.	They will continue to retell and invent a range of stories, as well as orally recounting past experiences using the key words and phrases in the Talk for Writing continuums (fiction and non fiction)	When reading a story they have written, presenting a project they have worked on or performing a play they are familiar with, they begin to use intonation to convey meaning and emphasis (i.e. raised voice when reading a question, ... example).	Children invent a range of stories and recount a range of experiences using all previously learned structures of language to ensure flow in what they are saying. A clear beginning, middle and end are evident in all sequences.			
6. Performance	Begin to perform in small groups, starting to consider volume and tone of their voice as well as using body language to engage their audience.	Children will begin to perform, present and debate in one-to-one situations and small groups starting to consider volume and tone of their voice as well as using eye contact and body language to engage their audience.	Sustain an adult directed role when performing or acting, responding appropriately to others in role. Use stories previously written to begin to create play scripts.	Original play scripts are created with increasing independence in response to stories written and imagined.			
Health, Well Being and Esteem (HWBE)							
1. Healthy Lifestyle	Children access at least 45 minutes of outdoor learning every day. They can talk about why active, outdoor learning is good for us. Children demonstrate a positive attitude to eating a healthy meal at family dining. They rarely need support to at least try everything on their plate.	Children access at least 45 minutes of outdoor learning every day. They are often positive about learning outdoors. Children demonstrate a positive attitude to eating a healthy meal at family dining. They naturally talk about a healthy diet in school.	Children access at least 30 minutes of outdoor learning at least every other day. Children begin to support other children to make healthy choices at lunchtime including encouraging children to try food that they are unsure of.	Children access at least 30 minutes of outdoor learning at least every other day. Children act as 'lunchtime buddies' for younger children. They naturally talk about healthy choices whilst encouraging reluctant children.			

Curriculum Key Objectives

2.Identity/ Aspiration	Confidently talk about their family and where they live and come from. They begin to talk generally about their hopes and dreams.	Children talk about their aspirations for the future. This may be short term aspirations or life aspirations. With support, they talk about how they will achieve them.	Children speak about those who have inspired them. These may be people known to them or famous people. With support, they talk about how they achieved their goals	Children continue to have short term and long term aspirations. These may change from time to time. Children speak about how they intend to achieve their aspiration.			
3.Self-Awareness/ Reflection	Able to talk about themselves in positive ways referring to their strengths and their likes.	Children extend the positive ways in which they talk about themselves by referring to their 'expertise'. They talk about their area of 'expertise' and with support can share it with others.	In learning mentor meetings, children are able to talk about the progress that they have made and what has made the difference. They then begin to talk about how they will achieve their next steps. Children are able to easily recall at least one area of expertise that they genuinely believe that they are the 'expert in'.	Children demonstrate strong identity by speaking about what makes them unique. They are able to talk about past targets and how they achieved them. They also speak about their current targets and how they intend to achieve them.			
4.Courage	They will demonstrate bravery when taking risks (i.e. riding a two wheeled bicycle) whilst being able to talk about how to keep themselves safe in school. Children also begin to talk about how to keep themselves safe outside school (i.e. road safety).	Children take risks in their learning in the classroom. This may involve using an adventurous adjective even when it is tricky to spell or attempting the next step for depth in maths.	Demonstrate confidence by approaching unfamiliar situations or learning experiences as well as experiences that possibly evoke a negative response (i.e. a cold task or test) with openness and willingness. They are then able to talk about their feelings of this experience including how they dealt with it and approached it with adult support.	Children are able to talk about what they need to do to complete a task. They demonstrate purpose and determination in how they articulate their plan.			
Movement and Agility (M)			Mindfulness and Community				
1.Skill/ Intrinsic and self-motivation	Children will be able to run in a straight line negotiating space; walk a line on the ground putting one foot in front of the other; jump with two feet together; throw to strike a large target from up to one meter and catch a large ball thrown from up to two meters.	Children will be able to run in a straight line negotiating space; jump with two feet together; throw to strike a large target from up to two meters; catch a large or small ball thrown from up to two meters and walk a one meter beam with a width of one foot.	Children demonstrate intrinsic happiness in school by responding to specific praise with pride when given without the need for extrinsic reassurance. They also demonstrate this intrinsic happiness by beginning to actively seek what they can now improve on from adults and peers displaying the attitude that we should 'always be improving'.				
2.Strength/ Joy	They display increasing strength by lifting and managing age appropriate weights such as crates, blocks and sports equipment.	They display strength by lifting and managing age appropriate weights such as crates, blocks and sports equipment.	Children are able to talk about feelings of joy and happiness that they have experienced in school and with support can recall these from home. These explanations include describing what specifically made the experience joyful.	Children appear happy and content much of the time. They celebrate their own and others achievements naturally.			
3.Endurance/ Purpose	Children begin to write longer pieces of text and can participate in physical education sessions of up to at least 15 minutes without needing to stop for a rest.	Children will demonstrate endurance by writing longer pieces of text (10 sentences) and completing sustained sessions of physical education.	Children demonstrate an obvious sense of purpose for the majority of their time in school. This is characterised by the choices that they make throughout the school day (i.e. taking responsibility for themselves and sometimes others and making good decisions with little support). They can remain absorbed for up to 30 minutes without being distracted.	Children remain absorbed for 45 minutes on a piece of work that requires quiet and concentration. In their independent learning time, children continue to make their original ideas a reality.			
4.Balance/ Responsibility	They can ride a two wheeled bicycle without stabilisers and begin to control the bicycle to negotiate space and travel around obstacles.	They can confidently ride a two wheeled bicycle travelling around a range of obstacles as well as safely negotiating ramps.	They will begin to demonstrate collective responsibility in things like advising others as to a good choice that they could make, choosing to tidy mess that they didn't make or making suggestions to a larger group as to what the collective could do to make the community an even more positive place to be and learn.	Children will be able to talk about their school community (i.e. class) positively and begin to talk about their role in this community including what they add to it.			
Peer Critique (PC)							
1. Culture of Feedback	Children talk about mistakes as learning's friend and respond positively when an adult gives them a next step.	With support from an adult, children participate in 'gallery critique' sessions. They are able to select examples from the gallery that impress them and discuss why.	Children are able to identify the need for and then independently give kind, specific and helpful advice to another child articulating how it will improve the quality of their work/ learning.	Children not only give kind, specific and helpful feedback to another child but then return to comment on the changes made.			
2. Language of Feedback	They can talk about how they acted upon feedback in a positive way as well as what they have changed (i.e. when repeating, editing and redrafting).	Children also participate in in-depth critique sessions focusing on one individual's work – this will initially be an adults work and where appropriate may begin to focus on the work/learning of one child.	Children are able to question one another about their work/learning eg. <i>"I'm curious why you chose to begin with this...? Or "Have you considered including?"</i>				
3. Skills for sensitive feedback	Children are used to and comfortable with the concept of 'stop and celebrate' and know that feedback will always be kind, helpful and specific.	When making comments on another's learning children are aware of how to make their critique kind, helpful and specific.	Children naturally teach and show each other giving kind, specific and honest advice in a range of independent contexts.	After showing or teaching a friend, the child is able to give feedback on how well the other does what has been shown to them.			
4. Acting on Feedback		When reflecting upon critique shared children are able to improve their own work/learning in relation to the feedback discussed.	Advice given and received will include children redrafting, rethinking and editing their work/learning. Children will return for further opinions and advice after the editing stage.	Children will be familiar with their work/learning being shared with a wider audience. Children are able to articulate their critiquing, editing and improving journey to others.			

Curriculum Key Objectives

READING	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
WORD	<p>Can blend and segment orally.</p> <p>Can identify the initial phoneme (orally)</p>	<p>Can read all 44 phonemes</p> <p>Can read CVC words</p> <p>Can read all key words Set 1</p> <p>Can read first 20 HF words</p>	<p>Respond speedily with the correct sound to graphemes</p> <p>Passed phonic screening test</p> <p>Reads all Year 1 common exception words</p> <p>Read words containing –s, -es, -ing, -ed, -er and –est endings</p> <p>Can read 80 HF words</p> <p>Know letter names and can order letters of the alphabet</p>	<p>Read words with two or more syllables using known grapheme phoneme correspondence</p> <p>Read accurately by sound blending and applying phonic knowledge</p> <p>Reads all Year 2 common exception words</p> <p>Reads words containing common suffixes</p> <p>Completed Phase 6 of letters and sounds</p> <p>Can read 100 HF words</p> <p>Can use the initial letter to locate words and information in a dictionary, glossary and contents page</p>	<p>Decodes fluently (without staccato blending)</p> <p>Demonstrates, in reading, knowledge that words are built from roots and affixes</p> <p>Read Year 3 (identified by school) common exception words</p> <p>Use the first 2 letters in a word to locate words and information in a dictionary, glossary and contents page</p>	<p>Predicts new words from the context and from the knowledge of the structure of words (roots and affixes)</p> <p>Read Year 4 (identified by school) common exception words</p> <p>Use the first 2 - 3 letters in a word to locate words and information in a dictionary, glossary and contents page</p>	<p>Reads aloud extracts from the class novel, guided reading book so that the group or class can hear</p> <p>Applies knowledge of root word, prefixes and suffixes to read aloud and understand meaning of new words</p> <p>Can use a thesaurus to find adventurous words for own writing</p>	<p>Can read aloud fluently long passages from a variety of material (in class, assembly etc.)</p> <p>Can use dictionary definitions and thesaurus to decide whether words are suitable for own writing (Roget's and Oxford concise)</p>
TEXT	<p>Knows that print is read from left to right.</p> <p>Understands that print carries meaning.</p> <p>Recognises familiar words such as own name and logos.</p> <p>Knows some nursery rhymes by heart.</p>	<p>Is on Red book band</p> <p>Has achieved PM bench mark 3,4,or 5</p> <p>Knows a range of nursery and action rhymes by heart.</p>	<p>Is on Orange book band</p> <p>Has achieved PM bench mark 15</p> <p>Can read aloud accurately at orange book band</p> <p>Can read polysyllabic words</p> <p>Read contractions <i>I've don't can't didn't</i></p> <p>Knows some short and simple poems by heart.</p>	<p>Is on White book band</p> <p>Has achieved PM benchmark level 23 or 24</p> <p>Read out loud without hesitation at the appropriate level (White)</p> <p>Can recite a range of range of short and simple poems by heart</p>	<p>Can read books at Emerald/ Lime book band with confidence</p> <p>Has achieved PM benchmark level 26</p> <p>Can read silently from a book chosen from the class library for 15 minutes</p> <p>Recites poems and reads play scripts showing understanding through intonation, tone, volume and action</p>	<p>Can read books at Ruby book band with confidence</p> <p>Has achieved PM benchmark level 28-30</p> <p>Can read silently for 20 minutes with a book chosen from the class library</p> <p>Recites poems and reads play scripts showing understanding through intonation, tone, volume and action</p>	<p>Can read books at Sapphire book band with confidence</p> <p>Has completed PM benchmarking</p> <p>Can read silently with a book chosen from the class library for 20+ minutes</p> <p>Recites poems and reads play scripts showing understanding through intonation, tone, volume and action</p>	<p>Can read silently with a book chosen from the class library for 20+ minutes</p> <p>Recites poems and reads play scripts showing understanding through intonation, tone, volume and action</p>
COMPREHENSION	<p>Listens to stories, recalling some basic details</p> <p>Joins in with repeated refrains and anticipates key events and phrases</p> <p>Can retell a simple event in the correct order</p> <p>Recreates stories during role play and small world activities.</p>	<p>Can re-tell familiar stories</p> <p>Can identify rhyming words</p>	<p>Retells key stories by recalling events and dialogue</p> <p>Can recite some simple poems and rhymes by heart.</p> <p>Locates information in texts</p> <p>Is beginning to check that the text makes sense to them as they read- some evidence of self-correction.</p> <p>Can infer what is said and done</p> <p>Predicts what might happen next based on what they have read</p> <p>Sequences key events</p>	<p>Re-tell stories by recounting events, dialogue and including some detail</p> <p>Recites some simple poems and rhymes by heart, with intonation to make meaning clear</p> <p>Uses knowledge of vocabulary to help to understand text</p> <p>Checks that the text makes sense to them as they read- evidence of self-correction.</p> <p>Recognises recurring language in stories and discusses their favourite words and phrases</p> <p>Explain and discuss their understanding of books or poems using inferences and predictions</p> <p>Talks about the structure of different non-fiction text types</p>	<p>In reading journal, class work with novels & guided reading:</p> <p>Can explain vocabulary in context</p> <p>Can retrieve information from texts</p> <p>Summarises the main idea in a paragraph</p> <p>Makes simple inferences from the text</p> <p>Can predict what might happen next from details stated and implied</p> <p>Can identify genre by reference to character, setting, events etc.</p> <p>Can explain how texts are organised; headings, bullet points etc.</p> <p>Recognises some different types of poetry</p> <p>Checks that the text makes sense to them as they read- evidence of self-correction.</p>	<p>In reading journal, class work with novels & guided reading :</p> <p>Can explain vocabulary in context</p> <p>Retrieves and records key information from the text</p> <p>Makes inferences by inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence</p> <p>Identifies themes in stories; e.g. good wins over evil; small and weak saving the day.</p> <p>Can identify how language, structure and presentation contribute to meaning</p> <p>Can describe differences between the beginning and the end of a story</p> <p>Summarises the main idea from more than one paragraph</p> <p>Checks that the text makes sense to them as they read- evidence of self-correction.</p>	<p>In reading journal, class work with novels & guided reading:</p> <p>Matches words to synonyms</p> <p>Retrieves, records and presents information drawn from different parts of the text</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details</p> <p>Explains inferences and justifies with evidence</p> <p>Can identify facts and opinions</p> <p>Can compare feelings, events from different parts of a story</p> <p>Checks that the text makes sense to them as they read- evidence of self-correction.</p>	<p>In reading journal, class work with novels & guided reading : (challenging material)</p> <p>Provides synonyms for words in context</p> <p>Retrieves, records and presents information drawn from more than one text</p> <p>Summarises / contrast the main ideas drawn from more than one text, identifying key details</p> <p>Explains, using examples, how a writer implies meaning through choice of language</p> <p>Predicts what might happen from details stated and implied</p> <p>Identifies turning points within a narrative by giving examples from the text</p> <p>Identifies and explains how meaning is enhanced through choice of words and phrases</p> <p>Makes comparisons with the text</p>

Curriculum Key Objectives

WRITING 1	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6
COMPOSITION	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Writes 2-3 sentences linked by an idea Can read own writing	Writes 4-5 sentences linked by a simple idea Rehearses what they want to write by saying it out loud Can read own writing aloud Adult can read writing	Writes 150+ words (20 mins) Makes simple additions and revisions to their writing Plans writing, using key words and new vocabulary The purpose of the writing is clear because the main features are present	Typically writes 200+ words (20 mins) Plans, drafts and edits own writing by discussing and recording ideas. They assess the effectiveness of their own and others' writing, proofreading for spelling and punctuation errors. The purpose of the writing is evident because the main features are used (character, setting, plot)	Often writes 250+ words Plans, drafts and edits own writing by discussing and incorporating features of similar styles of writing. They assess the effectiveness of their own and others' writing, proofreading for spelling and punctuation errors. The purpose of the writing is evident because the main features of fiction and non-fiction types are developed (character, setting, plot)	Extends writing over several lessons (1.5 sides of A4 are consistently organised) The purpose of the writing is clear because the main features have been used carefully and the audience has been established	Extends pieces over several lessons (2 sides of A4 are consistently organised) The purpose of the writing is clear because key features are evident throughout and the audience has been clearly established.
GRAMMAR	Uses a range of tenses (e.g. play, playing, will play, played). Beginning to use more complex sentences to link thoughts (e.g. using and, because) Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Writes 2-3 sentences linked by an idea	Writes 4-5 statements with some use of capital letters and full stops Joins with <i>and</i> Uses adjectives to describe nouns	Regularly writes 10+ sentences in the lesson (simple grammatical structures secure) Maintains the tense throughout Maintains the 1st or 3rd person consistently Writes sentences with grammatical agreement – 70% Co-ordinating with but, and, or Subordinating with when / if / that/ because Uses expanded noun phrases to add more detail (e.g. adjectives & adverbs - The ginger cat . . . He ran quickly.) Writes statements, commands, questions and exclamations with grammatical agreement	Typically writes 10+ sentences in the lesson (basic grammatical agreement secure) Typically writes accurately in the past or present tense throughout the piece Grammatical construction is largely correct – 90% Expresses time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore) or prepositions (before, after, during, because of)	Regularly writes 15+ sentences in the lesson (basic grammatical agreement secure) Uses different tenses e.g. present perfect (<i>He has downloaded some music.</i>) Sentences have different grammatical structure and length <ul style="list-style-type: none">Using pronouns to prevent repetition and create clarityNoun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases (eg the strict maths teacher with the curly hair)Use of fronted adverbials <i>Later that day, As quick as a flash, Almost immediately,</i>	Typically writes 15+ sentences in the lesson (has eliminated missing word errors and common grammatical errors e.g. <i>what for that / them for those / being for been / are for our / they for there</i>) Has eliminated incorrect forms of common irregular verbs e.g. <i>was for were / would of for would have</i>) Writes sentences with more than one clause – typically <ul style="list-style-type: none">Employ relative clauses to refer back to the subject (Often with reference to the subject e.g. The boy who lives near to the school. Often with reference to the whole clause e.g. Tom broke the game, which annoyed Ali.) (who, which, where, when, whose, that)Employ modal verbs to indicate degrees of probability (might, should, will must) (e.g. <i>This ride might be too scary for me. He should look after his little brother.</i>)	Typically writes 15+ sentences in the lesson (grammatical agreement secure) Creates agreement with irregular verbs throughout (e.g. I was, we were, they will be) Creates a formal tone by using subjunctives (<i>If Zoë were the class president, things would be much better. The school rules demand that pupils not enter the gym at lunchtime. The school requires that all pupils be honest.</i>) Simple, compound and complex sentences are varied deliberately to create effect – able to <ul style="list-style-type: none">Convey complicated information concisely using expanded noun phrases (Almost all healthy adult foxes in this area can jump.)Create cohesion in sentences and writing by marking relationships of time and cause. (A visit has been arranged for Year 6, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. This is an overnight visit. The centre has beautiful grounds and a nature trail. During the afternoon, the children will follow the trail.
PUNCTUATION	Sometimes gives meaning to marks as they draw and paint.	Tries out capital letters & full stops	Tries out capital letters and full-stops in own writing Some use CL for people's names, places, days and personal pronoun I Tries out exclamation marks and question marks	Punctuates most simple sentences with a CL & FS Secure use of CL for people's names, places, days and personal pronoun I Tries out question marks and exclamation marks Uses apostrophe to mark singular possession Tries out commas in lists	Errors with missing CLs and full stops are rare in the piece Tries out inverted commas to punctuate speech Uses apostrophe for contraction Secure use of ? and ! Uses commas to punctuate a list	Regularly writes 15+ sentences in the lesson (all simple sentences correctly punctuated, no comma splicing) Punctuates speech before or after the reporting clause "I am hungry," she said. She said, "I am hungry." Commas and full stops correctly placed; inverted commas in place. Uses apostrophe for possession (has eliminated use for plurals e.g. <i>We went to the shop's.</i>) Beginning to use a comma after fronted adverbial (Happily, the house did not burn down.)	Typically writes 15+ sentences in the lesson (10+ correctly punctuated). Punctuates speech around the reporting clause "I am hungry," she said. "Please give me a sandwich." Use of apostrophe secure for possession – singular and plural forms Uses brackets, dashes or commas to clarify meaning or avoid ambiguity (usually successful).	Typically writes 15+ sentences in the lesson (correctly punctuated). Uses brackets for parenthesis Punctuation inside sentences includes use of colon to introduce a list; uses a semi colon to replace and. Uses semi-colons, colons & dashes to mark boundaries between independent clauses Uses hyphen to avoid ambiguity Uses commas successfully to clarify meaning. Uses bullet points to list information
STRUCTURE & ORGANISATION	Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	Writing is organised into phrases or sentences	Writing is organised as a sequence of sentences	Writing is organised as a sequence of events	Writing is organised to a conclusion Groups ideas into paragraphs (3-4 sentences) A range of organisational devices are used (headings, sub-headings)	Writing is well structured; the end as well developed as the beginning Organises writing into paragraphs which are linked by an idea A range of organisational devices are used (captions, labels)	Writing is well structured; all paragraphs are evenly constructed with the end as well developed as the beginning. Paragraphs are linked using adverbials of time, place number or tense choices. Organised writing into paragraphs that have opening and closing signals (then, after that, this)	Writing is well structured with evidence of précis and expansion Organises writing into paragraphs that are cohesive and well structured A range of organisational devices are used (underlining, different fonts)

Curriculum Key Objectives



WRITING 2								
SPELLING	Sometimes gives meaning to marks as they draw and paint.	In own writing spells 10 HF words Writes dominant sounds Spells CVC words Can spell own name Uses capital letter for I	In own writing spells 50 HF words Can spell Year 1 common exception words Spelling of all phonemes is phonically plausible Can spell correct sound to grapheme Can write dictated sentences Uses letter names for spellings Can spell phonically in own writing Can spell numbers 1-10 Can spell days of the week	In own writing spells 75+ HF words Spells Year 1 Spelling of vowel phonemes is typically correct (ee / ea / oo / ue etc) Spells polysyllabic words Spells suffixes and verb endings correctly (-ed / -er / -est / -ing) Uses contractions (don't can't) Can spell words from Y1/Y2 spelling list (80% accuracy)	In own writing spells 100 HF words Makes the spelling change -y to -i correctly (tidy tidies / happy-happily) Double consonants before adding -ing etc to indicate short vowel (getting / running) In weekly spelling test spells words from Y3/Y4 spelling list to 75% accuracy (15/20)	Uses and spells correct form of common homophones (their / there) <i>Interest words</i> can be read easily. Spells complex phonemes – ough –tion –ould –ure Spells accurately using the possessive apostrophe In weekly spelling test spells words from Y3/Y4 spelling list to 80% accuracy (16/20)	Spelling is 90% accurate in own writing – including <i>interest words</i> In weekly spelling test spells words from Y5/Y6 spelling list to 75% accuracy (15/20)	Is making use of adventurous vocabulary which is typically spelled correctly throughout all writing Spelling is 95% accurate in own writing In weekly spelling test spells words from Y5/Y6 spelling list to 80% accuracy (16/20)
WORD WORK	Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Blends and segments orally	Spells CVC words I write a CL for I Spells 10 HF words in own writing	Leaves spaces between words Describes using colour, size etc. Uses joining words (and) Uses plural noun suffixes –s or –es (dog, dogs, wish, wishes) Uses some suffixes that can be added to verbs where no change is needed (helping, helped, helper) Knows how the prefix un- changes the meaning of verbs and adjectives-kind/unkind, helpful/ unhelpful	Shows an understanding that verbs have different endings in different tenses (-ed –ing –s) Uses a range of descriptive vocabulary Typically creates interest through use of common words (e.g. big / little / happy / sad / beautiful / ugly) Some words from genres used Once upon a time . . .	No longer uses capital letters inside words Creates interest through use of a variety of words (enormous / small / joyful / gloomy / good looking / hideous) Uses suffices and prefixes in writing demonstrating an understanding of word structure (-ing –un –ly –ful) Typically topic words from the writing type are used (volcano / eruption / lava)	Typically creates interest through use of a variety of words (gigantic / tiny / joyful / gloomy / good looking / hideous) Uses suffixes and prefixes in writing, demonstrating an understanding of word structure (-dis – mis – in – im - -ation) Sometimes words and phrases from the writing type are used (first, as a result, meanwhile, presently)	Sometimes uses affixes in writing which alter word class (-ance – tial –ible - able) Typically adds detail through the use of a mature vocabulary (huge / minute / pleased / dismal / gorgeous / hideous) Typically words and phrases from the writing type are used (furthermore, on the other hand)	Sometimes uses affixes in writing which alter word class (-ance – tial –ible - able) Sometimes adds detail through the use of a well-chosen, mature vocabulary (Colossal / petite / thrilled / depressing / attractive / unattractive) Typically makes use of a precise and adventurous vocabulary (extensive / slight / poignant / content /striking / unsightly) Sometimes uses figurative language to enhance description (personification / simile) Often uses figurative language to enhance description (personification / simile) Typically words and phrases are well chosen to establish the period, audience and voice of the writing
HANDWRITING	Holds my pencil between my finger and thumb Can copy some letters, e.g. letters from their name. Sometimes gives meaning to marks as they draw and paint.	Holds my pencil between my finger and thumb Can write letters clearly	Holds pencil comfortably and correctly Forms lower case letters correctly – descenders below the line, ascenders clear Writes digits 0-9	Forms lower case letters of even size Can form diagonal and horizontal strokes for later use in cursive script Proms capital letter correctly	Is beginning to write in a cursive script Handwriting is always legible and even	Can write using a cursive script Handwriting is always legible and is even throughout Handwriting is neat throughout	Ensures that they have the right writing implement for the task Writes fluently and neatly Writes at sufficient speed to complete tasks (250 words in 20 mins)	Writes fluently and neatly Writes at sufficient speed to complete tasks (300 words in 20 mins)
TERMINOLOGY FOR PUPILS	Letter, sound, write	Letter, phoneme, word, sentence, full stop	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks)	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, atonym, ellipsis, hyphen, colon, semi-colon, bullet points

Curriculum Key Objectives

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
KEY CONCEPTS	<p>Recites numbers in order to 1</p> <p>Shows an understanding that numbers identify how many objects are in a set</p> <p>Compares two groups of objects, saying when they have the same amount</p>	<p>Has acquired concept of number conservation Can count 1-1 reliably to 20 objects Can order numerals / Numicon by value Can match numerals / Numicon to sets Can say which set has most / least (e.g. set of 5 bananas is more than set of 3 apples)</p> <p>Using objects can add two single digit numbers – counting on to find the answer</p> <p>Using objects can subtract a single digit number from a number to 10 – counting back to find the answer</p>	<p>Has acquired the concept of place value;</p> <ul style="list-style-type: none"> can identify the value of digits in 2 digit numbers to 20 partitions numbers and says how many tens and ones in a given number <p>Has acquired the concept of addition as the process of bringing two sets together (can add 1 digit numbers to 2 digit numbers using a number track, numicon, 100 square etc)</p> <p>Has acquired the concept of subtraction as the process of taking a smaller set away from a larger set (can subtract 1 digit numbers from 2 digit numbers using a number track, 100 square etc.)</p>	<p>Has acquired the concept of place value;</p> <ul style="list-style-type: none"> can identify the value of digits in 3 digit numbers including the place holder 0 partitions numbers for calculations (applies this to own work) <p>Has acquired the concept of multiplication as repeated addition;</p> <ul style="list-style-type: none"> solves calculations using a number line & equal jumps solves calculations using equipment (e.g. using arrays, drawing groups of equal size, Numicon etc.) <p>Has acquired concept of division as sharing</p> <ul style="list-style-type: none"> Solves calculations using equipment (e.g. using arrays, drawing groups of equal size, Numicon etc.) 	<p>Has acquired the concept of place value;</p> <ul style="list-style-type: none"> can identify the value of digits in 4 digit numbers including the place holder 0 partitions numbers for calculations (applies this to own work) <p>Has acquired concept of division as repeated subtraction</p> <ul style="list-style-type: none"> Use ÷ and x facts to calculate fractions of numbers (unit fractions and non-unit fractions) <p>Fractions - acquired the concept of fractions as the following:</p> <ul style="list-style-type: none"> involving division equal parts of a shape equal quantities of a number <p>Has acquired the concept of difference as the gap between two amounts</p> <p>Adds or subtract to find the difference – knows which method to select</p>	<p>Has acquired the concept of place value;</p> <ul style="list-style-type: none"> can identify the value of digits to one decimal place partitions numbers for calculations (applies this to own work) <p>Has acquired the concept of fractions as the following:</p> <ul style="list-style-type: none"> a larger denominator indicating a smaller fraction a larger numerator indicating a larger amount equivalence of fractions (including when presented as decimals) addition of fractions with same denominator fractions as numbers – e.g. position on number lines <p>Has acquired the concept of difference as the gap between two amounts</p> <p>Adds or subtract to find the difference – knows which method to select</p>	<p>Has acquired the concept of four number operations at the structural level</p> <ul style="list-style-type: none"> Awareness of the internal structure of the operation and the relationships between the operations (includes understanding of commutative, distributive and associative laws) Would be shown in ability to use place value to partition numbers for + - x & ÷ mentally or with jottings Would be shown in ability to derive number facts from known ones <p>Has acquired the concept of fractions as the following:</p> <ul style="list-style-type: none"> Simplify fractions Add and subtract fractions with different denominators Can multiply numbers with $\frac{1}{2}$ and $\frac{1}{4}$ e.g. $10 \frac{1}{2} \times 2 = (10.5 \times 2 =) 5 \frac{1}{4} \times 4 = (5.25 \times 4 =)$ <p>Has acquired the concept of percentage:</p> <ul style="list-style-type: none"> Understands % as fraction 100^{th} Knows common fractions as %s (1% 10% 20% 50% 75% etc.) Knows common decimal fractions as %s (.01 .1 .2 .5 .75 etc.) 	<p>Understands algebra as a method of solving mathematical problems</p> <p>Can apply a number to a variable to solve an algebraic equation</p> <p>Use knowledge of the order of operations (BODMAS) to carry out calculations</p> <p>Knows the relationship between fractions, decimals, percentages, ratio and proportion</p> <ul style="list-style-type: none"> Can convert one form into another Can compare and order 	<p>Understands algebra as a method of solving mathematical problems</p> <ul style="list-style-type: none"> Can write own algebraic formulae to express simple equations Can represent ÷ x and brackets in algebra <p>Understands a range of simple formulae and can use to solve problems e.g.</p> <ul style="list-style-type: none"> Circumference of a circle $2\pi r$ Triangle = $\frac{1}{2}$ base x height

Curriculum Key Objectives

Weekly 4 operations assessments	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
ADDITION					Expanded column method HTU (step towards formal written method)	Column addition – formal method Th H T U	Column method – whole numbers more than 4 digits including up to 2 decimal places	As blue using multi-digit numbers and decimals As blue using multi-digit numbers and decimals	Look at Old NC Level 6 objectives
SUBTRACTION					Expanded column subtraction HTU (step towards formal written method) Addition of “chunks” using tables facts on a number line Repeated subtraction using tables facts and chunks on a number line	Column subtraction – formal method Th H T U	Column method – whole numbers more than 4 digits(2dp)		
MULTIPLICATION					Partitioning TU x U	Short multiplication for multiplication of H T U x U	Formal method – short multiplication Th H T U x U Long multiplication Th H T U	4 digits numbers x T1s – long multiplication As Y5 + 1s.th X 1s	
DIVISION					Repeated subtraction using tables facts and chunks on a number line	Chunking using tables facts (step towards formal method)	Divide Th H T U by U using bus stop method with remainders interpreted as appropriate to context	4 digit numbers by 2 digit numbers using long and short division as appropriate	

Ongoing passport Tests	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
PASSPORT		Asia Say the numbers 1 to 20 accurately Say 1 more than any number between 0-20 Say one less than any number between 0-20 Know by heart number bonds to 3, 4 and 5	Western Europe One more or less than any number between 1-100 Count in twos Count in tens Know by heart number bonds to ten	North Africa Know by heart all number bonds to 6, 7, 8 and 9 Order any 2 numbers between 0 and 100 using <> Know by heart doubles of all numbers to twenty Know by heart all multiplication facts for 2 to 2 x 12 Know by heart all multiplication facts for 5 to 5 x 12 Know by heart all multiplication facts for 10 to 10 x 12 Add or subtract any single digit numbers	Antarctica Know by heart all sums and differences of multiples of 10 up to 100 Know by heart all multiplication facts for 3 to 3 x 12 Know by heart all division facts for 3 up to 36 Know by heart all multiplication facts for 4 to 4 x 12 Know by heart all division facts for 4 up to 48	Australasia Know by heart all multiplication facts for 6 to 6 x 12 Know by heart all division facts for 6 up to 72 Know by heart all multiplication facts for 9 to 9 x 12 Know by heart all division facts for 9 up to 108 Know by heart all multiplication facts for 7 to 7 x 12 Know by heart all division facts for 7 up to 84	South America Double any 2 digit number Half any 2 digit number Know the factors of all times table answers up to 12 x 12 Multiply or divide a number by 10, 100, 1000 including decimals	Globe trotter Double any number with up to 1 decimal place Half any number with up to 1 decimal place Find a unit fraction of a number Identify equivalence between fractions	
			Eastern Europe Count in fives Recall doubles of all numbers to at least ten Know by heart number bonds to twenty	South Africa Know by heart all bonds of multiples of 10 to 100 Know by heart halves of all numbers to twenty Know by heart all division facts for 2 up to 24 Know by heart all division facts for 5 up to 60 Know by heart all division facts for 10 up to 120 Add or subtract any numbers up to 20.	Arctic Circle Know by heart all multiplication facts for 8 to 8 x 12 Know by heart all division facts for 8 up to 96 Add or subtract any single unit number to any 3 digit HTU number Add or subtract any multiple of 10 to any 3 digit HTU number	North America Know by heart all multiplication facts for 11 to 11 x 12 Know by heart all division facts for 11 up to 132 Y4 Know by heart all multiplication facts for 12 to 12 x 12 Know by heart all division facts for 12 up to 144 Round a number to the nearest 10, 100, 1000 Know number bonds to 100	Central America Know by heart the squares of numbers between 1 and 12 and squares of multiples of 10. Know number bonds to 100 for numbers with one decimal place Recall prime numbers up to 30 Multiply pairs of multiples of 10 and 100 eg. 30 x 70	Solar System Explorers - Mars Find non-unit fractions of a number Find a percentage of a number Convert between decimals fractions and percentages Convert improper fractions to mixed number	

Coverage of Specific Areas of Learning – Year 1

Term	Core Story / Learning Challenge
1	Little Red Riding Hood – We’re going on a wolf hunt!
2	Room on the Broom – How scientific does a successful witch have to be?
3	Lost and Found – Could a penguin survive in Bradford?
4	Jack and the Beanstalk – Does money grow on trees?
5	Where the Wild Things Are – Are we all wild things?
6	TBC – Who will win the Battle of Allerton?

AOL	Goal	1	2	3	4	5	6
9. Science	<p>*Also see Year 1 Programme of Study for content coverage (Living Things, Plants, Animals including humans) – Everyday Materials and Seasonal Changes feature in every unit of work</p> <p>Children will be able to identify, describe and explore a range of plants, animals and animal habitats. They understand the basic needs of animals and plants including water, food and air and demonstrate this understanding through using the outdoor provision.</p> <p>Through creating and constructing for a purpose, children explore the use of everyday materials including naming a range of materials.</p> <p>Children plan, implement and evaluate their own scientific investigations to answer cross curricula questions with support from an adult. They will predict, hypothesize and always use their reasoning skills to say why.</p>						
		X	X		X	X	
		X	X	X	X		
10. PE	Children will be able to apply their running, jumping, throwing and catching skills in a range of independent and collaborative contexts with support where needed. They will participate in some team games with support (football , hockey , cricket , rounders and basketball) whilst beginning to develop rules without adult support. They will develop their own obstacle courses and circuits in order to demonstrate their agility, balance and co-ordination individually and with others whilst recording their improvements over a short period of time.			X			
11. Geography and Community	<p>Also see the Non-Negotiable Enrichment Map for Year 1</p> <p>Children will be able to identify key features of Bradford and discuss how Allerton is linked to Bradford through comparing similarities and differences and drawing maps.</p> <p>They will begin to investigate other parts of Bradford (such as Manningham) and begin to understand travel routes and modes of transport.</p>	X		X	X		
		X					
12. History	<p>Also see the Non-Negotiable History Map for Year 1</p> <p>Children will be able to research and find out about how things they are interested in has changed in the past thirty years (i.e. their parent’s lifetimes) including asking and answering questions</p> <p>They will find out about great Bradfordians of the past sixty years (e.g. Members of their family, David Hockney, Zayn Malik, The Brownlee Brothers, Nafees, Kimberley Walsh, Moin Ashraf, Naveeda Ikram, Ian Clough, Dynamo) whilst discussing their achievements in the past tense.</p>	X			X		
			X			X	
13. Art, Design and Technology	<p>-Children are working within the final step of the woodwork, small construction, box modelling, clay work and ‘art and artistry’ continuums and have demonstrated the range of skills and process within the Year 1 continuum including using the technical vocabulary learned.</p> <p>Children will be able to design, create and construct using the ‘design thinking’ model which includes making prototypes and improving them over time through careful evaluation and peer critique.</p> <p>They will create with purpose and will share their ideas through discussion. Children will show increasing skill and understanding of art and design techniques using colour, pattern, texture, line, shape, form and space.</p>	X	X	X	X	X	
		X		X		X	
		X				X	
14. Music and Performing	Children will be able to accurately copy a range of pitches, volumes and tempos by repeating and learning songs, rhymes and chants. They will use hands, feet and other forms of body percussion to represent different rhythms of words and styles of music as well as being able to sound out a four beat phrase.	ONGOING					
15. RE and Citizenship	Children will be able to explain their basic understanding of the four main religions as well as beginning to compare similarities and differences, referencing special objects and celebrations. They will begin to look at different religious texts and prominent people within them, retelling some religious stories. Children will be able to talk about themselves in positive ways including something that makes them special and why.	ONGOING – SEE R.E. PLANS					
16. MFL	Children will be able to answer the register in French, German and Arabic. They will be able to count to 20 in French. They will be able to say some key words in French.	ONGOING					
17. Computing	<p>Children will be able to sequence specific instructions to carry out everyday activities (brushing teeth, making a drink). They will be able to spot any problems within a simple set of instructions and explain why they will not work, identifying any problems and points at which something could go wrong (debugging).</p> <p>Children will explore programmable toys (Beebots, Probots), understanding that a set of instructions (algorithm) need to be created to reach an end point or goal. They will use apps on iPads (Beebot) to reinforce that one space/turn is one command.</p>	X					
		X		X			
18. Enterprise, Entrepreneurism and Sustainability	Children will be able to plan with an end product in mind whilst discussing their original ideas when creating models, sculptures and pieces of artwork. Their original ideas will sometimes be as a result of a problem to be solved. They will test, evaluate and improve the suitability of their products through engaging in peer critique.					X	

Coverage of Specific Areas of Learning – Year 2

Term	Core Story / Learning Challenge
1	Pumpkin Soup – What is the largest pumpkin ever grown in Yorkshire?
2	Hansel & Gretel- How would you find your way back from a modern day house of sweets?
3	The Dragon Machine – What is the next invention to change the world?
4	
5	Traction Man – What would Traction Man’s Greatest Adventure be?
6	The Journey – If you were in Aaron Becker’s Journey where would your journey take you?

AOL	Goal	1	2	3	4	5	6
9. Science	<p>*Also see Year 2 Programme of Study for content coverage (Plants, Animals including humans) – Everyday Materials and Seasonal Changes feature in every unit of work</p> <p>Children will be able to identify, describe, explore and compare similarities and differences between living things, their habitats and food chains; how different habitats co-exist as well as things that are dead and/or have never been alive. They understand the basic needs of animals and plants including water, food and air and demonstrate this understanding through using the outdoor provision.</p> <p>Through creating and constructing for a purpose, children explore and compare the use of everyday materials including beginning to evaluate their suitability for certain purposes as well as beginning to experiment how to power/ control these creations.</p> <p>Children continue to plan, implement and evaluate their own scientific investigations to answer cross curricula questions.</p>	X	X		X	X	X
		X			X	X	X
				X	X	X	X
10. PE	Children will be able to apply their running, jumping, throwing and catching skills in a range of independent and collaborative contexts. They will participate in increasingly competitive team games (football, hockey, cricket, rounders and basketball) whilst beginning to develop simple tactics and rules. They will continue to develop their own increasingly challenging obstacle courses and circuits in order to demonstrate their agility, balance and co-ordination individually and with others whilst beginning to record their achievements over time.	ONGOING					
11. Geography and Community	<p>Also see the Non-Negotiable Enrichment Map for Year 2</p> <p>Children will be able to identify and compare key features of different parts of Yorkshire through experiencing travelling to Leeds and a coastal town as well as understanding how other towns and cities are linked to Bradford by a range of travel routes.</p> <p>They will compare what they know to another non-European country of their own interest.</p> <p>They will investigate and record their findings about the school grounds and parts of Allerton including the key human and physical features of these environments. Children will apply all of this knowledge by drawing, reading and interpreting maps which include labels and basic symbols in a key.</p>				X		X
		X	X	X		X	
12. History	Children will be able to research and find out about how their immediate environment and way of life has changed in the past sixty years (i.e. their grandparent’s lifetimes) including asking and answering questions and recording their findings by creating short historical recounts (see talk for writing non-fiction). They will find out about and give opinions on great Bradfordians of the past sixty years (e.g. Members of their family, David Hockney, Zayn Malik, The Brownlee Brothers, Nafees, Kimberley Walsh, Moin Ashraf, Naveeda Ikram, Ian Clough, Dynamo), how they also aspire to be a great Bradfordian and then make predictions for how Bradford will continue to change in the future based on recent past events.		X	X	X		
			X				X
13. Art, Design and Technology	<p>Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will sometimes be as a result of a problem to be solved or demand for a product. They will test, evaluate and improve the suitability of their products in a range of ways including experimenting as well as collecting and considering a range of views from others. They will begin to publish and produce their product considering advertising, packaging and labelling.</p> <p>-Children are working within the final step of the woodwork, small construction, box modelling, clay work and ‘art and artistry’ continuums and have demonstrated the range of skills and process within the Year 2 continuum including using the technical vocabulary learned.</p> <p>Children will be able to design, create and construct using the ‘design thinking’ model to carefully plan and evaluate their work as well as beginning to collect a range of ideas and prototypes over time (sketchbooks). They will create with increasing purpose and will share their ideas through discussion and simple presentation as well as referring to and celebrating a range of familiar or local artists and designers. Children will show increasing skill and understanding of art and design techniques using colour, pattern, texture, line, shape, form and space.</p>		X	X	X	X	
		X	X	X	X	X	x
		X	X	X	X	X	
14. Music and Performing	Children will be able to expressively use their voices at a range of pitches, volumes and tempos by repeating and learning songs, rhymes and chants as well as making up their own. They will continue to use hands, feet and other forms of body percussion to represent different rhythms of words and styles of music as well as being able to sound out a four beat phrase. Children will play a range of musical instruments in purposeful ways which enhance other forms of media (e.g. art work, storytelling and dance).		X		X		
15. RE and Citizenship	Children will be able to explain their understanding of the four main religions including core beliefs and places of worship as well as beginning to compare similarities and differences. They will begin to look at different religious texts and prominent people within them and talk about why these texts and individuals are special. Children will identify at least three aspects of themselves that make them special and explain how these traits will support them in becoming a responsible member of their school community.	ONGOING					
16. MFL	Children will be able to answer the register in French, German, Spanish, Chinese and Arabic. They will be able to count to 20 in Spanish. They will be able to say key words and phrases in French as well as asking and answering one part questions.	ONGOING					
17 Computing	<p>Using Beebots, Probots and coding Apps (Beebot, Alex App) children will be able to put to together a sequence of commands (single instructions) to create a simple algorithm (complete set of instructions) to complete a route. They will recognise and predict errors within their algorithm and be able to fix problems when they occur (usually by adding more commands or rethinking turns).</p> <p>Children will understand this process as debugging. Using Scratch Junior on iPads, they will create characters which can be programmed using a simple algorithm.</p>	X	X			X	
		X	X	X			
18. Enterprise, Entrepreneurism and Sustainability	Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will sometimes be as a result of a problem to be solved or demand for a product. They will test, evaluate and improve the suitability of their products in a range of ways including experimenting as well as collecting and considering a range of views from others. They will begin to publish and produce their product considering advertising, packaging and labelling.	X	X				X

Coverage of Specific Areas of Learning – Year 3

Term	Core Story / Learning Challenge
1	Beowulf, Cottingley Fairies, Boar of Bradford, Vikings. Fact or Fiction? <i>Beowulf</i>
2	Was Titus Salt as Generous as they say? <i>Annie, story of a mill girl</i>
3	Could the Cyclone have carried Dorothy's house to Bradford? <i>Wizard of Oz</i>
4	What Science would you need to catch the Iron Man? <i>The Iron Man</i>
5	Is it possible to travel round West Yorkshire in a day? <i>Around the World in 80 days</i>
6	Growing giant fruit/ veg.... <i>James and the Giant Peach</i>

AOL	Goal	1	2	3	4	5	6
9. Science	<p>*Also see Year 3 Programme of Study for content coverage (Plants, Animals including humans, rocks, light and forces/ magnets).</p> <p>-Children will investigate, explore, enquire and talk about everyday phenomena and the relationships between living things and familiar environments. They will talk about the observations that they make and the patterns that they notice (including changes), grouping and classifying of living and non-living things and explain their scientific thinking clearly.</p> <p>-Children will carry out comparative and fair tests discussing why they have made decisions about the test that they are due to undertake. Children will then draw simple conclusions using some scientific words (in line with word banks and the non-fiction talk for writing continuum). When reading about a test or writing about a test that they have completed, all scientific words and vocabulary related to the unit of work will be read or spelt correctly.</p> <p>-Children will begin to use secondary sources of information (online, in non-fiction books or by asking an expert) to make predictions about a test that is to be undertaken.</p> <p>-With adult support, children will begin to report on and record their findings from enquiries by creating, written reports, simple graphs, charts, labelled diagrams and tables. With support children will use these findings to present to a small group before seeking peer critique.</p>	X	X	X	X	X	X
		X	X	X	X	X	X
		X	X	X	X	X	X
		X	X	X	X	X	X
10. PE	Children will be able to apply their running, jumping, throwing and catching skills in a range of independent and collaborative contexts whilst ensuring that rules are followed with little support from an adult. They will participate in competitive team games (football , hockey , cricket , rounders and basketball) whilst talking about tactics and rules as well as offering peer critique to other children about the techniques they have learned (i.e. how to effectively 'shoot a hoop')	ON GOING					
11. Geography and Community	<p>Also see the Non-Negotiable Enrichment Map for Year 3</p> <p>-Children will be able to identify and compare key features of different parts of the United Kingdom whilst identifying Yorkshire and different parts of Bradford within Yorkshire. Children will be able to identify, describe and discuss what they know about Shipley, Haworth and Saltaire and compare these towns to Allerton, Bradford city centre and other parts of the world. They will begin to describe key topographical features of these areas (hills, mountains, canals and rivers). They will collect samples from each area that they investigate in the form of physical samples of photographic evidence and use these samples to compare and contrast.</p> <p>-They will compare what they know about Bradford to another European country of their own interest. Children will apply all of the above knowledge by drawing, reading and interpreting maps which include labels and symbols in a key whilst accurately using simple compass directions (north, south, east, west) and locational/ directional language (left, right, far left, far right).</p>	X	X	X	X		
				X		X	X
12. History	<p>-Children will research and find out about the historical importance of Bradford in the last 200 years and how the history of Bradford including key historical figures has positively impacted upon modern life. Children will learn about the part that Bradford played in the Industrial Revolution and Sir Titus Salt (i.e. their grandparent's lifetimes) including asking and answering questions, recording their findings and with support being able to consider and interpret two different opinions.</p> <p>-Children will compare the lives and experiences of people 200 years ago to those of people now (i.e. the experience of an 8 year old at school)</p> <p>-Children will study another historical event in their parents' lifetimes and use this opportunity to establish a clear narrative using key language in line with the non-fiction talk for writing continuum. They will formulate questions to be answered by a real life character from history and then use the answers from these questions to talk about change.</p> <p>-Children will study a period of History prior to 1066. They will find out about the culture, settlements and village life for the Vikings or Anglo-Saxons</p>		X		X		
			X			X	
				X	X		X
		X					
13. Art,	<p>-Children are working within the final step of the clay work and 'art and artistry' continuums and have demonstrated the range of skills and process within the Year 3 continuum including using the technical vocabulary learned.</p> <p>-They will learn about the life and work of artists within the Year 3 continuum as they learn certain related skills. They refer to the skills learned in Year 2 and in previous year groups when creating original drawings, paintings and sculptures.</p> <p>They will create drafts of their sketches and collect art work in a sketchbook. They will create second and sometimes third drafts of sketches and drawings after seeking peer critique.</p>		X			X	
		X	X	X	X	X	X
		X	X	X	X	X	X
14. Design and Technology	-Children are working within the final step of the woodworking and box modelling/ moving parts continuums			X		X	X

Curriculum Key Objectives

	and have demonstrated the range of skills and process within the Year 3 continuum including using the technical vocabulary learned. -Children will take responsibility for designing, creating and constructing using the ‘design thinking’ model to carefully plan and evaluate an independent project as well as projects directed to them by an adult.		X	X	X		
15. Music and Performing	Children will be able to use instruments and their voices at a range of pitches, volumes and tempos with increasing accuracy, control and expression by repeating and learning songs, rhymes and chants as well as making up their own. They will begin to use music-specific vocabulary to describe what they hear/play and understand staff and other musical notations. They will begin to develop an understanding of the history of music.	X	X	X	X	X	X
		X		X		X	
15. RE and Citizenship	Children will begin to use their understanding of the four main religions including core beliefs and places of worship and comparing similarities and differences to think about, discuss and answer enquiry based questions about these religions. They will use what they have learned about key texts, places of worship, key values and refer to further research to answer an enquiry based question. *Ensure that each unit of work has one RE enquiry based question to be answered.	X	X	X	X	X	X
16. MFL	They will be able to continue to count to 20 in Spanish. They will be able to say key words and phrases in Spanish as well as asking and answering simple one part questions that are routine based (i.e. ‘Do you like potatoes?’) .	X	X	X	X	X	X
17 Computing	When working with coding Apps and programmable systems (Alex), children will analyse their algorithm (set of instructions/ commands) and be able to identify the point at an error will occur (debugging). They will be able to fix these problems before setting their program to run. Using a coding App such as Scratch, the children will be able to create simple algorithms for more than one character, resulting in a simple event taking place. They will alter variables (speed, distance, volume) but ensure that each algorithm works simultaneously to illustrate a simple interaction.			X			
				X			
						X	X
18. Enterprise, Entrepreneurism and Sustainability	Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will often be as a result of a problem to be solved or demand for a product. They will test, evaluate and improve the suitability of their products in a range of ways including experimenting as well as collecting and using peer critique as a means of improving their product. They will begin to publish and produce their product considering advertising, packaging and labelling with a target audience in mind.		X	X	X		X
				X	X		X

Curriculum Key Objectives

Coverage of Specific Areas of Learning – Year 4

Term	Core Story / Learning Challenge
1	Charlie and the Chocolate Factory
2	Alice In Wonderland
3	The Railway Children
4	Julius Caesar
5	Demon Dentist
6	Stig of the Dump

AOL	Goal	1	2	3	4	5	6
9. Science	<p>*Also see Year 3 Programme of Study for content coverage (Light (Y3), Electricity, States of Matter, Sound, Animals & Humans, Living things & habitats)</p> <ul style="list-style-type: none"> -Children will carry out comparative and fair tests discussing why they have made decisions about the test that they are due to undertake. -Children will then record their findings using scientific language, drawings, labelled diagrams and charts and tables. When reading about a test or writing about a test that they have completed, all scientific words and vocabulary related to the unit of work will be read or spelt correctly. -Children will begin to use secondary sources of information (online, in non-fiction books or by asking an expert) to make predictions about a test that is to be undertaken. -Children will make careful and accurate observations using a range of equipment to take measurements (using standard units) -Children will report findings to the rest of the class, presenting results and conclusions to justify their opinions/finding 						
10. PE	<ul style="list-style-type: none"> Children will further develop their balance, coordination and control and learn about the importance of precise movements when performing a sequence of actions. They will participate in competitive team games (football, hockey, cricket, rounders and basketball) whilst talking about tactics and rules as well as offering peer critique to other children about the techniques they have learned (i.e. how to get into positions of advantage). They will refine their athletic performance and engage in competitive events. The children will continue to apply the concept of peer and self-critique to ensure that their performance improves with effort over time. 	X	X				
11. Geography and Community	<ul style="list-style-type: none"> -Children will compare the human and physical geography of the UK with those of a region in South Africa. They will develop their locational knowledge by identifying key countries and major cities within these regions. - Children will continue to use maps, atlases, globes and computer mapping to locate the countries they are studying. -Children will use fieldwork to observe, measure and record the human and physical features in a local area of Bradford (Oxenhope- train line/ Ilkley- residential?). They will use this knowledge to make informed opinions about the use of land within this area- comparing to Allerton. - Children will investigate the origins of different products and be able to offer suggestions as to why we need trade links with the wider world. -Children will learn about the water cycle and be able to discuss why some places are wetter than others. 	X					
12. History	<ul style="list-style-type: none"> - Children will study a key aspect of British history from beyond 1066. They will research and find out about the first railways and the impact that these had on modern day Britain. They will hypothesise about transport changes in the future, based on their studies of the changes that have occurred in the last 200 years. - Children will learn about life throughout the Stone Age. They will experience living in a 'hunter/gatherer' type community and compare earliest life in Britain with the present. They will develop their understanding of how historians find out about life so long ago and construct informed responses after evaluating sources of evidence. - Children will study the Roman Empire and its impact on Britain. Drawing on their work from Vikings, they will look at historical sources and decide whether their invasion was a positive or negative event for Britain. They will visit a local Roman site and further develop their understanding of different sources and how historians know so much about the past. -Children will develop their knowledge of authors and artists from past and present and discuss the difference in styles. 			X			
13. Art	<ul style="list-style-type: none"> -Children demonstrate the skills and techniques listed on the Y4 painting, sketching and clay continuum. -They will learn about the life and work of artists within the Year 4 guidance and replicate the skills and techniques to create a unique product. -They refer to the skills learned in Year 3 and in previous year groups when creating original drawings, paintings and sculptures. -They will create drafts of their sketches and collect art work in a sketchbook. They will create second and sometimes third drafts of sketches and drawings after seeking peer critique. 	X	X	X	X	X	X
14. Design and Technology	<ul style="list-style-type: none"> -Children are working within the final step of the woodwork and box modelling/ moving parts continuums and have demonstrated the range of skills and process within the Year 3 continuum including using the technical vocabulary learned. -Children will take responsibility for designing, creating and constructing using the 'design thinking' model to carefully plan and evaluate an independent project as well as projects directed to them by an adult. They will select and use appropriate materials to create their product, justifying their reasons for suitability and chosen techniques. -Children will develop their knowledge of cooking and nutrition, preparing and cooking using a range of cooking techniques 	X		X			X
15. Music and Performing	<ul style="list-style-type: none"> -Children will be able to use instruments and their voices at a range of pitches, volumes and tempos with increasing accuracy, control and expression by repeating and learning songs, rhymes and chants as well as making up their own. -They will begin to use music-specific vocabulary to describe what they hear/play and understand staff and other musical notations. -They will begin to develop an understanding and appreciation of music from different historical periods, genres, styles and traditions 	X	X			X	X
15. RE and Citizenship	<ul style="list-style-type: none"> -Children will continue to develop their understanding of the main religious groups within Bradford and the different beliefs that they hold about God. -They will develop their understanding about what is 'sacred' to people of different faiths - Children will deepen their understanding of how different faiths express their beliefs through symbolism. <p>All units will enquiry based and led by an over-arching question</p>	X	X				
16. MFL	<ul style="list-style-type: none"> -Through songs, rhymes and stories, children will continue to develop their vocabulary in Spanish, learning names of colours, countries, numbers, days of the week and everyday objects. -They will begin to put simple sentences together to greet others or communicate simple wants and needs. 	X	X	X			

Curriculum Key Objectives

17 Computing	<p>-Children will refine their presentation skills, using different tools within Word , Powerpoint or Apps such as Piccollage/ Book Creator to communicate information to a target audience.</p> <p>-When working with coding Apps and programmable systems (such asAlex), children will analyse their algorithm (set of instructions/ commands) and be able to identify the point at an error will occur (debugging). They will be able to fix these problems before setting their program to run.</p> <p>-Using a coding App such as Scratch, the children will be able to create simple algorithms for more than one character, resulting in a simple event taking place.</p> <p>-Children will continue to develop their understanding of ESafety and know what do if they feel that online activity is inappropriate.</p>	X	X	X	X	X	X	
				X	X			
						X	X	
		X	X	X	X	X	X	X
18. Enterprise, Entrepreneurism and Sustainability	<p>Children will be able to discuss their original ideas when creating models, sculptures, pieces of art and money making projects with their peers and plan with an end product in mind. Their original ideas will often be as a result of a problem to be solved or demand for a product.</p> <p>They will test, evaluate and improve the suitability of their products in a range of ways including experimenting as well as collecting and using peer critique as a means of improving their product They will begin to publish and produce their product considering advertising, packaging and labelling with a target audience in mind.</p>	X	X		X			
		X		X	X	X	X	X