- "A communion of high achieving Catholic Schools where every person meets Jesus and grows uniquely in God's love."

OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST

St. Norbert's Catholic Voluntary Academy

Striving to nurture the whole child through:
'Love of God'
Love of one another'
'Love of life itself'

ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL

Curriculum Guidance

"Students learn by doing – smelling, seeing, hearing, touching and tasting as well as thinking either creatively or logically. All their senses are utilised in all sorts of manners so that learning is meaningful and practical- not something so alien that they have to be forced upon to do. When children find learning meaningful, they will naturally want to learn more and hence, they will be self-motivated and do not need to be pushed by adults to learn."

(Burke and Grosvenor, 2003)

Article 28: Children have a right to an education.

Mission Statement

St. Norbert's education first and foremost is rooted in the Catholic teaching of the church supported by our chosen School's Mission and Christian Virtues and Values. We strive for a curriculum that is accessible to all and develops the whole child. It nurtures spirituality, curiosity, creativity and enjoyment.

Our golden threads of **equality, excellence** and **ambition** weave through all areas of our curriculum and enable children to secure knowledge and skills and deepen their conceptual understanding.

Equality: accessible for all, to support children to develop as successful learners, confident individuals and responsible citizens
Excellence: through support and challenge, children will overcome barriers to pursue excellence in all they do.
Ambition: takes into account the context of our school within a local, national and global perspective

To enable everyone to flourish and achieve their ambition at our school, our knowledge rich, rounded and coherent curriculum, aims to equip our children with the information, skills, vocabulary, and personal characteristics which will help to ensure they can become lifelong learners and make a positive contribution to the communities they belong to.

Therefore, we:
Challenge and support children through high quality teaching and learning to enable them to be the best that they can be. A wide range of learning opportunities foster children's love of learning and intrinsically motivates them to succeed. Our lessons challenge, support and enable children to overcome barriers and encourages a lifelong love of learning.

Ensure our children are responsible citizens who take a keen interest in current affairs. They take action when faced with inequalities and injustice and are valued for who they are as aspirational and ambitious individuals.

Provide a framework that allows children to encounter opportunities with resilience, perseverance, and self-determination to grow and become responsible independent learners. We will work closely with families who are the primary educators to foster local and Parish community to the benefit of all.

We strive to provide practice in which our pupils develop that capacity to assess and improve work, sustain effort over time, exceed what they thought was possible and work well with others to combine ideas and approaches.

St. Norbert's Catholic Voluntary Academy

Aims

Our key aims are based upon **A.C.H.I.E.V.E.R.S:**

A-achieve an understanding of who God wants me to be

C-caring citizens grow in and leave our school

H-high standards in learning and achievement

I- inspire one another to do our collective best

E-engage in a strong and trusting home, school and Parish partnership

V-value the power of prayer and develop our Catholic Faith

E-everyone to grow closer to God and follow Church teachings

R-respect and understand other cultures and faiths

S-school environment that is safe, caring and nurturing

- To aim for every child to reach their potential in all areas of the curriculum.
- To prepare children well for Key Stage and Secondary transition.
- To provide a curriculum that is designed to excite and motivate children with varied topics, projects and immersive learning to interest them and to which they contribute.
- To ensure learning is a knowledge and skills balanced approach that is engaging, interactive and challenging.
- To create a positive, safe learning environment that nourishes the 'whole child' meeting all needs.
- To develop responsible British Citizens for the future that can contribute positively to our richly diverse society.
- To support emotional well-being so children can talk openly about feelings.
- To equip children with the skills to evaluate and assess to take risks, making positive choices.
- To promote lifelong learning to all children and staff alike ensuring a whole school learning and development culture.
- To be a truly inclusive community in which we not only seek to develop children but in which all stakeholders are involved in developing the school itself.

"See a child differently see a different child."

Article 4: Governments must do all they can to make sure every child can enjoy their rights.

St. Norbert's Catholic Voluntary Academy

Our School Virtues

Faith

Is to trust. Faith helps us grow in friendship with Jesus and his friendship helps us become the best we can be by becoming more like him.

Hope

You know that when life gets hard you don't give up but carry on hoping that things will get better. You trust that God is at work moving the world towards what is good.

Love

You accept someone as they are, you care for them, and care what happens to them. You love people you do not know by simple acts of kindness and by wanting the best for them.

Compassion

You notice that a person is sad, in distress or in trouble, you care about how they are feeling and you want to help them.

Patience

You are able to wait without complaining because you know that most things take time. You are calm and trusting.

Knowledge

You decide, based on what you know, what is the best thing to do. You take time to think about what you must do and ask other people about it.

Honesty

You are truthful with yourself and with others. You tell the truth without exaggerating what you say or without sometimes saying less than you know to be true even when admitting the truth may be hard to do.

Kindness

You think about other people, how they feel, and with tenderness you perform an act of care that brings happiness, relief or comfort.

Friendship

You love your friend for the person they are not for what you can get from your friend. You always want the best for your friend and do not treat them badly but as a person whom you love.

St. Norbert's Catholic Voluntary Academy

School Values

To achieve our full Christian potential we all need to live out the Gospel Values:-

Love: A Christ-like love respects the talent of each person in our school.
Faith: Faith helps us to do God's will in this world.
Hope: Hope helps us to see a new life beyond our present one.
Truth: We should show God's truth in all we do.
Joy: We show we are joyful and happy and that we are friends with God.
Prayer: Through prayer we stay close to God.
Mission: Our mission is to live as Christ lived.
Justice: We always live a life that works against injustice and wrong.
Peace: We know that if we love one another, peace will be all around us.
Mercy: We believe that mercy will be shown by the way we forgive others.
Community: We believe our community here unites us all as a follower of Jesus.

This forms part of our Value of the month and Faith Journey Projects that we focus on through worship and general daily provision.

Month	Value
September	Respect
October	Friendliness
November	Diversity
December	Honesty
January	Self-Discipline
February	Trust
March	Co-operation
April	Patience
May	Self-Belief
June	Courtesy
July	Aspiration

Article 13: Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

St. Norbert's Catholic Voluntary Academy

Curriculum Leadership

Mrs J Withers	Safeguarding/Lead DSL SENCO/Inclusion-EAL Attendance
Mrs S Hibbert	RE Deputy DSL English Curriculum Assessment Pupil Premium/LAC Lead
Mr S Morton	PE/Sports Premium Computing DSL Deputy Key Stage 1 Lead Outdoor leaning
Miss S Bools	PHSCE
Miss I Whyles	RRSA The Arts Collective Worship
Mrs C Bradley	EYFS DT
Mrs C Simons	Geography
Mrs D Hutchinson	History
Mrs K Franklin	Key Stage 2 Lead Maths MFL
Mrs Fairbanks	Science ECO Ambassadors

Article 14: Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Whole School Curriculum Plan

Contents Navigation – Click on links to access subjects directly		
Aims	Art and Design	Languages
Curriculum Map	Computing	Physical Education
School Values	Science	Religious Education
Curriculum Planning Process	Design Technology	English Writing
Curriculum Leadership	Geography	English Reading
	PSHCE	Music
	History	Maths
		Curriculum Maps

Article 1: All children under 18 have all the rights in the convention.

Curriculum in EYFS
Reception progression
'Know hows…'

ost pertinent to the following Subject Leaders – Music, PSHCE, Science, Math's, English.

Communication and Language

Intent - Communication and language involves igniting enthusiastic communicators. Genuine interactions encouraging children to express themselves as confident speakers and listeners. Building a rich vocabulary to draw from as children grow. Developing understanding through hearing and focus.

Listening, Attention and Understanding

ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions hen being read to and during whole class discussions and small group interaction, make comments about what they have heard and ask questions to clarify their understanding, hold conversation when engaged in back and forth exchanges with their teacher and peers.

Reception

Advent	Lent	Pentecost
• To know how to listen carefully and why listening is important. • To know how to be follow an instruction/request, including following prepositions. • To know how to join in with rhymes and stories I like. • To Know how to ask and respond to 'why' questions. • To Know how to engage in story times and • follow a story with props and pictures. • To Know how to operate a digital device and show understanding of the remote controls. • To Know how to be able to show interest in other technological items. • To Know how to engage in non-fiction books.	• To know how to listen to and comment on a whole story, including ones without props or pictures. • To know how to ask questions about my favourite books. • To know how to ask questions to find out more and check understanding. • To know how to choose and comment on a book or game that might be different from my friends. • To know how to play and listen to my friends at the same time. • To know how to recite rhymes, poems and songs, paying attention to how they sound. • To know how to listen to and talk about selected non-fiction (new knowledge and vocabulary.) • To know how to be able to respond quickly to a series of instructions. • To know how to have a 'back and forth' conversation.	• **ELG -Listening, Attention and Understanding** • To know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • To know how to make comments about what they have heard and ask questions to clarify their understanding; • To know how to hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. • To Know how to listen to a longer story

	• To know how to understand and complete a simple program on a computer. •	

Communication and Language

Communication and language involves igniting enthusiastic communicators. Genuine interactions encouraging children to express themselves as confident speakers and listeners. Building a rich vocabulary to draw from as children grow. Developing understanding through hearing and focus.

Speaking

ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems when appropriate, express their ideas and feeling about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Reception

Advent	Lent	Pentecost
• To know how to start to link simple sentences, using connectives. • To know how to explain using simple sentences, including ordering, stating what happened and what might happen. • To know how to use tense, intonation and rhythm to enhance meaning. • To know how to use vocabulary to express imaginary events in play. • To know how to engage in imaginary role play, sometimes building stories around toys and objects. • To know and learn new vocabulary.	• To know how to explore new vocabulary, sounds and intonation and use them throughout the day and in different contexts. • To Know how to use language to create imaginary events, storylines and themes, and sustaining imaginary play situations. • To Know how to use sentences that are well formed (May still have some difficulties with grammar- 'sheeps' instead of 'sheep' or 'goed' instead of 'went') • To Know and ask questions to find out more and to clarify understanding. • To know how to describe events in some detail. • To know how to use talk to work out problems, organise thinking and explain how and why things work. • To know how to develop social phrases. • To know how to retell the story, some as exact repetition and some in their own words. • To know how to use a range of connectives to link ideas.	**ELG -Speaking** • To know how to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • To know how to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • To know how to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Most pertinent to the following Subject Leaders – Computing, PE, PSHCE, RE, Science, English.

Personal, Social and Emotional Development

Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners.

Managing Self

ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, explain reasons for rules, know right from wrong and try to behave accordingly, manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Reception

Advent	Lent	Pentecost
• To know how to select and use activities and resources with help. • To know how to enjoy the responsibility of carrying out small tasks. • To know how to be confident to talk to other children when playing, and communicate freely about home and community. • To know how to be outgoing towards unfamiliar people and more confident in new social situations. • To know how to show confidence in asking adults for help.	• To know how to welcome and value praise and recognising themselves as a valuable individual. • To know how to willingly participate in a wide range of activities with enthusiasm. • To know how to be confident to speak to others about own needs, wants, interests and opinions. • To know how to be confident in speaking in front of a small group. • To know how to describe themselves in positive terms and talk about own abilities. • To know how to be resilient and persevere in the face of challenge. • To know how to manage their own needs- toileting, eating with a knife and fork, zipping up own coat.	**ELG: Managing Self** • To know how to be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • To know how to explain the reasons for rules, know right from wrong and try to behave accordingly; • To know how to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Personal, Social and Emotional Development

Personal, social and emotional development involves: helping children to develop caring and trusting relationships based on our Catholic values. Showing kindness and respect through solving disagreements together. Nurturing and forming positive relationships so children with the skills they need to regulate themselves. Encouraging children to cultivate a good self-image, having confidence to be risk takers and independent learners.

Building Relationships

ELG: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own and others' needs.

Reception

Advent	Lent	Pentecost
• To know how to initiate play, offering cues to their friends to join them. • To know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with friends and familiar adults. • To know how to build constructive and respectful relationships.	• To know how to start conversations, attend to and take account of what others say. • To know how to explain their own knowledge and understanding, and ask appropriate questions of others. • To know how to take steps to resolve conflicts with other children, e.g. finding a compromise. • To know how to think about the perspectives of others. • To know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	**ELG: Building Relationships** • To know how to work and play cooperatively and take turns with others; • To know how to form positive attachments to adults and friendships with peers; • To know how to show sensitivity to their own and to others' needs.

Most pertinent to the following Subject Leaders – Art, Computing, DT, Music, PE, English.

Physical Development

Physical development involves being active which allows children to develop an understanding of the importance of exercise and healthy choices. Ensuring good brain development as a pathway to learning and emotional wellbeing. The development of agility, balance and co-ordination as a fundamental life skill.

Gross Motor Skills

ELG: Negotiate space and obstacles safely, with consideration for themselves and others, demonstrate strength, balance and coordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

Reception

Advent	Lent	Pentecost
• To know how to stand momentarily on one foot when shown. • To know how to catch a large ball.	• To know how to negotiate space successfully and travel around, under, over and through balancing and climbing equipment.	**ELG: Gross Motor Skills** • To know how to negotiate space and obstacles safely, with consideration for themselves and others.

• To know how to move freely in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • To know how to run skilfully and negotiate space, adjusting speed or direction to avoid obstacles. • To know how to show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Know the skills they need to manage the school day successfully: Lining up, • Mealtimes and personal hygiene	• To Know how to revise and refine the fundamental movement skills: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing • To Know how to move with developing control grace, strength, balance and co-ordination. • To Know how to use their core muscle strength to achieve a good posture. • To know how to combine different movements with ease and fluency. • To know how to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • To know how to throw, catch and kick a ball with increasing confidence and accuracy.	• To know how to demonstrate strength, balance and coordination when playing. • To know how to move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills ELG: Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery, begin to show accuracy and care when drawing.		
Reception		
Advent	**Lent**	**Pentecost**
• To know how to use a pincer grasp. • To know how to show a preference for a dominant hand. • • • •	• To know how to use a tripod/modified tripod grasp. • To know how to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • To know how to develop the foundations of a handwriting style which is fast, accurate and efficient.	• **ELG: Fine Motor Skills** • To know how to hold a pencil effectively in preparation for fluent writing –using the tripod grip in almost all cases. • To know how to use a range of small tools, including scissors, paint brushes and cutlery. • To know how to show accuracy and care when drawing (beginning).

Pertinent to the following Subject Leaders – English.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Writing

ELG: Children will write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Reception

Advent	Lent	Pentecost
• To know how to form recognisable letters, some of them correctly. • To orally segment words. • To know how to spell some cvc words by identifying the sounds on a phonic sound mat. • To know how to rehearse what I write orally before writing. •	• To know how to form most lower-case and some capital letters correctly. • To know how to spell words by identifying all the sounds and then writing the sound with letter/s. (Applying Phase 2 and some Phase 3) • To know how to read back own writing. • To know how to write simple phrases and captions. • To know how to write 'tricky words' from Little Wandle progression. • To know how to use finger spaces to separate words. • To know that a full stop is at the end of a sentence.	• **ELG: Writing** • To know how to write recognisable letters, most of which are correctly formed. • To know how to spell words by identifying sounds in them and representing the sounds with a letter/letters. • To know how to write simple phrases and sentences that can be read by others.

Comprehension and Word Reading

ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key

events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reception		
Advent	**Lent**	**Pentecost**
• To know how to talk about events and characters in books. • To know how to tell a story to friends. • To know how to talk about my favourite book. • To know how to read individual letters by saying the sounds for them and some digraphs (Phase 2 Little Wandle). • To know how to segment and blend simple words demonstrating my knowledge of sounds independently.(Phase 2) • To know how to read the common exception words matched to Little Wandle phonic programme for phase 2 (is I the as and has his her go no to into she he we of we me be).	• To know how to use vocabulary and events from stories in my play. • To know how to make suggestions about what might happen next in a story. • To know how to blend sounds into words, so that I can read short words made up of known letter-sound correspondences. • To know how to read the common exception words matched to Little Wandle phonic programme for phase 3 and secure in Phase 2 • (was you they my by all are sure pure)	**ELG: Comprehension and Reading** • To know how to demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary. • To know how to anticipate (where appropriate) key events in stories. • To know how to use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. • To know how to say a sound for each letter in the alphabet and at least 10 digraphs. • To know how to read words consistent with my phonic knowledge by sound-blending. • To know how to read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

Most pertinent to the following Subject Leaders – Geography, Math's.

Mathematics

Mathematics involves developing good number sense to solve problems in practical situations and everyday life. Practising visualisation to support understanding and problem solving. The opportunity to explore and experience shapes, space and measures in everyday context. The aim for each learner is to become a confident mathematician.

Number

ELG: Have a deep understanding of number to 10, including the compositions of each numbers, subitise up to 5, Automatically recall number bonds up to 5 and some number bonds to 10 including double facts

Numerical Patterns

Verbally count beyond 20, recognising the patterns of the counting system, compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the dame as the other quantity, explore and represent patterns within numbers up to 10, including evens and odds , double facts and how quantities can be distribute equally.

Reception

Advent	Lent	Pentecost
Comparison Compares two small groups of up to five objects **Counting** Recites some numbers Begin to recognise numerals 0 to 10 **Cardinality** Engages in subitising numbers to five Counts up to five items1:1 **Composition** Recognise that numbers are composed of smaller numbers Recognise that each counting number is one more than the one before Separates a group of up to 5 objects in different ways, beginning to recognise that the total is still the same	**Comparison** Uses number names/symbols when comparing numbers **Counting** Recites numbers 0 to 10 or beyond Puts numerals in order to 5 or beyond **Cardinality** Developing in subitising numbers to five Links numerals with amounts up to 5 or more **Composition** Can say 1 more/1 less than numbers to 10 Knows that numbers are composed of smaller numbers Explores partitioning in different ways with a wide range of objects **Number patterns** Automatically recalls Number bonds to 5 Beginning to understand doubles (up to 5)	**ELG: Number** • To know numbers to 10 and have a deep understanding, including the composition of each number; • To know how to Subitise (recognise quantities without counting) up to 5; • To know number bonds up to 5 by automatic recall (without reference to rhymes, counting or other aids), including subtraction facts and some number bonds to 10, including double facts. • ELG: Numerical Patterns • To know how to verbally count beyond 20, recognising the pattern of the counting system; • To know how to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • To know patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape Space and Measure

Reception

Advent	Lent	Pentecost
Spatial awareness Responds to and uses language of position and direction **Shape** Chooses items based on their shape for a purpose Responds to informal language and common shape names	**Spatial awareness** Predicts, moves and rotates objects to fit the space or create the shape they would like **Shape** Enjoys partitioning and combining2D and 3D shapes to make new shapes	**Spatial awareness** Uses spatial language, including following and giving directions Investigates turning and flipping objects and shapes **Shape** Uses informal language and mathematical terms to describe shapes

Shows awareness of similarities and differences between objects/shapes **Pattern** Creates own spatial patterns Follows and creates simple AB pattern Joins in with simple patterns in sounds, objects, games stories and movement predicting what comes next **Measures** Finds the longer or shorter, biggest or smallest, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories	Attempts to create arches and enclosures when building **Pattern** Follows and creates ABC pattern **Measures** Becomes familiar with measuring tools in everyday play Able to order and sequence events using everyday language related to time	Enjoys composing and decomposing shapes **Pattern** Begins to identify the pattern "rule" Creates patterns beyond AB/ABC and begins to identify the unit of repeat **Measures** Problem solve involving length, weight or capacity Experience measuring time with timers and calendars

Most pertinent to the following Subject Leaders – Computing, Geography, History, PSHCE, RE, Science, English.

Understanding the World

Understanding the world involves experiencing and valuing culture, community and environment. Developing positive interactions which show care and concern for all aspects of God's world. Exploring and observing the world through people, places and technology.

Understanding the World: Past and Present

ELG: Talk about the lives around them and their roles in society, know some similarities and difference between things in the past and now, drawing on their experiences and what they have read in class, understand the past through settings, characters and events encountered in books read in class and storytelling.

Reception

Advent	Lent	Pentecost
• To Know how to talk and remember about significant events in own experience. • To know that some places are special to members of their community. • To know how to compare and contrast characters from stories, including figures from the past. • To know how to comment on images of familiar situations in the past.	• To Know how to recognises and describe special times or events for family or friends.	**ELG Past and Present** • To know how to talk about the lives of the people around them and their roles in society • To Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • To know how to understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding the world: People, Culture, and communities Describe the immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps, know some similarities and differences between different religious and cultural communicates in this country, drawing on their experiences and what has been read in class, explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.		
Reception		
Advent	**Lent**	**Pentecost**
• To know how to show interest in the lives of people who are familiar to them. • To know how to talk about members of their immediate family and community. • To Know how to name and describe people who are familiar to them • To know how to show an interest in different occupations and ways of life. (starting to) • To know how to draw information from a simple map.	• To know how to recognise that people have different beliefs and celebrate special times in different ways. • To know how to recognise some similarities and differences between life in this country and life in other countries. • To know how to show an interest in different occupations and ways of life. • To know how to create and draw information from a map of the Nursery Garden.	**ELG: People, Culture and Communities** • To know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • To Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • To know how to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate –maps.

Understanding the world: The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants, know some similarities and differences between the natural world around them and contrasting environments, drawings on their experiences and what has been read in class, understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Reception		
Advent	**Lent**	**Pentecost**
• To know how to ask questions about aspects of my familiar world such as the	• To know how to talk about why things happen and how things work.	**ELG: The Natural World** • To know how to explore the natural world around

place where I live or the natural world. • To know how to talk about some of the things I have observed such as plants, animals, natural and found objects. • To know about growth, decay and changes over time (developing understanding). • To Know how to show care and concern for living things and the environment • To know how to explore the natural world around them.	• To Know how to describe what they see, hear and feel whilst outside. • To know how to recognise some environments that are different to the one in which they live. • To Know and understand the effect of changing seasons on the natural world around them. • To Know how to explore the natural world around them, making observations	them, making observations and drawing pictures of animals and plants; • To Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • To know how to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Most pertinent to the following Subject Leaders – Art, Computing, DT, Music, PE, PSHCE, English.		
Expressive Arts and Design Expressive Arts and Design involves an individual expression of creativity through a variety of media. Innovation and process are highly valued as children exercise freedom of choice and develop critical thinking. Creative expression promotes the articulation of feelings and thoughts in an enjoyable and physically active manner.		
Expressive arts and design: Creating with materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation , explaining the process they have used, make use of props and materials when role playing character in narratives and stories.		
Reception		
Advent	**Lent**	**Pentecost**
• To know how to show interest in and describe the texture of things. • To know how to explore colour and how colours can be changed. • To know how to use lines to enclose a space, and then begin to use these shapes to represent objects. • To know how to use various construction materials. • To know how to begin to construct, stacking blocks vertically and horizontally, making enclosures	• To know how to explore, use and refine a variety of artistic effects to express their ideas and feelings. • To know how to return to and build on their previous learning, refining ideas and developing their ability to represent them. • To know how to create collaboratively sharing ideas, resources and skills. • To know how to join construction pieces together to build and balance	**ELG: Creating with Materials** • To know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • To know how to share their creations, explaining the process they have used; • To know how to make use of props and materials when role playing characters in narratives and stories.

and creating spaces.		

Expressive arts and design: Being imaginative and expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.		
Reception		
Advent	Lent	Pentecost
• To know how to sing to themselves and make up simple songs. • To know how to sing a few familiar songs. • To know how to join in with ring games. • To begin to move in time with music. • To know how to tap out simple repeated rhythms • To Know how to engage in imaginative role-play based on own first-hand experiences. • To know how to notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. To know how to develop storylines in their pretend play and how to build stories around toys. • To know how to use available resources to create props to support role-play. • To know how to explore and learn how sounds can be changed.	• To know how to develop preferences for forms of expression, including dance and performance arts. • To know how to use movement and music to express feelings. • To know how to create movement in response to music, moving more confidently in time with the music. • To know how to explore and engage in music making, singing and dancing, performing solo or in groups. • To Know how to play pitch-matching games, humming or singing short songs • To know how to explore and learn how sounds can be changed. • To know how to recount a simple narrative through role play. • To know how to develop and maintain a story line when playing with friends.	**ELG: Being Imaginative and Expressive** • To know how to Invent, adapt and recount narratives and stories with peers and their teacher; • To know how to sing a range of well-known nursery rhymes and songs; • To know how to perform songs, rhymes, poems and stories with others, and – when appropriate –try to move in time with music.

Art and Design

Art and Design at St Norbert's allows children to creatively express themselves by harnessing ideas that they themselves may already have whilst taking inspiration from some of the great artists, designers and architects that have lived. Children are engaged and inspired from this balance of freedom of expression and artwork that is already in the public domain.

Art and Design objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Art and Design results in St Norbert's children being equipped with:

Knowledge	of a range of materials of colours, patterns, textures, lines, shapes, forms and space of a range of artists, craft makers, architects and designers
Skills	Creativity and imagination within completed artwork Developing ideas and communicating them visually Experimenting with ideas Working with others to gain insight and give/receive feedback Improving own learning – acting upon advice and feedback Mastering techniques of painting, collage, sculpture, drawing, print, textiles, digital media
Understanding	Critical thinking, including: • sharing / development of ideas • evaluation • comparison

Art and Design Curriculum Overview – Objectives

KS1 National Curriculum

Pupils should be taught:

- 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.

Progression

Year 1	**To develop ideas**	Respond to ideas and starting points Explore different methods as ideas develop.
	To master techniques:	
	Painting	Use thick and thin brushes. Mix primary colours to make secondary.
	Collage	Use a combination of materials that are cut, torn and glued.
	Sculpture	Use a combination of shapes. Include lines and texture. Use techniques such as rolling and moulding.
	Drawing	Draw lines of different sizes and thickness. Colour neatly following the lines.
	Print	Use repeating or overlapping shapes. Use objects to create prints Press, roll, rub and stamp to make prints Investigate the possibilities of a range of materials
	Textiles	Use weaving to create a pattern. Join materials using glue and/or a stitch.
	Digital media	Use a wide range of tools to create different textures and lines.

	Evaluate	Reflect on, analyse and critically evaluate their own work and that of others.
	To take inspiration from the greats	Describe the work of notable artists, artisans and designers.
Year 2	**To develop ideas**	Explore ideas and collect visual information. Explore different methods and materials as ideas develop.
	To master techniques:	
	Painting	Add white to colours to make tints and black to make tones. Create colour wheels.
	Collage	Sort and arrange own materials. Mix materials to create texture.
	Sculpture	Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as cutting and carving.
	Drawing	Show pattern and texture by adding dots and lines. Use charcoal to shade and contrast. Show different tones by using coloured pencils.
	Print	Use objects to create prints (e.g. fruits, vegetables, string or sponges). Press, roll, rub and stamp to make prints.
	Textiles	Use plaiting. Use dip dye techniques.
	Digital media	Use a wide range of tools to create tones, colours and shapes.
	Evaluate	Reflect on, analyse and critically evaluate their own work and that of others.
	To take inspiration from the greats	Use some of the ideas of artists studied to create own pieces.

KS2 National Curriculum

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 3	**To develop ideas**	To develop ideas from starting points throughout the curriculum. Adapt and refine ideas as they progress. Comment on artworks using visual language.
	To master techniques:	
	Painting	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively.
	Collage	Select and arrange materials for a striking effect. Ensure work is precise. Use mosaics.
	Sculpture	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material)
	Drawing	Use different grades of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas.
	Print	Use layers of two or more colours. Replicate patterns observed in natural or built environments.
	Textiles	Shape and stitch materials. Use basic cross stitch and backstitch.
	Digital media	Create images and explain why they were created.
	Evaluate	Reflect on, analyse and critically evaluate their own work and that of others.

	To take inspiration from the greats	Replicate some of the techniques used by notable artists, artisans and designers.

Year 4	**To develop ideas**	Collect information, sketches and resources to enhance own ideas. Explore ideas in a variety of ways. Comment on artwork with a developing grasp of visual language.
	To master techniques:	
	Painting	Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour.
	Collage	Ensure work is precise. Use coiling and overlapping.
	Sculpture	Use clay and other mouldable materials. Add materials to provide interesting detail.
	Drawing	Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture.
	Print	Make printing blocks (e.g. from coiled glued string glued to a block) Make precise repeating patterns.
	Textiles	Colour fabric. Create weavings.
	Digital media	Create videos and sound recordings and explain why they were created.
	Evaluate	Reflect on, analyse and critically evaluate their own work and that of others.

	To take inspiration from the greats	Create original pieces that are influenced by studies of others.

Year 5	**To develop ideas**	Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources to inspire. Use the qualities of materials to enhance ideas. Comment on artwork with a grasp of visual language.
	To master techniques:	
	Painting	Sketch (lightly) before painting to combine line and colour. Create a colour palette based upon colours observed in the natural or built world. Use the qualities of watercolour and acrylic paints to create interesting pieces.
	Collage	Mix textures (rough and smooth, plain and patterned. Use tessellation and montage.
	Sculpture	Use tools to carve and add shapes, texture and pattern

	Drawing	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection.
	Print	Build up layers of colours. Create an accurate pattern showing fine detail.
	Textiles	Quilt, pad and gather fabric. Show precision in techniques. Choose from a range of stitching techniques.
	Digital media	Enhance digital media by editing (including sound and video)
	Evaluate	Reflect on, analyse and critically evaluate their own work and that of others.
	To take inspiration from the greats	Give details (including own sketches) about the style of some artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.
Year 6	**To develop ideas**	Collect information, sketches and resources and present ideas imaginatively in a sketchbook. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
	To master techniques:	
	Painting	Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to create texture. Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.
	Sculpture	Combine visual and tactile qualities. Use frameworks (such as wire moulds) to provide stability and form with Modroc.

	Drawing	Choose a style of drawing suitable for the work (e.g. realistic, or impressionistic) Use lines to represent movement. Add 3D representations
	Print	Use a range of visual elements to reflect the purpose of the work.
	Textiles	Combine previously learned techniques to create pieces.
	Digital media	Enhance digital media by editing (including animation, still images and installations)
	Evaluate	Reflect on, analyse and critically evaluate their own work and that of others.
	To take inspiration from the greats	Create original pieces that show a range of influences and styles. Apply knowledge and ideas from great artists, designers and architects from ancient to modernist periods.

Purpose of Art

Art should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design.

National Curriculum Programme of Study

https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study/national-curriculum-in-england-art-and-design-programmes-of-study

By the end of Year 1

- Pupils will respond to ideas
- Mix secondary colours and use thick and thin brushes
- Combine materials by cutting, tearing and gluing to make collage
- Roll and mould, combine shapes, add lines and texture in sculpture
- Draw lines and colour in neatly
- Print with repeating shapes
- Create patterns with textiles
- Use ICT tools to make pictures
- Describe the work of notable artists, artisans. Craftspeople
- Reflect on, analyse and critically evaluate their own work and that of others

By the end of Year 2

- Pupils will explore ideas
- Make tints and tones and create colour wheels
- Sort and arrange materials to make collage (including texture)
- Sculpt using different materials, cut and carve
- Draw with pencil and charcoal showing different shades
- Create prints with objects
- Plait and dye material
- Use ICT tools to make pictures with different tones, colours and shapes
- Use some of the ideas of artists studied to create own pieces
- Reflect on, analyse and critically evaluate their own work and that of others

By the end of Year 3

- Pupils will develop ideas
- Mix colours and use different paint strokes
- Create collage for effect
- Create and combine shapes to create recognisable sculpted forms
- Use different grades of pencils to show line, tone and texture
- Print using layers of two or more colours and replicate patterns
- Shape and stitch materials
- Create digital images and explain why they were created
- Replicate some of the techniques used by notable artists, artisans and designers.
- Reflect on, analyse and critically evaluate their own work and that of others

By the end of Year 4

- Collect information, sketches and resources to enhance own ideas. Explore ideas in a variety of ways
- Use paint to create washes and detail. Experiment with colour.
- Create precise collage
- Use clay and other mouldable materials, adding materials for detail.
- Sketch lightly and use different techniques for shading and texture
- Print precise patterns and make own block prints
- Colour fabrics and create patterns with them
- Develop visual arts of video and sound
- Create original pieces that are influenced by studies of others.
- Reflect on, analyse and critically evaluate their own work and that of others

By the end of Year 5

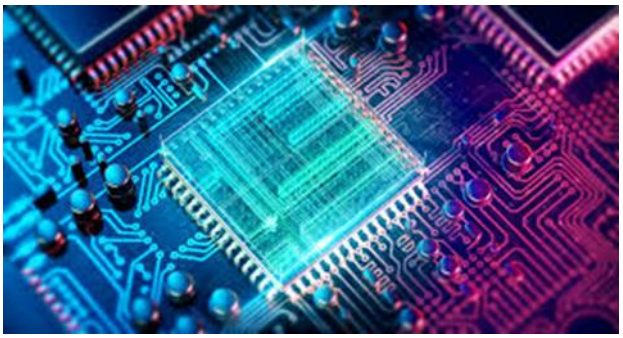
- Pupils will develop and imaginatively extend ideas
- Combine sketch, line and colour and create colour palettes
- Use collage to mix textures, create tessellations and montages

- Draw using a choice of techniques to depict movement, perspective, shadows and reflection.
- Print building up colours and showing detail
- Quilt, pad and gather fabric.
- Enhance digital media by editing
- Give details (including own sketches) about the style of some artists, artisans and designers
- Reflect on, analyse and critically evaluate their own work and that of others.

By the end of Year 6

- Collect information, sketches and resources and present ideas imaginatively
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Use ceramic mosaic materials and techniques.
- Sculpt combining visual and tactile qualities. Use frameworks.
- Choose a style of drawing suitable for the work
- Enhance digital media by editing
- Create original pieces that show a range of influences and styles
- Reflect on, analyse and critically evaluate
- their own work and that of others

Computing



Computing at St Norbert's allows children to safely and responsibly work with a range of technology-based software and hardware to see the impact that this spectrum of technology has on our lives and the wider society. Children take part in learning with safe, real-life application processes so that they understand the artificial and digital systems that ease of our lives, expressing their digital literacy through the use of ICT. Ultimately, children of St Norbert's leave KS2 with knowledge of how to be safe participants of the digital world.
Computing objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of computing results in St Norbert's children being equipped with:

Knowledge	of programming of abstraction of networks of hardware and software of e-safety*
Skills	Creativity Developing, progressing and debugging programs (solving problems) Computer/digital literacy Safe, digital communication i.e. email, encouraging safe, secure collaboration.
Understanding	Critical thinking, including: • analysis • problem-solving • evaluation • application • prediction • reasoning

*E-safety or Online Safety

E-safety is concerned with a computer user's safety on the internet; it is the knowledge of how to maximise the user's personal safety whilst minimising security risks; in other words, e-safety is the self-protection from computer/online crime and danger in general. E-safety is taught and embedded throughout our Computing Curriculum at St Norbert's at an age appropriate level – see following pages for overview of objectives and how it is part of the year groups' contents.

For further support and guidance, visit the E-safety area of our website

Computing Curriculum Overview – Progression

Year 1	
	Use logical reasoning to predict the behaviour of simple programs (eg: Use of beebots and map to control and follow simple instructions) Use technology purposefully to create, organise, store, manipulate and retrieve digital content (eg: Use of Microsoft Word. Font, colour etc?) 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 (LINK TO PSHE ONLINE SAFETY Use of e-safety messages and searching on google. 'What should I click on? What should I report to the teacher?)

ARE:

- Children to confidently talk about and refer to the idea of an algorithm being an 'instruction.'
- Children to be able to log on, open Microsoft Word and independently change their font style, font colour, font size, use of bold, italics and underlining.
- Children to have a basic understanding of what e-safety is and why it is important to stay safe online.

Year 2	

	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (eg: Use of beebots and programming them to follow a path. 'That algorithm was incorrect, how could you change it?') Create and debug simple programs 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. (LINK TO PSHE- Use of e-safety messages and searching on google. 'Who should I be speaking to? What should I say? Who can I turn to if I'm unsure?) Recognise common uses of information technology beyond school (eg: How are programs used to control things in society? Traffic lights, factory lines, drones? BT Tower?)

ARE:

Children to be able to confidently talk about what an algorithm is and the idea that the instructions need to be precise (Need to be accurate) and what will happen if they go wrong.

- The idea of trial and error with their algorithms. '
- Children to confidently discuss e-safety scenario cards and discuss/debate what should be done if they face this scenario.
- Children to name at least 2 uses of information technology beyond the school environment and how this helps society,

Year 3	

	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (Online bullying and the idea that someone on the other side of the screen may not be who you think they are. Online bullying videos at age appropriate level) Writing programs that accomplish given goals. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

ARE:

- Children to confidently talk about what they should do if they are being bullied online or if they know someone who is being bullied.
- Children should be confidently using beebots and understanding how their algorithms are going wrong and how to fix them.
- Children will be able to visually represent their algorithms using arrows
- Children should be able to use scratch and manipulate the pen and draw shapes (forwards, backwards, pen up etc.)

Year 4	

	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (Continued progression of Y1-Y3 online bullying content.) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

ARE:

- Children to know who specifically then can report a problem to and how to report inappropriate content.
- Children to be able to use block coding, use of repetition to create given goals such as drawing a shape.
- Children to be able to write their own programs and debug them by going back into their code to see where the problem is.
- Children to understand that all information on the internet isn't always true and how to evaluate digital content to check its authenticity.

Year 5	

	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Year 6	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

ARE

- Children to specifically know how to solve case studies into improper use of the internet (Report button, ignore button etc) and give examples
- Children to be confident in using block coding to programme physical systems and debugging them
- Children to have a basic understanding of Microsoft Excel and how to input and present data

Computing Purpose

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

National Curriculum Programme of Study

https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study/national-curriculum-in-england-computing-programmes-of-study

By the end of Year 1

- Children to confidently talk about and refer to the idea of an algorithm being an 'instruction.'
- Children to be able to log on, open Microsoft Word and independently change their font style, font colour, font size, use of bold, italics and underlining.
- Children to have a basic understanding of what e-safety is and why it is important to stay safe online.

By the end of Year 2

- Children to be able to confidently talk about what an algorithm is and the idea that the instructions need to be precise (Need to be accurate) and what will happen if they go wrong.
- The idea of trial and error with their algorithms. "
- Children to confidently discuss e-safety scenario cards and discuss/debate what should be done if they face this scenario.
- Children to name at least 2 uses of information technology beyond the school environment and how this helps society,

By the end of Year 3

- Children to confidently talk about what they should do if they are being bullied online or if they know someone who is being bullied.
- Children should be confidently using Beebots and understanding how their algorithms are going wrong and how to fix them.
- Children will be able to visually represent their algorithms using arrows
- Children should be able to use scratch and manipulate programmes

By the end of Year 4

- Children to know who specifically then can report a problem to and how to report inappropriate content.
- Children to be able to use block coding, use of repetition to create given goals such as drawing a shape
- Children to be able to write their own programs and debug them by going back into their code to see where the problem is
- Children to understand that all information on the internet isn't always true and how to evaluate digital content to check its authenticity

By the end of Year 5 and 6

- Children to specifically know how to solve case studies into improper use of the internet (Report button, ignore button etc.) and give examples
- Children to be confident in using block coding to programme physical systems and debugging them
- Children to have a basic understanding of Microsoft Excel and how to input and present data

Science

"Tell me and I forget, teach me and I may remember, involve me and I learn."
— **Benjamin Franklin**

Science Albert Einstein said, "The important thing is not to stop questioning; curiosity has its own reason for existing." Through our teaching and learning of Science, children develop a sense of excitement and curiosity about natural phenomena and whilst there are often answers in Science, this knowledge is only as good as the latest, accepted theory and so children are encouraged to question evidence and discoveries from the scientific greats of the past and present.

During learning, the knowledge, methods, processes and uses of Science are taught and learnt in a variety of contexts. We apply constructivist theory to many areas of our Curriculum and especially Science, acknowledging that children are not 'empty vessels' that come to school to be 'filled' with 'real, correct Science.' Children question and often lead the line of scientific enquiry. Ultimately, learning is an active, not passive process, and teachers facilitate this learning, helping children to deepen their scientific understanding.

Science objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Science results in St Norbert's children being equipped with:

Knowledge	of plants of animals, including humans of everyday materials – their properties and how they change of seasonal changes of living things and their habitats of rocks of light of forces and magnets of states of matter of sound of electricity of Earth and space of evolution and inheritance
Skills	Working scientifically: asking questions and problem solving predicting

	observation and working with others testing and taking measurements through using and applying number identifying and classifying making suggestions gathering, recording and reporting data – communicating all of this scientific understanding
Understanding	Critical thinking, including: enquiry analysis evaluation making connections and contrasts

Science Curriculum Overview – Progression

Year	
1	**Working Scientifically (throughout each unit elements shown below MUST weave throughout)** • 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 **Plants** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (art – observational drawings) • identify and describe the basic structure of a variety of common flowering plants, including trees. (measuring lengths/heights) **Animals including humans** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (sorting groups linked to maths) (Links to ENG Rainbow Fish and sharks) • identify and name a variety of common animals that are carnivores, herbivores and omnivores. • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (PE links during warm up sessions) **Everyday Materials** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials

	· compare and group together a variety of everyday materials on the basis of their simple physical properties. **Seasonal Changes** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies
2	**Working Scientifically (throughout each unit elements shown below MUST weave throughout)** • 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 **Living things and their habitats** • 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 microhabitats • 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. (links to PSHE and healthy eating) **Plants** • observe and describe how seeds and bulbs grow into mature plants (tables in maths to record plant growth) • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Eng story endings Jack and the Beanstalk for egample) **Animals including humans** • 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) (Science/Africa Topic) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (PE links) Everyday Materials • 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 (Tally chart suitable materials)
3	**Working Scientifically (throughout each unit elements shown below MUST weave throughout)**

	· asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings **Plants** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Animals including humans** • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. (links to PE) **Rocks** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter Light • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object

	• find patterns in the way that the size of shadows change (Maths – patterns and angles) **Forces and Magnets** • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.
4	**Working Scientifically (throughout each unit elements shown below MUST weave throughout)** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings **Living things and their habitats** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. **Animals Including Humans** • describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions (links to PE) • construct and interpret a variety of food chains, identifying producers, predators and prey. **States of Matter** • compare and group materials together, according to whether they are solids, liquids or gases

	• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Maths – reading scales) **Sound** • identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases **Electricity** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.
5	**Working Scientifically (throughout each unit elements shown below MUST weave throughout)** Working Scientifically • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. **Living Things and their habitats** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. **Animals including humans**

	• describe the changes as humans develop to old age (link to SRE) (Link to PSHE and PE) **Properties and Changes in materials** • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. **Earth and Space** • describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky **Forces** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
6	**Working Scientifically (throughout each unit elements shown below MUST weave throughout)** Working Scientifically • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.

	Living things and their habitats · describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. Animals including humans • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (PE links) • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (PSHE and PE links) • describe the ways in which nutrients and water are transported within animals, including humans. • evolution and Inheritance • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Light** • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Electricity** • associate the brightness of a lamp or the volume of a b buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.

Science is the study of the world around us. **Scientists** learn about their subject by observing, describing, and experimenting. There are many subjects and branches of **science**. Some study outer space like astronomy. Other **sciences** study life (biology) or the earth (geology) or even matter and energy (physics).

By the end of year 1 pupils should be able to: identify common plants and trees and be able to comment on basic structures of plants and trees. Pupils should be able to name common animals including fish, understand the term carnivore, herbivores and omnivores and be able to draw and label basic body parts associated with each of the senses. Children should be able to identify everyday materials and describe simple properties of materials being able

to group and compare based on simple properties. Children should be able to describe seasonal changes and weather associated with the seasons.

By the end of year 2 pupils should be able to: should be able to explore and compare the differences between things that are living, dead, and things that have never been alive. They should be able to recognise habitats and microhabitats of living things and describe them; they should also be able to say how animals and plants rely on each other through food chains and sources of food. Year 2 children know how plants and seeds grow and what they need to keep them healthy. Pupils should understand how offspring grow into adults and what they need to survive, including the importance of exercise, hygiene and a balanced diet. Year 2 children should be able to compare materials and say why they are good for a particular purpose and describe properties using language such as squashing, bending, twisting and stretching.

By the end of year 3 pupils should be able to: identify and describe the functions of different parts of flowering plants e.g. roots, stem, leaves and flowers and be able to explore how air, light, water, nutrients from soil, and room to grow affect growth. Pupils should be able to say which parts of the plant are involved in pollination, seed formation and seed dispersal and investigate the way in which water is transported within plants. Children should be able to identify that animals, including humans, the right types and amount of nutrition they need, and the fact that that they cannot make their own food. They should have knowledge of the fact that humans and some other animals have skeletons and muscles for support, protection and movement. Year 3 pupils should be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They should be able to use simple terms to describe how fossils are formed when things that have lived are trapped within rock. Children should be able to say how soils are made from rocks and organic matter. In lower KS2 pupils should be able to recognise that they need light in order to see things and that dark is the absence of light and understand how reflective surfaces reflect light. They should recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Children should understand the term opaque and how these objects block light. They should also have an understanding of how shadows are formed and the patterns that are made when the light from a light source is blocked by such an object. Year 2 pupils should be able to compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance. They should be able to describe through observation how magnets attract or repel each other and attract some materials and not others. Children should be able to compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. They should be able to describe magnets as having two poles and be able to predict whether two magnets will attract or repel each other, depending on which poles are facing.

By the end of year 4 pupils should be able to: recognise that living things can be grouped in different ways and use classification keys to help group, identify and name a variety of living things in their local and wider environment. They should be able to recognise that environments can change and that this can at times pose dangers to living things. Pupils should be able to describe simple functions of basic parts of the digestive system in humans identify the different types of teeth in humans and their functions. Children should be able to

construct and interpret a variety of food chains, identifying producers, predators and prey. Year 4 children should have an understanding of how to compare and group materials, according to whether they are solids, liquids or gases and should be able to describe how some materials change state when they are heated or cooled. They should acquire skills as to how to measure or research the temperature at which this happens in degrees Celsius (°C) and explain the processes of evaporation and condensation in the water cycle and relate this to the rate of evaporation with temperature. Pupils should be able to identify how sounds are made through vibration and those vibrations from sounds travel through a medium to the ear. Children should understand the pattern between the pitch of a sound and features of the object that produced it along with the volume of a sound and the strength of the vibrations that produced it. They should be able to describe how distance from the source decreases the volume of the sound.
Year 4 children should be able to name common appliances that run on electricity and be able to construct basic electrical circuits using cells, wires, bulbs, switches and buzzers. They should be aware of whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Children should understand that a switch opens and closes a circuit and link this with whether or not a lamp lights up or not. Year 4 pupils should have an understanding of conductors and insulators and be able to say why metals are good conductors.

By the end of year 5 pupils should be able to: talk about the differences in the life cycles mammals, amphibians, insects and birds and be able to talk about reproduction in some plants and animals and have an awareness of how old age changes humans. Pupils should be able to use properties of materials such as hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets to group materials and be able to compare materials based on these properties. Children should be able to describe how some materials are dissolvable and how they can be made solid again. They should have an understanding of how solids, liquids and gas mixtures might be separated using filtering, sieving and evaporating. Children should be able to use knowledge and evidence for a fair test and understand that dissolving, mixing and changes of state are reversible changes. Children should also know that when this process forms a new material that this is not usually reversible. Year 5 children should be able to talk about the movement of the Earth, and other planets, relative to the Sun in the solar system, understand the movement of the Moon relative to the Earth they should be able to describe the Sun, Earth and Moon and describe how the rotation of the earth creates day and night. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Pupils should be able to explain the force of gravity, have an understanding of air, water resistance and friction, and understand how the use of mechanisms enable a smaller force to have a greater effect

By the end of year 6 pupils should be able to: talk about how through observations microorganisms, plants and animals can be classified and be able to explain their reasons for classification. They should be able to name parts of the circulatory system and talk about the job of the heart, blood vessels and blood. Children should understand the need for a balanced diet and the impact of an unhealthy lifestyle. Year 6 pupils should have knowledge of how water is transported within animals, including humans. They should have an understanding of evolution and inheritance. Children should understand that over time living things change and that information about the past can be found in fossils. Children should understand that

living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. They should also be able talk about how animals and plants adapt to their environment (evolution). Year 6 pupils should know that light travels in straight lines and that light is reflected and given out by objects so that they can be seen. Children should be able to say that light enters the eye through a light source enabling us to see the object. Children should also be able to describe how shadows are formed and describe how the shapes are produced. Year 6 children should be able to say how the voltage of a cell related to the brightness of a lamp or the loudness of a buzzer and be able to present diagrams of circuits using the correct symbols.

Design and Technology

If you invent something, you're doing a creative act. It's like writing a novel or composing music.

James Dyson

Design and Technology at St Norbert's will ensure that by the time children leave at the end of KS2, they will be able to actively participate in the technological world. Our Design and Technology Curriculum allows children make products that solve real and relevant problems within a variety of contexts based on a well-thought, child-led design brief and specification. Meaningful and purposeful cross-curricular links are made with Art and Design, Maths and Science to support children's breadth and depth of understanding, so children communicate their learning in a range of forms.

Design and Technology objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Design and Technology results in St Norbert children being equipped with:

Knowledge	of past/existing products, inventions and inventors, and their impact on daily life and the wider world of technical and practical methods to construct of tools and equipment of materials and components, including mechanisms and electrics of nutrition, diet, food sources and how to cook healthily
Skills	Creativity and imagination Designing and communicating physical ideas Making and constructing (technical and practical) Application of number i.e. measurements Evaluating Working with others to gain insight and give/receive feedback Improving own learning – acting upon advice and feedback
Understanding	Critical thinking, including: risk-taking resourcefulness innovation enterprise critical evaluation and testing of ideas

Design and Technology Curriculum Overview – Progression

Year Group	

1	**DESIGN** design purposeful, functional, appealing products for themselves generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology MAKE use tools and equipment to perform practical tasks use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **EVALUATE** explore a range of existing products evaluate their ideas and products **TECHNICAL KNOWLEDGE** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms in their products. **COOKING AND NUTRITION** use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
2	**DESIGN** design purposeful, functional, appealing products for 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 **MAKE** select from and use a range of tools and equipment to perform practical tasks select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics EVALUATE explore and evaluate a range of existing products evaluate their ideas and products against design criteria **TECHNICAL** **KNOWLEDGE** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms in their products. **COOKING AND NUTRITION** use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.

3	**DESIGN** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose generate, develop, model and communicate their ideas through discussion and annotated sketches MAKE use a wider range of tools and equipment to perform practical tasks select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities EVALUATE analyse a range of existing products evaluate their ideas and products against their own design criteria **TECHNICAL KNOWLEDGE** apply their understanding of how to strengthen, stiffen and reinforce structures understand and use mechanical systems in their products **COOKING AND NUTRITION** understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes know where/how a variety of ingredients are grown, reared, caught and processed.

4	**DESIGN** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose generate, develop, model and communicate their ideas through discussion, annotated sketches and crosssectional / exploded diagrams **MAKE** select from and use a wider range of tools and equipment to perform practical tasks select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities EVALUATE investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others **TECHNICAL KNOWLEDGE** apply their understanding of how to strengthen, stiffen and reinforce structures understand and use electrical systems in their products **COOKING AND NUTRITION** understand and apply the principles of a healthy and varied diet

	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
5	**DESIGN** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional / exploded diagrams including prototypes MAKE select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **EVALUATE** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key individuals in design and technology have helped shape the world **TECHNICAL KNOWLEDGE** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products **COOKING AND NUTRITION** understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

6	**DESIGN** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional / exploded diagrams, prototypes and pattern pieces **MAKE** select from and use a wider range of tools and equipment to perform practical tasks accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional
	properties and aesthetic qualities **EVALUATE** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **TECHNICAL KNOWLEDGE** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use electrical systems in their products apply their understanding of computing to program, monitor and control their products **COOKING AND NUTRITION** understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Design and Technology in primary schools develops children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. It encourages children's creativity and encourages them to think about important issues.

By the end of year 1 pupils should be able to: use drawings, and mock ups to communicate their ideas. They should be able to use simple tools to perform practical tasks using a varied range of materials including textiles, ingredients and components. Children should be able to explore and evaluate existing products. They should be able to create mechanisms should also be used in these constructions. Children should understand the basic values of eating a broad and balanced diet and have an understanding of where food comes from.

By the end of year 2 pupils should be able to: use a design criterion to produce a purposeful, appealing product for other users. They should be able to use mock ups and design templates to communicate their inspiration and ideas orally and through communication technology. Pupils should be able to choose from a variety of tools to carry out practical tasks including selecting ingredients, construction materials and mechanisms. They should be able to extend their knowledge of how to make materials stiffer, stronger and more stable. Year 2 pupils should be able to evaluate their products against their original design ideas. Children should understand what it means to eat healthily, prepare a variety of dishes and understand where food comes from.

By the end of year 3 pupils should be able to: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose generate, develop, model and communicate their ideas through discussion and annotated sketches. They should be able perform practical tasks using a wide range of equipment and tools and be able to choose from a broader range of components. Pupils should be able to select materials including ingredients according to their function and aesthetic qualities. Year 3 pupils should be able to apply their existing knowledge of how to reinforce, stiffen and strengthen materials as well as using mechanical systems in their products. Pupils should have an understanding of what consists of a varied, healthy diet and be able to cook a variety of savoury dishes. They should know where food is grown, reared, caught and processed.

By the end of year 4 pupils should be able to: create a design criterion that informs the design of functional, appealing, innovative products that suits a purpose generate, develop, model and communicate their ideas through discussion, annotated sketches and cross-sectional / exploded diagrams. Pupils should be able to choose from and use a wider range of equipment and tools to undertake practical tasks. Year 4 children should be able to choose from a broad range of components, textiles and materials, using their judgement of function and aesthetic qualities. They should be able to analyse and investigate a range of existing products and consider their products and ideas against their own design criteria considering the views of others. Pupils should be able to use their existing understanding of how to reinforce, strengthen and stiffen structures and have a knowledge of electrical systems. By the end of year 4 children should be able to apply their understanding of a healthy and varied diet, be able to cook a selection of manly savoury dishes using a wide range of cooking skills. Children should have an understanding of ow to cook what is in season and know where a selection of food items are grown, reared, caught and processed.

By the end of year 5 pupils should be able to: use their research skills to develop design criteria to produce functional, appealing and innovative products that are suited for their purpose which are aimed at particular individuals. They should be able to create, develop, model and communicate their ideas through discussion, being able to annotated sketches, cross-sectional / exploded diagrams including prototypes. Pupils should be able to choose from a wider selection of equipment and tools to undertake practical tasks with accuracy. Year 5 children should be able to use their judgement to choose from a broader selection of components and material, including construction materials, ingredients, and textiles according to their aesthetic qualities and functional properties. Pupils should be able to analyse and

investigate a selection of existing products, being able to evaluate their products and ideas against their individual design criteria and consider the ideas of others to improve their work. Children should understand how key individuals in design and technology have made the world what it is today. By the end of year 5 pupils should be able to apply their knowledge of how to stiffen, reinforce and strengthen more complicated structures being able to use their understanding of how to use mechanical systems in their products. Children should be able to use their knowledge of what consists of a varied and healthy diet to make a variety of predominantly savoury dishes using a range of cooking skills, understanding seasonal quality. Children should have a sound understanding of how a selection of ingredients are grown, reared, caught and processed.

By the end of year 6 pupils should be able to: use their research skills to develop design criteria to create a functional, appealing and innovative products that are fit for purpose and targeted at a particular group of society. They should be able to create, develop, model and communicate their ideas through annotated sketches, discussion, cross-sectional / exploded diagrams, prototypes and pattern pieces. Children should be able to choose from an increasingly wider range of equipment and tools and undertake tasks with precision. They should be able to choose from a wider range of components, materials, including construction materials, ingredients and textiles considering their aesthetic qualities and function. By the end of year 6 pupils should be able to consider a range of existing products and evaluate their own ideas and design criteria with consideration to the views of others to improve their work. They should be able to acknowledge how key events and individuals in design and technology have helped shape the world we know today. Pupils should be able to develop their existing knowledge of how to stiffen, reinforce and strengthen more complex structures and be able to understand of how electrical systems can be incorporated in to their products. This should include their understanding of computing to program. Children should have a solid understanding of what makes a healthy and varied diet and be able to prepare and cook a selection of predominantly savoury dishes using a range of cooking skills. Thy should understand the importance of seasonality and know how and where a variety of ingredients are grown, reared, caught and processed.

Geography

It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in
life that makes life worth living.

David Attenborough

Geography at St Norbert's fosters children's curiosity and fascination of the world and its people. Children take part in learning about the diverse places, people, resources and natural and human environments across the world. Through Geography, children learn to care about the world around them as they study the impact of humans on the physical world and the interaction that the two have.

Geography objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Geography results in St Norbert children being equipped with:

knowledge	of locations including, continents, oceans, countries and capital cities of places across the world of human and physical geography

Skills	Using maps (including digital maps), atlases and globes Using compasses Using aerial photographs Application of number, i.e. engaging in fieldwork Information Technology i.e. digital mapping
Understanding	Understanding Critical thinking, including: collecting analysing communicating interpretation

Geography Curriculum Overview – Progression

Year Group	
	Key Stage 1 Pupils should develop knowledge about the world, the United Kingdom and They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: **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 **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 Human **and physical geography** identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use 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.
1	**Locational knowledge: (Using computer skills)** • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Human and physical geography:** • 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: season and weather. **Geographical skills and fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Computer links using maps online. • devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. use 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

2	**Locational knowledge: (Using computer skills)** • Name and locate the world's seven continents and five oceans. **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. **Human and physical geography** • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. key human features, including: city, town, village, factory, farm, house, office, port,

	harbour and shop. Maths link – measuring. **Geographical skills and fieldwork** • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
	Key Stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: **Locational knowledge** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these 49 aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or

	South America **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
3	**Locational knowledge: (Using computer skills)** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place knowledge:** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America **Human and physical geography:** • Physical geography; the water cycle. (Science link) **Geographical skills and fieldwork:** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

4	**Locational knowledge: (Using computer skills)** • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of 50 these aspects have changed over time. (Maths link – measuring) **Human and physical geography:** • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
	Geographical skills and fieldwork: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
5	**Locational knowledge: (Using computer skills)** • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (Science link including day and night) **Human and physical geography:** • Physical geography, including: climate zones, biomes and vegetation belts, mountains, and earthquakes. (Maths link, converting mountains etc to scale and measuring) **Geographical skills and fieldwork:** • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
6	**Locational knowledge: (Using computer skills)** • Recap objectives that are not secure. **Human and physical geography:** • Physical geography, including: rivers, mountains, volcanoes. (Maths link, converting mountains etc to scale and measuring) **Geographical skills and fieldwork:** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Computer links using maps online)

Geography

The purpose of Geography is to inspire pupils with curiosity and fascination about the world and its people that will remain with them for the rest of their lives. To equip pupils with knowledge of diverse places, people, resources, natural and human environments, together with an understanding of the Earth's key physical and human processes.

National Curriculum Programme of Study
https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study

By the end of Year 1

- Pupils can name, locate and identify characteristics of the four countries and capital cities of the UK. Pupils can identify seasonal and daily weather patterns in the UK and use basic language to refer to these. They can locate hot and cold areas in the world in relation to the equator and North and South Poles.
- Pupils can use world maps, atlases, globes and online maps to identify the UK and its countries, continents and oceans.
- Pupils are able to devise a simple map, pupils are able to use and construct basic symbols in a key.
- Pupils can use simple fieldwork and observation skills to study the school grounds and surrounding areas. Identifying key human and physical features.
- Pupils can use simple compass directions of North, South, East and West and locational directional language for example near and far; left and right to describe the location of features and routes on a map.

By the end of Year 2

- Pupils can name and locate the world's seven continents and five oceans.
- Pupils understand similarities and difference through the study of a small area in the United Kingdom and a contrasting area in a non-European country.
- Pupils can use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill mountain, sea, ocean, river, soil, valley and vegetation.
- Pupils can use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Pupils can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical geographical features.

By the end of Year 3

- Pupils can locate the world's countries using maps to focus on Europe including Russia, North and South America. Pupils can identify key environmental regions, key physical and human characteristics, countries and major cities.
- Pupils understand geographical similarities and differences through their study of human and geographical of a region of the United Kingdom, a region of a European Country and a region within North or South America.
- Pupils understand and can explain the Water Cycle.

- Pupils can use maps, atlases, globes and digital computing maps to locate countries and describe features studied.

By the end of Year 4

- Pupils can name and locate the counties, cities and geographical regions of the United Kingdom.
- Pupils can identify human and physical characteristics, key topographical features including hills, mountains, coasts and rivers.
- Pupils can identify land-use patterns and understand how these have changed over time.
- Pupils understand types of settlements and land use.
- Pupils can identify economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.
- Pupils can use fieldwork skills to observe, measure, record and present the human and physical features in their local area.
- Pupils can use a range of methods, including sketch maps, plans, graphs and digital technologies.

By the end of Year 5

- Pupils can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropic of cancer and Capricorn, Artic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones.
- Pupils understand climate zones, biomes, vegetation belts, mountains and earthquakes.
- Pupils can identify the eight compass points.
- Pupils can identify four and six figure grid references, symbols and keys on maps including ordnance survey maps.
- Pupils continue to deepen their knowledge and understanding of the United Kingdom and the wider world.

By the end of Year 6

- Pupils should be secure all above locational knowledge.
- Pupils should be able to identify physical geographical features including rivers, mountains and volcanoes.
- Pupil can use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

PSHCE Curriculum

Some aspects of PSHCE are taught in a cross curricular way through subjects such as: RE, PE, RSE, and Science. As well as through the Catholic Life and Prayer Life of the school. However, it is essential that all aspects of the PSHCE curriculum are taught. Objectives have been split into topics areas and mapped out on the Long-Term Plan. Below is a guide to the topic areas on the plan and the core objectives that need to cover, appropriate to the age and stage of the children.

Key Stage 1

YEAR 1	YEAR 2
TEAM (Together Everyone Achieves More)	**TEAM (Together Everyone Achieves More)**
R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
DENTAL CARE AND HYGIENE	**MEDICINES**
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday	H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

	H10. about the people who help us to stay physically healthy H37. about things that people can put into their body or on their skin; how these can affect how people feel
DIGITAL WELLBEING AND SAFE RELATIONSHIPS	**MANAGING THOUGHTS AND FEELINGS**
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary	H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
MONEY MATTERS	**DIGITAL WELLBEING AND SAFER RELATIONSHIPS**
L10. what money is; forms that money comes in; that money comes from different sources	R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this	R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
DIVERSITY- BRITAIN (LOCAL)	**MONEY MATTERS**
L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this
THINKING POSITIVE	**DIVERSITY- GLOBAL**
H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings	L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people
	KEEPING SAFE

	H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)

Lower Key Stage 2

YEAR 3	YEAR 4
TEAM (Together Everyone Achieves More)	**MANAGING BEHAVIOUR AND RELATIONSHIPS**
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R19. about the impact of bullying, including offline and online, and the

	consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
SHARED RESPONSIBILITIES	**KEEPING SAFE**
L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

	H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
DIGITAL WELLBEING	**HEALTHY BODIES**
R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of

someone else's personal safety (including online)	infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
POSITIVE THINKING	**UNDERSTANDING MONEY**
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
ASPIRATIONS	**DIGITAL WELLBEING**
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Upper Key Stage 2

Year 5	Year 6
TEAM (Together Everyone Achieves More)	**MANAGING BEHAVIOUR AND RELATIONSHIPS**
R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships,

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel

	unhappy or unsafe, and how to seek help or advice R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it
MANAGING THOUGHTS AND FEELINGS	**KEEPING SAFE**
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk
DIGITAL WELLBEING	**DIGITAL WELLBEING**
L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and

identify misinformation	identify misinformation
COMMUNITIES	**HEALTHY BODIES**
L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

	H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
ASPIRATIONS	**UNDERSTANDING MONEY**
L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions

History

The past is the beginning of the beginning and all that is and has been is but the twilight of the

dawn.

H. G. Wells

History offers learners a wealth of opportunities to progress in their world understanding and not least from a historical stance. History inspires curiosity which allows children to gain perspective from the judgements that they make – judgments made from primary and secondary historical evidence and sources. Through the study of History across the world and different time periods, children gain a sense of personal and national identity and can see the issues that are still troubling the world today whilst avoiding an anachronistic stance on these issues.

History objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of History results in St Norbert children being equipped with:

Knowledge	of chronology of significant individuals of locational history of changes in Britain from the Stone Age to the Iron Age of the Roman Empire and its impact on Britain of Britain's settlement by Anglo-Saxons and Scots of the Viking and Anglo-Saxon struggle for England of an aspect or theme of British History beyond 1066 of the achievements of

	the earliest civilizations of Ancient Greece of a non-European society that contrasts with British History
Skills	Empathy Anachronistic Cause and effect Change and continuity Written communication
Understanding	Critical thinking, including: enquiry judgement evaluation analysis interpretation making connections and contrasts

History Curriculum Overview – Progression

Year Group	
1	**Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life** . Travel and Transport **including Significant historical events, people and places in their own locality** – Raymond Mays **Events beyond living memory that are significant nationally or globally** . Guy Fawkes, James I and The Gunpowder Plot **The lives of significant individuals in the past who have contributed to national and international achievements.** . Significant Explorers
2	**Events beyond living memory that are significant nationally or globally** . The Great Fire of London **Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**

	Grace Darling RNLI, Long boats (Flag Fen), Spalding Water Taxi **The lives of significant individuals in the past who have contributed to national and international achievements.** Edith Cavell – Local link, Florence Nightingale, Mary Seacole
3	**The Roman Empire and its impact on Britain** for example: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity **The achievements of the earliest civilizations** including an overview of where and when the first civilizations through an in depth study of Ancient Egypt. **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** • the changing power of monarchs using case studies such as John, Anne and Victoria
4	**Saxons and Scots** • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** for example: • Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 • **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present

5	**Stone Age to the Iron Age** for example: • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** . World War II linked to local forces history **a non-European society that provides contrasts with British history** . Mayan civilization
6	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** . Leisure and entertainment in the 20th Century **Ancient Greece** . A study of Greek life and achievements and their influence on the western world **The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:** . The Shang Dynasty of Ancient China

History

The purpose of History is to gain a coherent knowledge and understanding of Britain's past and the wider world. History inspires curiosity which allows pupils to gain further knowledge on events from the past. Through the study of History across the world and different time periods, children gain a sense of personal and national identity.

National Curriculum Programme of Study
https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study/national-curriculum-in-england-history-programmes-of-study

By the end of Year 1

- Pupils understand national and global events beyond their living memory. The Gunpowder Plot
- Pupils understand changes within living memory that reveal aspects of change in national life - Transport
- Pupils understand and can identify significant historical events, people and places in their own locality. Travel and Transport including a case study of Raymond Mays

- Pupils understand the lives of significant individuals in the past who have contributed to national and international achievements – James I and Guy Fawkes
- Pupils should be able to compare aspects of these individual's life in different time periods. - Significant Explorers

By the end of Year 2

- Pupils understand national and global events beyond their living memory, the Great Fire of London
- Pupils understand and can identify the lives of significant individuals from the past who have contributed to national and international achievements – Grace Darling RNLI
- Pupils should be able to compare aspects of these individual's life in different time periods. Mary Seacole and/or Florence Nightingale and Edith Cavell – Local link

By the end of Year 3

- Pupils understand the Roman Empire and the invasion of Julius Caesar.
- Pupils understand the power of the Roman Empire and the power of its army.
- Pupils understand the successful invasion by Claudius and conquest, including Hadrian's Wall.
- Pupils understand the British resistance.
- Pupils understand the 'Romanisation' of Britain and can identify sites such as Caerwent and the impact of technology, culture and beliefs including Christianity.
- Pupils understand and identify where and when the first civilisations appeared.
- Pupils have an in-depth knowledge of the Egyptians.
- Pupils can study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 of the changing power of monarchs using case studies such as John, Anne and Victoria

By the end of Year 4

- Pupils understand the Scots invaded from Ireland to North Britain (now Scotland).
- Pupils understand and can identify Anglo-Saxon invasions, settlements and Kingdoms.
- Pupils can identify place names and understand what village life was like in the Anglo-Saxon period.
- Pupils develop their understanding of Anglo-Saxon Art and culture.
- Pupils understand Christian conversion.
- Pupils understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor.
- Pupils understand Viking raid and invasions, Danegeld and the resistance shown by Alfred the Great and Athelstan.
- Pupils understand Anglo- Saxon laws and justice and the events leading to and including the death of Edward the Confessor in 1066.
- Pupils will be able to develop an understanding of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 through a study of changes to an aspect of crime and punishment from the Anglo-Saxons to the present

By the end of Year 5

- Pupils develop their understanding of British History that extends their chronological knowledge beyond 1066, through a study of local forces and World War II
- Pupils understand World War II in British History.
- Pupils understand and can identify the Mayan civilization as a society that contrast with British History.
- Pupils understand the Stone Age to the Iron Age through the study of late Neolithic hunter-gatherers and early farmers.
- Pupils understand Bronze Age technology and travel for example Stonehenge.
- Pupils can identify and understand Ion Age hill forts, tribal kingdoms, farming, art and culture

By the end of Year 6

- Pupils understand and can identify Ancient Greece, what Greek life was like, their achievements and their influence on the Western world.
- Pupils develop their understanding of British History that extends their chronological knowledge beyond 1066, through a study of Leisure and Entertainment in the 20th Century
- Pupils will understand the achievements of the earliest civilisations through an in depth study of The Shang Dynasty of Ancient China.

Languages

There are over forty languages that are spoken at St Norbert's Primary School. We know that by sharing and celebrating these diverse languages, children (regardless of their cultural background) children will never feel isolated; in fact, they will feel part of a wider school community where there is an opening to many other cultures around them, deepening world understanding.

We teach French at St Norbert's and this Languages teaching and learning fosters further curiosity of Languages and provides children with a solid foundation for studying further Languages at KS3.

Languages objectives and outcomes, like all subjects, form part of meaningful and relevant learning journeys. Teaching the statutory knowledge, skills and understanding of Languages results in St Norbert's children being equipped with:

Knowledge	of vocabulary of pronunciation and intonation of grammatical structures of stories, songs, poems and rhyme
Skills	Expression of ideas and thoughts Communication – speaking and listening Working with others to gain insight and give/receive feedback Improving own learning – acting upon advice and feedback Applying
Understanding	of French leading to responses in speech and writing

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

National Curriculum Overview - Progression

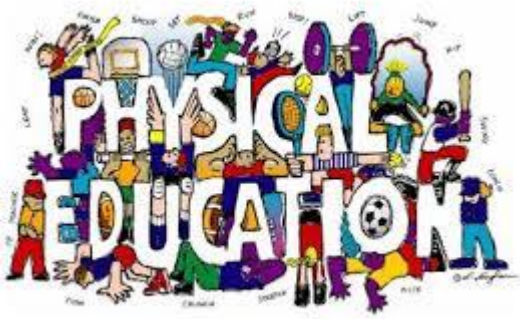
By the end of year 3 children should be able to: understand a few spoken words and instructions such as colours, days of the week and numbers. They should be able to say simple greetings, yes and no, name, classroom objects and comment on the weather. Pupils should be able to copy simple phrases correctly such as numbers, colours and a shopping list.

By the end of year 4 children should be able to: understand a range of short spoken phrases about themselves, the weather, their families and school. Children should be able to say where they live, if they have a pet, say when their birthday is and how old they are. They should be able to read simple phrases about the weather and a pet. They should be able to write a couple of short sentences about themselves or simple greetings on a postcard.

By the end of year 5 pupils should be able to: understand parts of a short spoken passage of made up simple sentences. They should be able to recognise short songs and rhymes, a weather report or a telephone message and they and they should be able to describe clothes. Children should be able to ask and answer simple questions about interests. They should be able to discuss a picture with a partner describing things such as colours and shapes. By the end of year 5 children should be able to understand simple text on a postcard or part of a story. They should also be able to write a few short sentences about something that interests them.

By the end of year 6 pupils should be able to: respond to both written and oral language from a variety of sources. They should be able to speak with increasing fluency through discussion and by asking questions. They should speak with increasing accuracy, pronunciation and intonation. Pupils should be able to give short presentation, give opinions. Year 6 children should be able to understand text in a postcard, short poem, part of a story or letter. They should be able to write for different purposes e.g. about themselves, about a picture or about a story using grammatical structures.

Physical Education



At St. Norbert's Catholic Primary, Physical Education ensures that our pupils obtain the knowledge and understanding in order to develop and maintain a healthy lifestyle. Every class from Year 1 to Year 6 receives two PE lessons per week, usually comprising of one indoor and one outdoor lesson.

Within our PE lessons we aim to:

- Follow a sequential, developmental curriculum that progressively builds on past experiences and incorporates new experiences when children are ready.

- As Physical Education is a moving experience. We aim to find ways to actively engage all children in moderate to vigorous physical activity for the majority of every lesson, a minimum of 75%.

- In addition to being actively engaged, pupils are offered opportunities to practice the skill or concept being taught that day. Our quality programme provides practice opportunities working individually, in pairs and collaboratively in groups in order to develop knowledge and tactics in devising games and choreographing sequences of movements.

- Provide our pupils of all abilities to have high rates of success through personal challenge and an inclusive approach. When children, particularly less skilled pupils experience success, they are more likely to continue practicing and striving to improve, a positive approach to learning that we encourage in all our pupils.

- Promote successful learning experiences in a warm environment in which children are encouraged to practice new skills and improve their fitness levels without feeling embarrassed.

Knowledge	Running, jumping, catching and throwing Balance, agility and co-ordination Flexibility, strength, technique, control and balance Attacking and defending games Dance Competitive games Swimming and water safety
Skills	Independence Co-operation Application Combination Communication Working with others to gain insight and give/receive feedback Improving own learning – acting upon advice and feedback
Understanding	Critical thinking, including: • analysis • interpretation • evaluation

P.E. Curriculum Overview – Progression

Year Group	
Year 1	**Skills:** • To be able to perform basic movements (running, jumping, hopping etc.) • To be able to throw and catch a ball, beanbag and quoit • To be able to send an object by rolling it with some accuracy along a line or target, track it and pick it up as it slows down • Say how we could warm our bodies up before exercising **Gymnastics:** • To travel at different speeds and levels • To make and hold simple shapes • To link actions to make a sequence • To be able to create a series of movements **Dance:** • To able to perform using simple movement patterns • To be able to develop balance and co-ordination

Year 2	**Skills:** • To be able to throw and catch a small ball • To be able to send an object with accuracy by rolling it • To start to develop spatial awareness within a game situation **Gymnastics:** • To be able to balance confidently on a piece of apparatus with agility and co-ordination • To roll with control and co-ordination • To be able to make up a basic sequence linking balances and jumps **Dance:** • To create and perform a dance motif inspired by a stimulus • To use and create different movements and body shapes • To work co-operatively and collaboratively with a partner to create a dance performance
Year 3	**Skills:** • To be able to send and receive an object with accuracy • To be able to keep possession of an object when not under pressure • To be able to strike a ball • To begin to develop fielding skills

	Gymnastics: • To be able to link shapes and partner balances within a sequence • To be able to hold and control different balances in the air • To link movements together including, steps, jumps and leaps • To perform movements and balances including jumps, rolls, vaults, lunges, handstands and cartwheels. **Dance:** • To create and perform an imaginative movements inspired by a stimulus • To link actions, show awareness of others and create new movements when working in a group • To improvise and create movements when working with a partner **Swimming:** • To be able to swim 25m

Year 4	**Skills:** • To be able to send and receive an object within a game situation to keep possession of the object • To be able to use any piece of equipment to send an object accurately • To be able to strike a ball accurately • To be able to field within a game situation **Gymnastics:** • To be able to perform more complex sequences in a pair or small group • To be able to use a variety of equipment within a sequence • To perform a range of movements and balances including jumps, rolls, vaults, lunges, handstands and cartwheels. • To link movements including jumps, leaps and pivots **Dance:** • To respond to a stimulus creating and combining movement phrases and skills • To use a range of dance techniques to create movement sequence including phrases and patterns • To be able to perform movements within a sequence to create mood **OAA:** • To take part in outdoor and adventurous activity individually **Swimming:** • To be able to swim 25m using a variety of strokes

Year 5	**Skills:** • To be able to send and receive an object and use it to gain an advantage to keep possession within a competitive situation • To be able to keep control of any object, using any piece of equipment to gain an advantage in a game situation • To be able to strike a ball accurately in a competitive situation To be able to field within a game situation to gain an advantage **Gymnastics:** • To be able to perform weight on their hands in a controlled way • To be able to combine travel and dynamic balances in unison or canon throughout a sequence including jumps, leaps, rolls, squats, vaults, handstands, cartwheels and round offs. • To plan a sequence of gymnastics movements creatively in a pair and individually **Dance:** • To respond to a stimulus creating and combining movement phrases and skills related to different styles of dance • To use a range of dance techniques to create movement sequence based on a character • To be able to perform movements within a sequence appropriate to the style and mood of the dance ***OAA*:** • To take part in outdoor and adventurous activity within a team, developing navigation skills **Swimming:** • To be able to perform and use some strokes effectively 75 • To begin to perform safe self-rescue techniques

Year 6	**Skills:** • To be able to send and receive an object within a competitive situation to outwit an opponent • To be able to strike a ball accurately to gain an advantage in a competitive situation • To be able to use tactics in fielding to gain an advantage **Gymnastics:** • To work in a larger group to choreograph and perform a gymnastics routine to music • To be able to combine travel and dynamic balances in unison or canon throughout a sequence including a variety of jumps, leaps, rolls, squats, vaults, handstands, cartwheels and round offs.
	• To perform a series of movements in quick succession linked together to perform a sequence • Be able to perform sequences using symmetry and asymmetry at different levels using a range of equipment **Dance:** • To respond to a stimulus responding freely combining movement phrases and skills in a controlled way • To perform a variety of dance techniques and styles with accuracy and consistency • To represent objects and actions using a range of dance phrases • To be able to analyse their own and their peers performance **OAA:** • To take part in outdoor and adventurous activity both individually and with a team • To be able to navigate a map and take leadership of a small group of children **Swimming:** • To be able to perform and use a range of strokes effectively • To be able to perform safe self-rescue in different water-based situations

The purpose of physical education is to provide a high-quality curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

National Curriculum Programme of Study

https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study

By the end of Year 1

- Pupils can perform and develop basic movements including running, jumping and hopping, throw and catch basic equipment including a ball, bean bag and quoit and use some accuracy to roll a ball along a line or towards a target.
- Track objects that are rolled and be able to pick them up as they slow down.
- Pupils can say how to warm their bodies up before exercising.
- In gymnastics pupils are able to hold simple shapes, create a series of movements and link actions together in a sequence using different speeds and levels.
- In dance pupils are able to develop balance and co-ordination and perform a piece that encapsulates simple movement patterns.

By the end of Year 2

- Pupils develop skills in order to throw and catch a small ball, accurately send an object by rolling it and master basic movements including running, jumping and hopping.
- Pupils use agility and co-ordination and apply these to a range of activities including starting to develop spatial awareness within a game situation.
- In gymnastics pupils can balance confidently on a piece of apparatus with agility and co-ordination, roll with control and link a sequence of movements including balances and jumps.
- In dance pupils create different movements and body shapes to perform a dance motif inspired by a stimulus.
- Pupils are also able to work collaboratively and co-operatively with a partner or small group.

By the end of Year 3

- Pupils develop skills in order to send and receive objects with accuracy, keep possession of an object when not under pressure and develop fielding skills.
- In gymnastics pupils are able to link shapes and partner balances within a sequence, as well as hold and control different balances in the air.
- Pupils are able to link movements together including, steps, jumps and leaps and perform movements and balances including jumps, rolls, vaults, lunges, handstands and cartwheels.
- In dance pupils create and perform imaginative movements inspired by a stimulus, linking actions and showing awareness of others when working in a group.
- Pupils are also able to use improvisation to create movements when working with a partner.

By the end of Year 4

- Pupils are able to develop skills in order to keep possession of an object and send and receive an object within a game situation.
- Pupils are able to use a piece of equipment to send an object accurately including striking a ball.
- Pupils are also able to field within a game situation.
- In gymnastics pupils are able to perform a range of movements including jumps, leaps and pivots and balances including jumps, rolls, vaults, lunges, handstands and cartwheels in order to perform a more complex sequence within a pairing or small group.
- In dance pupils respond to a stimulus in order to create and combine movement phrases and skills that are performed within a sequence to create mood,
- Pupils are introduced to outdoor and adventurous activity that they can partake in individually.
- To be able to swim 25m using a variety of strokes.

By the end of Year 5

- To be able to send and receive an object and use it to gain an advantage to keep possession within a competitive situation, as well as keep control of any object, using any piece of equipment to gain an advantage in a game situation.
- In gymnastics pupils combine travel and dynamic balances holding weight on their hands in a controlled way, as well as in unison or canon throughout a sequence.
- Pupils plan a sequence of movements including jumps, leaps, rolls, squats, vaults, handstands, cartwheels and round off creatively in a pair and individually.
- In dance pupils respond to a stimulus creating and combining a range of techniques and movement phrases and skills related to different styles of dance.
- Pupils can perform movements based on a character or appropriate to the style and mood of the dance.
- Pupils take part in outdoor and adventurous activity within a team, developing navigation skills
- In swimming pupils are able to perform and use some strokes effectively and begin to perform safe self-rescue techniques.

By the end of Year 6

- Pupils to be able to send and receive an object within a competitive situation to outwit an opponent and gain advantage.
- Pupils are able to use tactics when fielding in order to gain advantage within competitive sports.
- In gymnastics pupils work in a larger group to choreograph and perform a gymnastics routine to music.
- Pupils are able to combine travel and dynamic balances in unison or canon throughout a sequence including a variety of jumps, leaps, rolls, squats, vaults, handstands, cartwheels and round offs in quick succession.
- Sequences use symmetry and asymmetry at different levels using a range of equipment.
- In dance pupils are able to respond to a stimulus responding freely combining movement phrases and skills in a controlled way with accuracy and consistency.
- Pupils are able to represent objects and actions using a range of dance phrases and analyse their own and peer's performance.
- In outdoor and adventurous activity pupils partake both individually and with a team using a map to navigate and take leadership of a small group of children.
- In swimming pupils perform and use a range of strokes effectively and are able to perform safe self-rescue in different water-based situations.

Music

Music Purpose

Music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

National Curriculum Programme of Study

https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study

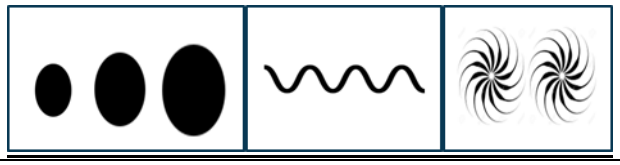
Model Music Curriculum 2021(Non-Statutory Guidance)

https://www.gov.uk/government/publications/teaching-music-in-schools

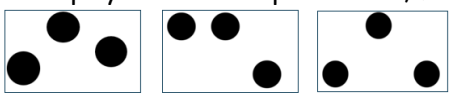
Music Curriculum Overview - Progression

By the end of Year 1

Singing	Use their voices expressively and creatively by singing simple songs and speaking chants and rhymes Try to math pitch they hear (within a limited range)

Listening	Listen with concentration and understanding to a range of high- quality live and recorded music. Express how the music makes them feel. Begin to respond to what they hear in different ways eg: mark-making, movement etc.
Composing	Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Understand the difference between creating a rhythm pattern and a pitch pattern. Perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example: 
Performing/Musicianship	**Pulse/Beat** Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Respond to the pulse in recorded/live music through movement and dance **Rhythm** Use body percussion and classroom percussion playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat. Perform short rhythm patterns accurately, led by the teacher. **Pitch** Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling,

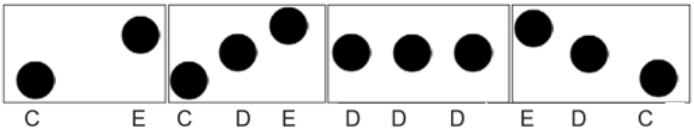
By the end of Year 2

Singing	Use their voices expressively and creatively by singing simple songs and speaking chants and rhymes Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to directions Try to match pitch they hear (within a limited range)
Listening	Listen with concentration and understanding to a range of high- quality live and recorded music. Express how the music makes them feel. Begin to respond to what they hear in different ways eg: mark-making, movement etc.
Composing	Create music in response to a non-musical stimulus Understand the difference between creating a rhythm pattern and a pitch pattern. Perform these for others, taking turns. Use graphic symbols, dot notation or stick notation, as appropriate, to keep a record of composed pieces.
Performing/ Musicianship	**Pulse/beat** Understand that the speed of the beat can change, Mark the beat of a listening piece by tapping/ clapping etc **Rhythm** Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion **Pitch** Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example: 

By the end of Year 3

Compose music for a range of purposes using the inter-related dimensions of music.

Singing	Sing a widening range of unison songs of varying styles and structures with an increased range of pitch. Sing loud (forte) and soft (piano) Perform as a choir in school assemblies/ performances
Listening	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory.
Composing	Improvise Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Compose Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values.
Performing/ Musicianship	**Pulse/beat** Understand that the speed of the beat can change, Mark the beat of a listening piece by tapping/ clapping etc **Rhythm** Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion **Pitch**

	Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:  **Reading Notation** Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers.

<u>By the end of Year 4</u>

Singing	Sing a widening range of unison songs of varying styles and structures with an increased range of pitch. Sing loud (forte) and soft (piano) Perform as a choir in school assemblies/ performances Continue to sing a broad range of unison songs with the range of an octave. Pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Begin to sing rounds and partner songs Perform a range of songs in school assemblies.
Listening	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory.
Composing	**Improvise** Improvise on a limited range of pitches on the instrument they using, making use of

	musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below. **Compose** Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
Performing/ Musicianship	**Instrumental Performance** Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). **Reading Notation** Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. Introduce and understand the differences between crotchets and paired quavers. Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so).

	Follow and perform simple rhythmic scores to a steady beat.

By the end of Year 5

Singing	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing songs in rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities.
Listening	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory.
Composing	**Improvise** Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments (where available). Improvise over a simple groove, responding to the beat, experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below. **Compose** Compose melodies made from pairs of phrases in C major or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary (symmetrical eg: ABA structure) piece.

	Begin to explore chords to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of: • graphic symbols • rhythm notation and time signatures • staff notation • technology.
Performing/ Musicianship	**Instrumental Performance** Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads (3 notes together) are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles). **Reading Notation** Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

	Introduce the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

By the end of Year 6

Singing	Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Listening	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory.
Composing	**Improvise** Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast. Continue to explore chords and chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats.

	Compose Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or melodic instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary(symmetrical) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
Performing/ Musicianship	**Instrumental Performance** Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (*ff*), very quiet (*pp*), moderately loud (*mf*) and moderately quiet (*mp*). Begin to experiment with accompanying this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. **Reading Notation** Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, identifying note names and durations.

<u>Appreciation and Knowledge of Composers</u>

	2019-20	2020-21	2021-22	2022-23	2023-24

Advent 1		Henry Purcell (1659-1695) English	Thomas Tallis (1505-1585) English	Antonio Vivaldi (1678-1741) Italian	Claudio Monteverdi (1567-1643) Italian
			Black musicians: (Black History Month)		Black musicians: (Black History Month)
Advent 2		Joseph Haydn (1732-1809) Austrian	George Frideric Handel (1685-1759) German	Niccolò Paganini (1782–1840) Italian	Johann Pachelbel (1653-1706) German
Lent 1	Beethoven (1770-1827) German	Frederic Chopin (1810-1849) Polish	Mozart (1756-1791) Austrian	Fanny Mendelssohn (1805-1847) German	Franz Schubert (1797-1828) Austrian
Lent 2	Louise Farrenc (1804-1875) French	Clara Schumann (1819-1896) German	Amy Beach (1867-1944) American	Tchaikovsky (1840-1893) Russian	Gustav Holst (1874-1934) English
Pentecost 1	Benjamin Britten (1913-1976) English	John Williams (b. 1932) British	Ella Fitzgerald (1917-1996) American	Sergei Prokofiev (1891-1953) Russian	Cécile Chaminade (1857-1944) French
Pentecost 2	World Music Day 21/6	World Music Day 21/6	World Music Day 21/6	World Music Day 21/6	World Music Day 21/6
	Taylor Swift (b.1989) American	Anna Clyne (b. 1980) British	Judd Greenstein (b.1979) American	Eric Whitacre (b. 1970) American	Anne Dudley (b.1956) English

Individual class music learning that is adapted to suit the topics, requirements and expectations detailed in the National Curriculum. In addition to this, we endeavour to foster a wide appreciation and knowledge of composers, genres, influential artists and eras of music. By using a whole school approach, children of all ages will be exposed to a wide range of music, beyond their everyday experience. Additional suggested pieces for extensive listening, appreciating and evaluating is documented within the Model Music Curriculum

Medieval	Renaissance	Baroque	Classical	Romantic	20th Century	Current

500-1400	1400--1600	1600--1750	1730-1820	1780-1910	1900-2000	2000-present

Composer, Musician & Genre Studies

for use in class, Praise and Worship, Music appreciation and discussion opportunities

Wider Opportunities- Peripatetic Music Tuition

The school actively engages with JMP Music and offers guitar, ukulele, keyboard, piano and singing lessons for children throughout Key Stage 2. Those who play instruments are encouraged to utilise their skills in school by playing in worships or music showcases.

Year 1

	Advent1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
MUSIC	Voices and Instruments	Nativity	BBC 10 Pieces- Finlandia (Sibelius)	Musical Story	Voices and Instruments	The Nutcracker- Tchaikovsky
ART	Picasso - Portraits (drawing, painting, collage)			Van Gogh (mixed media skills)	Weaving and printing	

Year 2

	Advent1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
MUSIC	Animals	Nativity	Djembe Drumming	Musical Story	BBC 10 Pieces- Kerry Andrew- No place like	Water (Pitch and notation- Music Express)
ART	Monet- Landscapes			Lowry		Sculpture

Year 3

	Advent1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
MUSIC	Musical Story/Listening	Ancient Egypt	BBC 10 Pieces-	Easter Play	Musical Story/Listening/ Notation	BBC 10 Pieces- Hans

			Delia Derbyshire			Zimmer-Earth
ART	Russo- Collage			Renoir- (Painting and drawing)	Mosaic and clay skills	

Year 4

	Advent1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
MUSIC	Musical story/ listening/ Notation	BBC 10 Pieces: Britten- Storm Interlude	Viking Saga Songs	Easter Play Anglo Saxons songs	BBC 10 Pieces Brahms- Hungarian Dance No5 in G Minor	Dragon Scales (Music Express)
ART	Kahlo- drawing and painting		Collage and Printing			Sculpture/ Clay work

Year 5

	Advent1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
MUSIC	BBC 10 Pieces Holst- Mars	BBC 10 pieces Lark Ascending	Listening /notation work/ music story	Easter Play	BBC 10 Pieces- Ravi Shankar	Listening /notation work/ music story
ART	Birds- mixed media skills	Propaganda art- Graffiti- Banksy	Hokusai			William Morris- Clay work

Year 6

	Advent1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
MUSIC	Listening /notation work/	BBC 10 Pieces: Vivaldi- Winter	Listening /notation work/	BBC 10 Pieces- Grieg- Hall of	Listening /notation work/	Leavers Play

	music story		music story	the Mountain King	music story	
ART	Collage focus			Sculpture focus	Constable- Landscapes	

RE Curriculum at St Norbert's

"For all children Religious Education is a proper subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith Religious Education will be catechesis, and for some children Religious Education will be evangelisation, the first opportunity to hear the good news of the gospel." (RE Curriculum Directory p.10)

As a Catholic School RE is one of the core subjects alongside English and Maths. In St Norbert's Catholic Primary School we follow the scheme recommended by the Nottingham Diocese Education Service, 'Come and See'. This scheme works on a topic based approach under pinned by the four key constitutions of The Second Vatican Council'. These are:

- Revelation through hearing God's word
- Christian Living
- The Church and Liturgy
- Celebration.

Each RE topic is taught over four weeks where the children explore the themes of the unit, experience the revelation of the topic in more detail through looking at scripture readings in the Bible and responding by sharing in worships and liturgies linked to the topic. Approximately two and a half hours of RE is taught each week.

Other faiths are taught through topic work as well as whole school focuses on Judaism in Autumn Term and another faith in the Summer Term.

We believe that all aspects of R.E should be woven into the fabric of school life and is also encouraged through links with home, the Parish Church, the local community. As well as other subject areas, especially PSHCE (Physical, Social, Health and Citizenship Education) and P4C (Philosophy for Children).

RSE

At St. Norbert's we use Ten Ten Life to the Full Plus It is the recommended programme of study for Catholic schools for Sex and Relationship Education and has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within the school.

English Writing for a Purpose across the Curriculum

Guidance notes for the four writing purposes in KS1 & 2

We learn to master writing to;

- entertain
- inform
- persuade
- discuss

	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
Years 1 and 2 (KS1)	Story Description Poetry	Biography Instructions Recount Informal Letter Non-Chronological Report Newspaper Article		
Years 3 and 4 (LKS2)	Story Description Playscript Poetry	Explanation Biography Non-Chronological Report Letter News Report Instructions	Campaign Letter Advertisement Speech Poster	

Years 5 and 6 (UKS2)	Story Descriptions Poetry	Explanation Biography Non-Chronological Report Diary Recount News Report Eye Witness Recount	Speech Advert Letter Campaign	Balanced Argument Newspaper/Radio Article Review

Year 1	Writing to ENTERTAIN Description Character and Setting Writing to INFORM Instructions	Writing to ENTERTAIN Sound Poetry Writing to INFORM Recount	Writing to ENTERTAIN Story Writing to INFORM Informal Letter	Writing to ENTERTAIN Pyramid Poetry Writing to INFORM Recount	Writing to INFORM Non-Chronological report Writing to ENTERTAIN Description Character and Setting	Writing to ENTERTAIN Story Writing to ENTERTAIN Acrostic Poetry

Year 2	Writing to ENTERTAIN Description Character and Setting Writing to INFORM Instructions	Writing to ENTERTAIN Story Writing to INFORM Newspaper	Writing to INFORM Non-Chronological Report Writing to ENTERTAIN Alliterative Poetry	Writing to INFORM Biography Writing to ENTERTAIN Description Character and Setting	Writing to ENTERTAIN Concrete Poetry Writing to INFORM Letter	Writing to ENTERTAIN Story Writing to INFORM Recount
Year 3	Writing to ENTERTAIN Description Diary Writing to PERSUADE Speech	Writing to INFORM Biography Writing to ENTERTAIN Poetry Haiku	Writing to ENTERTAIN Story Writing to PERSUADE Letter	Writing to INFORM Non-chronological Report Writing to ENTERTAIN Diary	Writing to ENTERTAIN Poetry Diamante Writing to PERSUADE Poster	Writing to INFORM Explanation Writing to PERSUADE Advertisement
Year 4	Writing to ENTERTAIN Story Writing to	Writing to INFORM Letter Writing to	Writing to INFORM Newspaper Writing to	Writing to INFORM Instructions Writing to	Writing to ENTERTAIN Playscript Writing to	Writing to PERSUADE Letter Writing to

	PERSUADE Advert	ENTERTAIN Poetry - Tetractys	ENTERTAIN Diaries	PERSUADE Poster	PERSUADE Advertisement	ENTERTAIN Poetry – Kennings bvcnx
Year 5	Writing to INFORM Explanation Writing to ENTERTAIN Fact File	Writing to ENTERTAIN War Poetry Writing to PERSUADE Letter	Writing to ENTERTAIN Story Writing to PERSUADE Advert	Writing to DISCUSS Radio Article Writing to ENTERTAIN Story	Writing to PERSUADE Speech Writing to DISCUSS Review	Writing to INFORM Newspaper report Writing to INFORM Eye-Witness
Year 6	Writing to INFORM Diary Writing to INFORM Biography	Writing to INFORM Non-chronology Writing to PERSUADE Speech	Writing to ENTERTAIN Story Writing to DISCUSS Newspaper	Writing to DISCUSS Review Writing to PERSUADE Advert	Writing to DISCUSS Balanced Argument Writing to PERSUADE Campaign	Writing to ENTERTAIN Story Writing to ENTERTAIN Poetry Personification

WRITING TO ENTERTAIN – YEAR 1

TEXT TYPES:

Story *Journey ~ Wishing ~ Change*	Descriptions *Character ~ Setting*	Poetry *Sound ~ Acrostic ~ Pyramid*
		Spring is here Pretty flowers grow Robins come out more I feed the birds New animals are born Got to find Easter eggs

TEXT FEATURES:

Sentence Openers	Conjunctions	Past Tense
Once upon a time Early one morning Next Suddenly	The forest was dark **and** she couldn't see where she was. The pirates were meant to be scary **but** they looked funny. Eliot needed his bag **because** he was going on a long adventure.	He **walked** to the toy room. I **pushed** the Pirate ship. 1st or 3rd person

SENTENCE STRUCTURE:

Noun phrases
- sneaky boy
- round, shiny coin

Capital letters
- I
- Handa ~ Somerford ~ England

Exclamation marks
- What clever children you are!
- How exciting!

Similes
- as quick as a flash
- as brave as a lion

Alliteration
- A cool cat
- A sneaky snake

Repetition
- He ran and he ran and he ran
- A lean cat, a mean cat

MAKE IT FLOW:

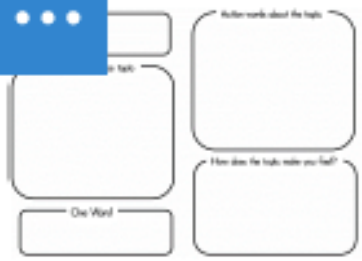
CONJUNCTIONS: and ~ but ~ because

ADVERBIALS: then ~ every day ~ quickly ~ suddenly ~ above ~ inside ~ under

WRITING TO ENTERTAIN – YEAR 2

TEXT TYPES:

Story *Timeline ~ Journey ~ Meeting*	Descriptions *Character ~ Setting*	Poetry *Alliterative ~ Concrete*
		



TEXT FEATURES:

Sentence Openers	Conjunctions	Past Tense	Specific Words
Eventually The next day On Mondays Foolishly Nervously	The moon was bright **so** the spaceship landed perfectly. They were going to have tea **after** they played some games. Vlad could **either** try to save the buildings **or** try to save himself.	He **was preparing** the interesting exhibits ready for the visitors. Sarah **was moving** slowly through the different lands that were all new to her.	**walked** instead of went **grabbed** instead of got **Skittles** instead of sweets

SENTENCE STRUCTURE:

Noun phrases
- strange, new lands
- harmless, clumsy creature

Capital letters
- I
- Harry ~ Mad Hatter ~ Taj Mahal

Exclamation marks
- Watch out!
- Ouch!
- How careless of you!

Similes
- as mad as a hatter
- like a fish

Comparative adjectives
- big ~ bigger ~ biggest
- happy ~ happier ~ happiest

List of 3
- He wore old shoes, a dark cloak and a red hat.

MAKE IT FLOW:

CONJUNCTIONS: and ~ but ~ or ~ so ~ because ~ if ~ after ~ before ~ when

ADVERBIALS: earlier ~ eventually ~ finally ~ in the end ~ the next day ~ behind the

WRITING TO ENTERTAIN – YEAR 3

TEXT TYPES:

Story *Wishing ~ Portal ~ Suspense*	Descriptions *Character ~ Setting ~ Diaries*	Poetry *Diamante ~ Simile ~ Haiku*
		Day, Bright, Sunny Laughing, playing, doing, Up in the east, down in the west— Talking, resting, sleeping, Quiet, dark, Night

TEXT FEATURES:

Sentence Openers	Conjunctions	Past Tense	Sentence of 3
Mysteriously Fortunately As soon as Later that day In front of	He was tired yet he could not rest till it was done. Although it was dangerous, she climbed the dormant volcano. It was either save himself or rescue the treasure.	He threw the dried, wispy sticks onto the fire to make it burn well. She had followed the story of the Chinese New Year very closely.	The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.

SENTENCE STRUCTURE:

Expanded noun phrases
- strange, new lands
- harmless, clumsy creature

Inverted commas
- " Help me out of here , " cried Stig .
- " Who are you ? " she asked .

Short sentences
- Chulak was sad.
- It was no good.

Similes
- as hot as a furnace
- like the blue of the ocean

Commas
- Mysteriously ,
- In the morning ,

Sophisticated vocabulary
- unbelievable
- glorious

MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ although ~ as ~ while ~ until ~ since

ADVERBIALS: always ~ afterwards ~ tomorrow ~ as soon as ~ beyond ~ in front of

WRITING TO ENTERTAIN – YEAR 4

TEXT TYPES:

Story *Suspense ~ Losing ~ Warning*	Descriptions *Playscripts ~ Diaries*	Poetry *Kennings ~ Rhyming ~ Tetractys*
		a worm-eater a nest-maker a cushion-filler a seed-muncher a fish-guzzler a fast-flier a cat-creeper a tree-liver an acrobatic-glider an adventurous-swooper a tweeting-singer *put these together,* *I'm a bird!* 

TEXT FEATURES:

Sentence Openers	Conjunctions	Past Tense	Sentence of 3
Worrying about mum , Behind the shed , Although it was raining ,	They had to choose the best route **or** we would have been discovered. **As** everyone already knew each other, they moved straight onto the meeting. Ahmet was **both** sad **and** angry about the events.	The Egyptians **had built** their pyramids to last using the finest stone. She **had seen** the lava rapidly spreading towards the town ready to swallow them up whole.	Sam rushed down the road, jumped on the bus and sank down into his seat.

SENTENCE STRUCTURE:

Expanded noun phrases
- repulsive, envious bully
- raging volcano in the distance

Inverted commas
- Tranio shouted , " Watch out ! "
- Curiously she whispered , " Hello . "

Short sentences
- It was midnight.
- It's great fun.

Similes
- As tall as a skyscraper ,
- Like a screaming banshee ,

Commas
- Mysteriously ,
- In the morning ,

Sophisticated vocabulary
- abundant
- menacingly

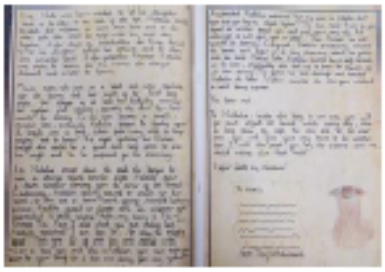
MAKE IT FLOW:

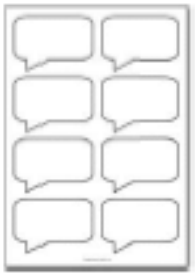
CONJUNCTIONS: FANBOYS ~ AAAWWUBBIS ~ either … or ~ neither … nor

ADVERBIALS: noisily ~ immediately ~ in March ~ meanwhile ~ before long ~ nearby

WRITING TO ENTERTAIN – YEAR 5

TEXT TYPES:

Story *Quest ~ Change*	Descriptions *Dialogue ~ Fact Files*	Poetry *Narrative ~ Cinquain ~ Free Verse*
	**Alice:** OK, maybe we can talk about something else now. If you won the lottery tomorrow, what would be the first thing that you would do? **User:** The first thing I would do? Wow that is a difficult question. I would travel around. I think to visit new places, new countries. **Alice:** Where would you go? **User:** To visit Asia, I think, or Australia. **Alice:** Nice! I have never been to Australia before. Can you tell me about it? **User:** I've never been there as well. **Alice:** I see. Maybe we can both go there one day. **User:** Yeah, sure!	



TEXT FEATURES

Sentence Openers	Conjunctions	Past Tense	Amplification
Somewhere nearby , Within walking distance , Frightened by the dark , Paralysed with fear ,	Elliot could not find his map **nor** could he find his bag of supplies. **Since** they had been hiding, it had got dark. Malkin **not only** aided Robert **but also** freed Lily.	Carrots **had survived** on the streets for most of his short, desperate life. For many moons, Grendel **had occupied** his crude, unsightly lair near the mead-hall of Heorot.	**Metaphor** time is money **Personification** the sun greeted me this morning **Onomatopoeia** the burning wood hissed and cracked

SENTENCE STRUCTURE:

Expanded noun phrases
- The raucous cacophony inside the wooden mead-hall stirred him.

Inverted commas
- Jamie bellowed , " I don't want to be here anymore. I hate you ! "

-ed clauses
- Alarmed and disgusted by the workhouse, Jim plotted to leave.

Relative clauses
- Elysium , **where the immortal gods lived** , was like paradise.

Brackets
- Joe persuaded Ajay **(his best friend)** to join him at No. 10.

Dashes
- Robert was devastated – he sobbed till he fell asleep.

MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ AAAWWUBBIS ~ so … as ~ not only … but also

ADVERBIALS: in the blink of an eye ~ never before ~ within moments ~ North of

WRITING TO ENTERTAIN – YEAR 6

TEXT TYPES:

Story *Beat Monster ~ Fear/Flashback*	Descriptions *Playscript ~ Dialogue*	Poetry *Personification ~ War ~ Narrative*
		

TEXT FEATURES:

Sentence Openers	Conjunctions	Active & Passive	Amplification
ISPACE Proceeding with caution, As sneakily as a cat, In a disused garage, Obviously angered, Until he could escape, Influenced by Tim,	Max would not be happy **until** evil was defeated. **Until** evil was defeated, Max would not be happy. Max, **until** evil was defeated, would not be happy	**Active** Albert apprehensively pulled the trigger. **Passive** The trigger was apprehensively pulled by Albert.	**Metaphor** you are a rock **Personification** The angry sky roared ferociously. **Hyperbole** For the millionth time, be quiet!

SENTENCE STRUCTURE:

Expanded noun phrases
- The euphoric, victorious champion, who had battled hard, collapsed on the floor.

Inverted commas
- " I can't even begin to tell you," trembled Cameron tearfully, "how terrified I am."

Question tags
- He's in your class, isn't he?
- They aren't from round here, are they?

Ellipsis
- Somewhat flustered, they crept on into the unkempt temple . . .

Subjunctive
- I would go if I were younger.
- I demand that they be counted again.

Colons and Semi-colons
- He was apprehensive : he couldn't see.
- Some people admired her; others didn't.

MAKE IT FLOW:

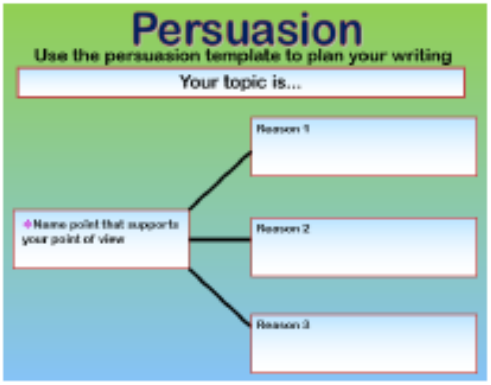
CONJUNCTIONS: FANBOYS ~ AAAWWUBBIS ~ so ... as ~ not only ... but also

ADVERBIALS: beforehand ~ during the night ~ in due course ~ South-West of

WRITING TO PERSUADE – YEAR 3

TEXT TYPES:

Advertisement	Letter	Speech	Poster

Letter	Planning Template
 	

TEXT FEATURES:

Emotive language	Exaggeration	Repetition	Facts & Statistics
advantage bargain extremely magnificent popular sensational one of a kind	The finest You will be Possibly the best You'll never need to You'll always Just think what Now you can	See … See … See … It's the best for … It's the best for … It's the best for … Come and … Come and … Come and …	…. people …. visitors per day ..% of people say … over …. fantastic exhibits at least … years old

SENTENCE STRUCTURE:

2nd person
- You
- You'll
- Your
- Yours

Imperative verbs
- Try
- Leave
- Find out
- Enjoy the

Rhetorical question
- Have you always wanted to …?
- Why not try …?

Adverbs for possibility
- Certainly
- Clearly

Capital letters
- Stonehenge
- Amesbury, Wiltshire

Comma for list
- See our woolly mammoths, cave bears, wolves and wild boars.

MAKE IT FLOW:

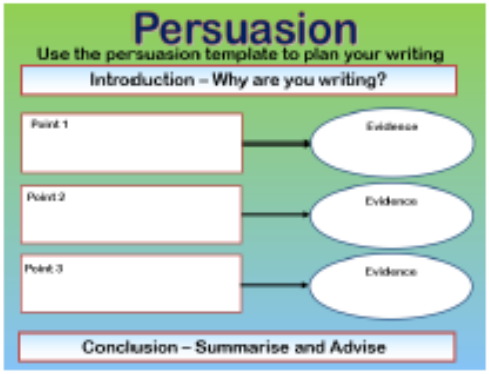
CONJUNCTIONS: FANBOYS ~ although ~ as ~ while ~ until ~ since

CONNECTIVES: also ~ as well as ~ in order to ~ so that ~ for example ~ such as luckily ~ hourly ~ rarely ~ as soon as ~ through

WRITING TO PERSUADE – YEAR 4

TEXT TYPES:

Advertisement	Letter	Speech	Poster

Poster & Tourist Guide Brochure	Planning Template
	

TEXT FEATURES:

Emotive language	Exaggeration	Repetition	Facts & Statistics
abolish appalled cruel damaging harmful shameful terrible	Probably the worst case in history We've heard that a million times Never before has it been known You'll always	Think about … Think about … Think about … Have you considered …? Have you considered …?	It costs just ….. ..% of deaths …. million people over half the … £…. spent on …

SENTENCE STRUCTURE:

2nd person
- You
- You'll
- Your
- Yours

Imperative verbs
- Imagine
- Take a moment
- Think
- Worry about

Rhetorical question
- Isn't it time to …?
- Don't you think that …?

Adverbs for possibility
- Surely
- Probably

Capital letters
- Syria
- United Nations Refugee Agency

Comma for list
- wars, hardship, environmental damage and climate change.

MAKE IT FLOW:

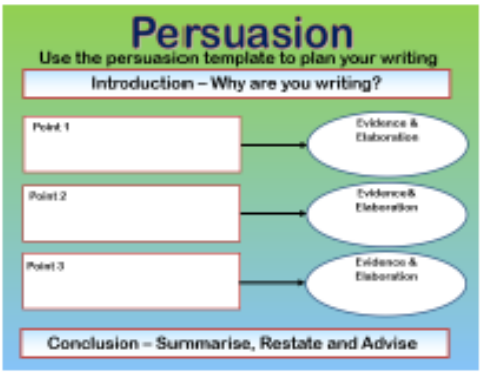
CONJUNCTIONS: FANBOYS ~ AAAWWUBBIS ~ either … or ~ neither … nor

CONNECTIVES: in addition ~ even though ~ otherwise ~ therefore ~ this results in obviously ~ already ~ next year ~ recently ~ once a month

WRITING TO PERSUADE – YEAR 5

TEXT TYPES:

Advert	Letter	Speech	Campaign

Persuasive Speech	Planning Template
Speech: Homework should be banned Friends and fellow citizens, I stand before you to talk about a matter that really breaks my heart: the crime of giving schoolchildren homework! These poor schoolchildren have so much time sucked up in their education, that once they get home they almost have spent the same amount of time at school as their parents spent at their work. After they get home they are ought to make a lot of homework, instead of using this time to rest and spend with their friends. They have to sit in their room, working. Their parents have the freedom of spending their time at home anyway they want to. These poor schoolchildren have to make homework or they are forced to spend more time at school as a punishment. They go to school for about 8 hours, sometimes there are in between hours, yet in these hours, it is practically impossible to make all of the homework they get. Most teachers give a lot of homework, like these poor children haven't got enough homework to do. When they finished all of the homework there is no time left to spend with their friends. Especially during the teen years friends are the people which get children through the day. Friends are the ones they should spend a lot of time with. According to my point of view, homework is supposed to be banned, since these poor schoolchildren have enough to do and they must have time to spend with their friends. This time is now taken up by homework.	

TEXT FEATURES:

Emotive language	Exaggeration	Repetition	Facts & Statistics
astounding flawless guaranteed ideal loyal overwhelming tremendous	If you don't … I will … A million people would agree with me Obviously the best possible choice Without a doubt …	I will be the ideal person to …, ideal because … You must … You must … You must …	it's 100% verified it will increase by … not since 1834 … only 1 in 10 people … it was discovered that …

SENTENCE STRUCTURE:

Modal verbs
- must, mustn't
- will, won't
- shall, shall not
- would, wouldn't

Imperative verbs
- Ask yourself
- Ensure that
- Listen to
- Consider

Rhetorical question
- Fed up with …?
- What are you waiting for?

Adverbs for possibility
- Obviously
- Definitely

Short sentences
- This must stop!
- Give it a chance!

Dashes for parenthesis
- This is your chance – your only chance – to change things.

MAKE IT FLOW:

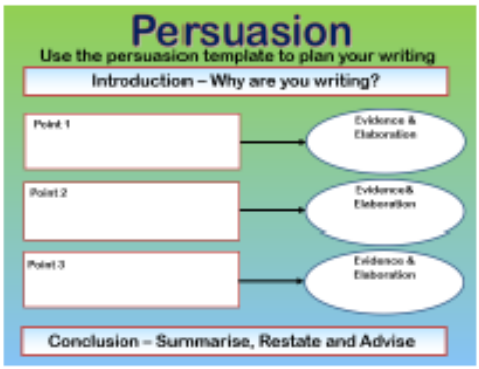
CONJUNCTIONS: FANBOYS ~ AAAWWUBBIS ~ so … as ~ not only … but also

CONNECTIVES: equally ~ likewise ~ many people believe ~ whereas ~ consequently hence ~ of course ~ the main reason for this ~ in summary

WRITING TO PERSUADE – YEAR 6

TEXT TYPES:

Advert	Letter	Speech	Campaign

Campaign	Planning Template
	

TEXT FEATURES:

Emotive language	Exaggeration	Repetition	Facts & Statistics
disturbing polluted negligence poisonous suffocating disgraceful nauseating	Only a fool would believe that … A billion people can't be wrong, can they? We will be wiped out in the blink of an eye Evidently, you haven't done your research	It's not okay to … It's not okay to … It's not okay to … It is time to … time to … time to …	only ..% chance we only have .. months it's been … years since less than 1:3 cost of £… billion

SENTENCE STRUCTURE:

Modal verbs
- may have
- might have
- could have
- ought to

Subjunctive
- If I were you, I would ….
- We demand that ….. be acted on

Rhetorical question
- Have you considered …?
- How can you live with … ?

Adverbs for possibility
- Evidently
- Inevitably

Short sentences
- We must act now!
- No time to waste!

Dashes for parenthesis
- This is our world – our beloved world – that needs saving.

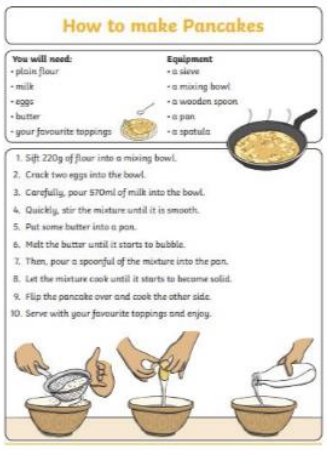
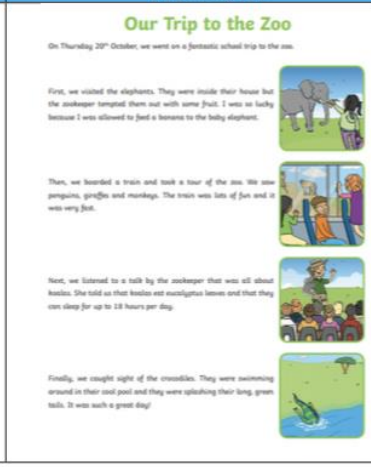
MAKE IT FLOW:

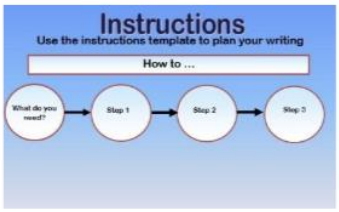
CONJUNCTIONS: FANBOYS ~ AAAWWUBBIS ~ so … as ~ not only … but also

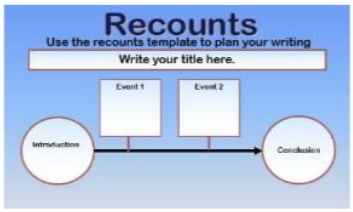
CONNECTIVES: furthermore ~ moreover ~ similarly ~ compared with ~ conversely in spite of this ~ nevertheless ~ thus ~ resulting in ~ undoubtedly

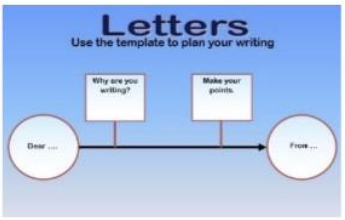
WRITING TO INFORM – YEAR 1

TEXT EXAMPLES:

Instructions	Recount	Informal Letter
		







TEXT FEATURES:

Facts and Figures to give key information to the reader	Conjunctions to join words or phrases	Past or Present Tense to let the reader know when it happened
150g butter On 15th September At 10 o'clock Manor Wildlife Park Mr John Peters	Put the potato in the bowl **and** mash it with a fork. We had a lovely time **but** the animals were very noisy. I am writing to you **because** I am very unhappy.	**Simple Past** We **walked** to the bus. I **watched** the animals. **Present Progressive** I **am writing** to you.

SENTENCE STRUCTURE:

Noun phrases
- melted butter
- wet, muddy field

Commas
- We saw lions, tigers, bears and monkeys.

Question Marks
- What does …?
- Where is …?

Exclamation Marks
- What a fierce tiger!
- How wonderful!

MAKE IT FLOW:

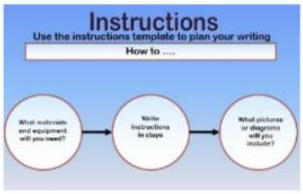
CONJUNCTIONS: and ~ but ~ because

ADVERBIALS: First ~ Firstly ~ Last ~ Next ~ Secondly ~ Then ~ At first

WRITING TO INFORM – YEAR 2

TEXT EXAMPLES:

Instructions	Non-Chronological Report	Newspaper Article
		



TEXT FEATURES:

Facts and Figures to give key information to the reader	Conjunctions to join words or phrases	Past or Present Tense to let the reader know when it happened
2cm strips of paper On Monday at 12 noon In the Amazon Rainforest Up to 15 babies Mr Jones the baker	Hold the knife carefully **so** you don't cut your fingers. A frog can live in water **or** it can live on land. Lots of buildings were destroyed **after** the fire began.	**Simple Past** They **buried** food for the winter. **Past Progressive** The flames **were burning**. **Simple Present** My robot **walks** by himself. **Present Progressive** She **is looking** for more food.

SENTENCE STRUCTURE:

Noun phrases
- huge, bright red eyes
- hot flames in the buildings

Commas
- Get the newspaper, ruler, scissors and tape.

Question Marks
- Did you know …?
- Why does …?

Exclamation Marks
- What a magnificent robot!
- How terrifying!

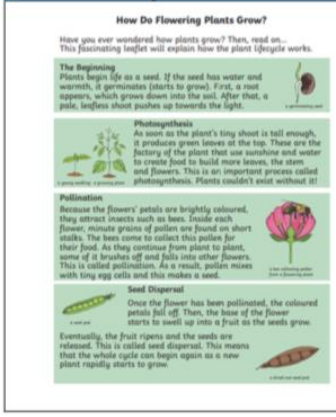
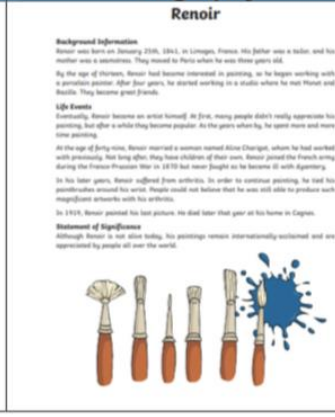
MAKE IT FLOW:

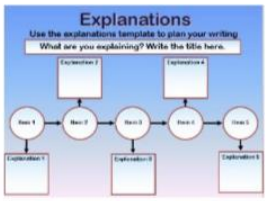
CONJUNCTIONS: or ~ so ~ if ~ after ~ that ~ before ~ when

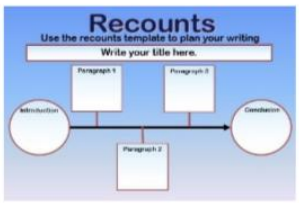
ADVERBIALS: Finally ~ During ~ Earlier ~ Behind ~ Below ~ Around ~ Over

WRITING TO INFORM – YEAR 3

TEXT EXAMPLES:

Explanation	Biography	Non-Chronological Report
		





TEXT FEATURES:

Organisational Techniques to draw the reader's attention to certain information	Expanded noun phrases to inform the reader	Complex Sentences to join sentences and give more detail and information
Bold text/Glossary - **species** Sub-headings - **HABITAT** Bullet Points - ■ ✓ ✎ Diagrams/Pictures - Labels - 	lots of interesting, unusual places could be seen several important, necessary jobs through the years The famous, hard-working and talented leader helped them to succeed in the battle.	**Conjunctions** because ~ if ~ after ~ that ~ before ~ when ~ although ~ while ~ until He knew he wanted to be a soldier **when** he was just 7. **Although** the kiwi is flightless, it is still classified as a bird.

SENTENCE STRUCTURE:

Commas

- **To separate nouns in a list:**
  found in England, Italy, America and France.
- **To mark fronted adverbials:**
  Fortunately, the area is now free from danger.
- **To mark subordinate clauses:**
  After he finished University, he worked as a vet.

Past Perfect Tense

- He **had met** his wife in York.
- They **had published** many famous books together.
- After we **had studied** different species of animal, we were able to group them.

MAKE IT FLOW:

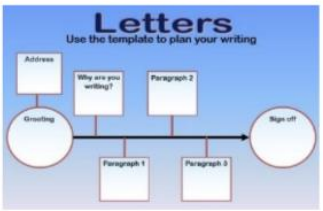
CONJUNCTIONS: FANBOYS ~ when ~ before ~ after ~ while ~ because ~ if

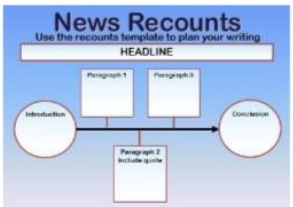
CONNECTIVES: early ~ soon ~ afterwards ~ yesterday ~ sometimes ~ alongside ~ in front of also ~ as well as ~ however ~ so that ~ unlike ~ for example ~ such as

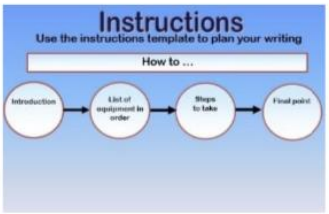
WRITING TO INFORM – YEAR 4

TEXT EXAMPLES:

Letters	News Report	Instructions
		







TEXT FEATURES:

Organisational Techniques to draw the reader's attention to certain information	Expanded noun phrases to inform the reader	Complex Sentences to join sentences and give more detail and information
Italics – *Band Manager* Photo/Picture -  Captions – **Mr Jones, Head of St Thomas' School** Sub-headings - **Equipment**	the strict old teacher with the straggly grey beard boiling, red-hot lava bubbled up inside the volcano those annoying, unnecessary creatures deep below the ocean	**Conjunctions** after ~ although ~ as ~ while ~ when ~ until ~ because ~ before ~ if ~ since I have been thinking long and hard **while** trapped in the cave. **Since** he had arrived in town, there had been more robberies.

SENTENCE STRUCTURE:

Commas

- **To separate nouns in a list:**
  Please send money, clothes, books and food.
- **To mark fronted adverbials:**
  Humbly, he accepted the £1000 cash reward.
- **To mark subordinate clauses:**
  As you stir the mixture, slowly pour in the oil.

Past Perfect Tense

- We **had been** getting on so well.
- They **had searched** all over for him but had no luck.
- Before the disaster, we **had played** football together.

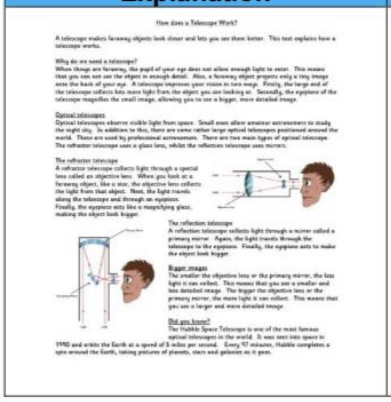
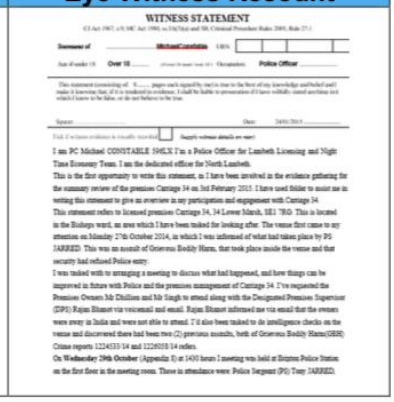
MAKE IT FLOW:

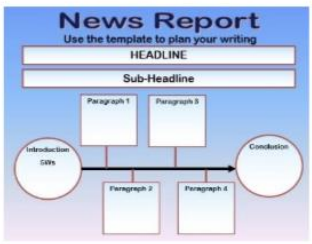
CONJUNCTIONS: FANBOYS ~ AAAWWUBBIS ~ both … and ~ so … as

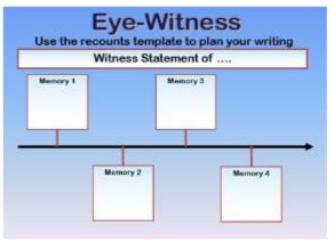
CONNECTIVES: initially ~ meanwhile ~ before long ~ normally ~ recently ~ once in a while in addition ~ just as ~ therefore ~ this causes ~ first of all ~ for instance

WRITING TO INFORM – YEAR 5

TEXT EXAMPLES:

Explanation	News Report	Eye Witness Recount
		





TEXT FEATURES:

Expanded noun phrases to inform the reader	Relative Clauses to add further detail	Complex Sentences to join sentences and give more detail and information
Light, free-flowing gas molecules bounce around inside a container. The small, newly refurbished shop will be ready for its grand opening ahead of time.	**Relative Pronouns** who ~ which ~ where ~ when ~ whose ~ that In Downing Street, **where the Prime Minister lives,** there is a high level of security. The burglar, **who was caught red-handed,** went straight to jail.	**Conjunctions** AAAWWUBBIS The magma chamber, **before a volcanic eruption,** is filled with molten rock from the mantle. The poor victim **- terrified by the fierce dragon -** ran home as swiftly as he could.

SENTENCE STRUCTURE:

Brackets for parenthesis
- the liquid turns into a vapour (gas)
- Ben Nevis (1,354m) is in Scotland

Passive Voice
- The trophy was snatched from his grasp by the superior athlete.

Colons
- In order to burn, a fire needs : oxygen, heat and fuel.

Semi-Colons
- The victim was left with several wounds ; the criminal was unhurt.

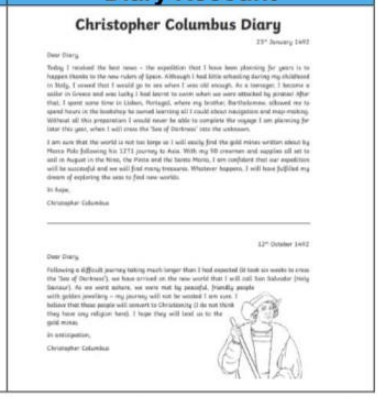
MAKE IT FLOW:

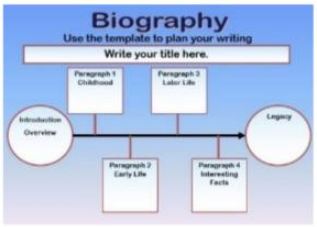
CONJUNCTIONS: FANBOYS ~ AAAWWUBBIS ~ not only…but also ~ so… as

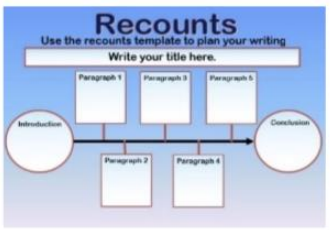
CONNECTIVES: at that point ~ never before ~ frequently ~ occasionally ~ amongst ~ past equally ~ likewise ~ certainly ~ hence ~ importantly ~ in summary

WRITING TO INFORM – YEAR 6

TEXT EXAMPLES:

Non-Chronological Report	Biography	Diary Recount
		





TEXT FEATURES:

Expanded noun phrases to inform the reader	Relative Clauses to add further detail	Complex Sentences to join sentences and give more detail and information
Usually, affluent, educated Athenians lived amid friends in the city with a second, large house within the country. He achieved prestigious bronze, silver and gold medals throughout his career.	**Relative Pronouns** who ~ which ~ where ~ when ~ whose ~ that The Sahara desert, **which is the biggest non-polar desert in the world ,** is in Africa. She always wore her lucky charm **that her father gave her.**	**Conjunctions** AAAWWUBBIS Almost unbelievably, Antarctica, **although it is does not contain sand,** is actually a desert. In her early years, Sally **– bored with having no siblings to play with –** read for hours on end.

SENTENCE STRUCTURE:

Brackets for parenthesis
- The Olympics (established in 1896)
- to displace (push aside) the water

Passive Voice
- A museum in his honour was erected in London in 1987.

Colons
- England was a good country for them to invade : it had plenty of useful land.

Semi-Colons
- Some say Florence Nightingale was the best nurse ; others say it was Mary Seacole.

MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ AAAWWUBBIS ~ whether ... or

CONNECTIVES: subsequently ~ in due course ~ nowadays ~ previously to ~ seldom ~ amid additionally ~ furthermore ~ similarly ~ thus ~ resulting in ~ evidently

WRITING TO DISCUSS – YEAR 5

TEXT TYPES:

Balanced Argument	Newspaper/Radio Article	Review

Balanced Argument Example

WHY VISIT ANTARTICA?

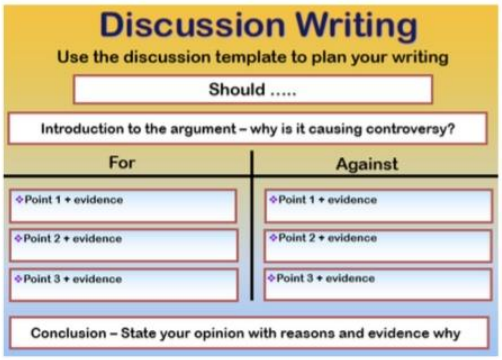
Since Roald Amunsden's team became the first humans to reach the South Pole on December 14th 1911, there has been much discussion about why explorers would want to visit Antarctica. This raging controversy is of vital importance because children in Y6 are suggesting that we have a class trip there as part of our topic.

Mr Nourse, friend of famous explorers, has argued that we should visit Antarctica because this would benefit us in many ways. Firstly, it would enable us to see penguins in their natural environment, giving us a greater understanding of how these wonderful creatures behave and live in the wild. Furthermore, it would help us to undertake research in order to further protect Antarctica. This would ensure that future generations are able to see Antarctica as we do today. Moreover, Mr Nourse argues that visiting Antarctica offers individuals a chance to embark on a life-changing journey of self-discovery and personal challenge.

On the other hand, the large majority of people on Earth do not believe that visiting Antarctica is a wise suggestion. First of all, they point to the fact that when people have previously visited Antarctica, they have lost their lives due to the harsh conditions there. Furthermore, they add that diaries from previous explorers show that they miss their families too much and suffer from depression as a result of this. Additionally, they are worried that by visiting Antartica we are adding to the melting of the polar ice caps as we travel on them.

Having considered the arguments from both sides, we believe that people should be encouraged to visit Antarctica as there is much to be gained from the whole experience. While the majority of people are usually correct, we have concluded that in this instance. Mr Nourse is a force to be reckoned with and we should take his advice.

Planning Template



TEXT FEATURES:

Relative clauses	Quotes	Complex lists	Parenthesis
Human immigration, **which is becoming a major concern in Europe due to various factors,** is something we need to understand more.	Martin Luther King Jr famously said, " Injustice anywhere is a threat to justice everywhere."	People leave their home countries for various reasons **:** lack of employment **;** uninhabitable living conditions **;** war between states **;** reuniting the family.	Refugees can request a right of asylum **(protection by another country)** if they are not safe to remain living in their country of birth.

SENTENCE STRUCTURE:

Modal verbs
- must, mustn't
- will, won't
- shall, shall not
- would, wouldn't

Adverbials
- Despite the negatives …
- As a consequence of this …

Passive voice
- The laws are determined by the government.

Technical vocabulary
- administration
- embassy

Formal tone
- It is felt that the target is unrealistic and unachievable.

Expanded noun phrases
- These alarming images coming to use from on board the boat.

MAKE IT FLOW:

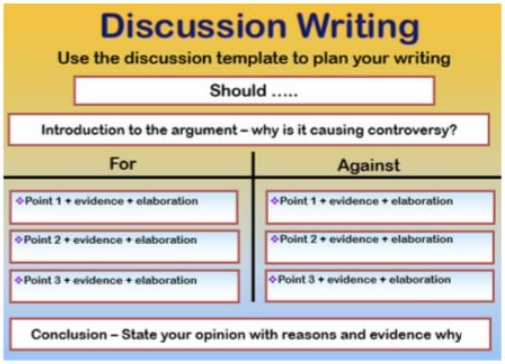
CONJUNCTIONS: FANBOYS ~ although ~ as ~ while ~ until ~ since

CONNECTIVES: equally ~ likewise ~ many people believe ~ alternatively ~ rather than ~ whereas ~ consequently ~ hence ~ due to the fact

WRITING TO DISCUSS – YEAR 6

TEXT TYPES:

Balanced Argument	Newspaper/Radio Article	Review

Radio Interview	Planning Template
	

TEXT FEATURES:

Relative clauses	Quotes	Complex lists	Parenthesis
The North Sea , which covers an area of approximately 575,000 km^2 , would flood all of the Eastern counties of England such as Norfolk, Suffolk and Lincolnshire if the water level rose dramatically.	"This is the biggest crisis humanity has ever faced. This is not something you can 'like' on Facebook." Greta Thunberg, Swedish environmental activist.	Many environmental issues arise due to climate change **:** more violent weather conditions **;** drought in vegetative areas **;** death of animal and plant species **;** flooding from rivers and lakes.	This flooding **- the worst in history –** could wipe out millions of species. Oceans absorb 27% of CO_2 **(carbon dioxide)** in the atmosphere.

SENTENCE STRUCTURE:

Modal verbs
- may have
- might have
- could have
- ought to

Adverbials
- Contrary to popular opinion …
- Owing to an increase in …

Passive voice
- The lands will be destroyed by the flood irreparably.

Technical vocabulary
- hypothesis
- carbon footprint

Formal tone
- It is felt that the target is unrealistic and unachievable.

Subjunctive
- It is imperative it be acted upon without delay.

MAKE IT FLOW:

CONJUNCTIONS: FANBOYS ~ although ~ as ~ while ~ until ~ since

CONNECTIVES: furthermore ~ moreover ~ contrary to ~ conversely ~ in spite of this nevertheless ~ owing to ~ inevitably ~ the evidence suggests

KS1 only focus on the purposes of Entertain and Inform.
Year 3 and 4 look at Inform, Entertain and Persuade.
Year 5 and 6 look at all four purposes.

Staff are welcome to move the order of purposes around as they see fit as long as the weightings remain the same. They are also able to choose which text types they wish to cover within the purpose. However, they must focus on the same purpose for writing with a half term in order for the children to master the skills which are being taught.

- When planning units of work, spend time thinking about which grammar and punctuation objectives from the National Curriculum/No Nonsense Grammar would work well with each purpose, then choose five or six key objectives to really embed within the unit.

- Focus on two main outcomes each half term. This means that in lessons leading up to writing a final piece, we are able to really embed grammar and punctuation skills; spend time investigating vocabulary appropriate to the piece; unpicking high quality examples; creating plans and writing collaboratively with peers.

- When creating writing success criteria/steps to success, ensure that children are given opportunities to embed their skills by using the grammar and punctuation in a different context.

- See below for ideas for reading themes to support teaching English.

Suggested Themes

Year	Themes
EYFS	Interest
1	Families and Friendships Love and care Sharing Change Solving a problem
2	Good over evil Friendships Lost and Found Differences
3	Good over evil Relationships Inclusion
4	Bereavement Aspirations Dilemmas Relationships
5	Memories Trust Loss Heroism
6	Personal Reflection Fear Secrets Bullying

 **Focused Reading and Reading Across the Curriculum** 

Expectations:

In terms of reading expectation we are looking to ensure reading is taking place across the curriculum and that a love of reading is encouraged and fostered by all adults. This flexibility in approach and activity is more likely to facilitate mastery reading skills.

There is no expectation to have every class split into guided groups which all have to be listened to once a week. It is expected that reading activities will take place across the curriculum and day and that your professional judgement will be used to decide what is best for your class. So for example a guided reading timetable may change to look like this;

You can also utilise TA's as we already do, to lead reading interventions/support/boosters

Guided/Shared Reading Guidance

Shared Reading- This is the opportunity to share texts with children that they would not normally access or be able to interpret on their own. The reading skills taught in the shared reading session are usually appropriate to the children rather than their reading ability. the age of a skilled teacher will ensure that children of all However, abilities will be able to engage with the text. reading

Reading activities during the shared session:

Immersion: 'Book Talk'

- reading for enjoyment;
- understanding the text;
- questioning characters, facts, the author;
- retrieving information and ideas;
- interpreting what the author is saying; • responding – personal responses, art,
- drama, journal work; writing in role.

The teacher's role in the immersion stage is to elicit response, extend the children's responses and encourage critique. Comprehension is developed through lots of talk and the exchange of ideas – not through text book comprehension exercises!

Analysis: identifying and commenting on:

- the author's style;
- the author's use of language;
- the author's view point;

- the structure and organisation of the text;
- the purpose and audience of the text;
- links to other texts, times and cultures;
- how the author's techniques can inform the children's writing.

The teacher's role in the analysis stage is to teach children how to identify authors' techniques and the intended effect upon the text and the reader. This knowledge is used to inform the children's own writing.

Basic principles:

- all children must be able to see the text;
- the teacher models and then the class or groups read aloud, together; • the text is explored with a particular focus informed by the objective;
- all children are included through good, differentiated questioning.
- children are supported in learning how to articulate their responses, interpretation and analysis of what they read.

Guided Reading

Whereas Shared Reading focuses upon teaching children how to read and respond at a level appropriate to their age, Guided Reading focuses upon teaching children how to progress from their current reading level to the next, whether this be below, at, or above a level appropriate to their age.

- A group of about six children, who are reading at about the same level, are grouped together.
- The teacher chooses a book or text that the children are able to read without too much difficulty, (95% accuracy).
- There is a clear teaching focus for the session based upon the AFs and the children's next steps.
- This focus is shared with the children so that they know what they are learning.
- The children read independently and individually – not in turn.
- Beginner readers may read in a quiet voice and the teacher tunes in to listen for reading behaviours and areas for development.
- Confident readers may read in silence with a focus set by the teacher. They might read in advance of the session which is then devoted to a focused discussion about aspects of the text. • There is a balance of teacher and child talk – with the teacher prompting, and facilitating discussion rather than dominating.

The guided reading sequence:

- Book introduction, recap or overview of text;

- Phonics and reading strategies if appropriate;
- Independent reading with a focus;
- Returning to the text as a group for further exploration;
- Response – personal; journals; drama; art; writing in role to inform assessment of understanding.

Reciprocal Reading: Why use reciprocal reading?

- It encourages children to think about their own thought process during reading.
- It helps children learn to be actively involved and monitor their comprehension as they read.
- It teaches children to ask questions during reading and helps make the text more comprehensible.
- It can specifically support children who:

  - Can read but struggle to understand
  - Can't explain their understanding to others
  - Read very slowly because they are focusing on accurate decoding so never get the flow of the text nor grasp its meaning
  - Read too fast and don't pay attention to what they are reading
  - Only read for plot events not the details within the writing
  - Lack confidence when reading new or unfamiliar texts
  - Have a limited reading repertoire- who read only very undemanding texts or only texts by the same author for example
  - Have impaired understanding through limited understanding of vocabulary
  - Read text avidly but never question the meaning of words or what they have just read
  - Find it difficult to cope with specialist texts from different curriculum areas

How to use reciprocal reading

Children need to have been taught and had time to practise the four strategies that are used in reciprocal teaching (summarising, questioning, predicting, clarifying).

1. Put students in groups of four.
2. Give one note card to each member of the group identifying each person's role:
   - Summariser
   - Questioner
   - Clarifier
   - Predictor

3. Ask the children to read a few paragraphs of the text. Encourage them to use notetaking strategies such as selective underlining or post-its to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summariser will highlight the key ideas up to this point in the reading
5. The Questioner will then pose questions about the text:
    - Unclear parts
    - Puzzling information
    - Connections to other concepts already learned
6. The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
7. The Predictor can offer predictions about what the author will tell the group next, or if it is a narrative text, the Predictor might suggest what the next events in the story will be.
8. The roles in the group then switch one person to the right, and the next section of the text is read.

   Children repeat the process using their new roles. This continues until the entire text is read.

9. Throughout the process, the teacher's role is to guide and nurture the children's ability to use the four strategies successfully within the small group. The teacher's role is lessened as children develop skill.

Reciprocal Reading

The Questioner:

Your job is to:

- Ask questions to help your group understand and discuss what has been read next time you come together.

  You should think of at least 8 questions as you read the book.

  Use the following question words and phrases to help:

  Who, what, when, why, how, which, where, can, did, how would you feel, what might happen if….

The Clarifier:

Your job is to:

- Clear up any parts of the story you found confusing.

- Find examples of good vocabulary and explain their meaning.
- Find examples of unfamiliar words and punctuation and explain their use or meaning.

The Predictor:

Your job is to:

- Use the story clues and illustrations to predict what is going to happen next in the story or text.
- Use bullet points and the following prompts to help you:

  I think……., I bet……, I wonder if……., I imagine……, I predict…….

The Summariser:

Your job is to:

- Summarise the main things that happened in your reading/story.
- Use bullet points and as little wods as possible to do this.
- Use the following to create short summary sentences:

The main events were…..

The problem/resolutions were….

The characters involved were….

The story was set…..

The most important part to the story was….

Creative Reading Approaches

Freeze frames:

- Still images or silent tableaux to spot light a specific incident in the text;
- Opportunity to scrutinise an incident;
- Body shape and positioning used to convey ideas and emotions;
- Classmates can 'sculpt' body shape and language to portray emotions more clearly.

Thought tracking:

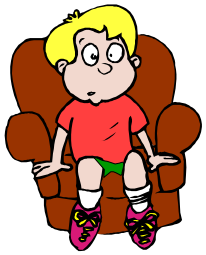
- Use in conjunction with Freeze Frame;
- The children not in the freeze frame contribute ideas as if they were speaking the thoughts of one of the characters;
- These can support or contrast with the words that character actually says.

Conscience alley:

- To explore a character's mind at a moment of crisis or decision;
- To explore the complexity of the decision;
- Two lines of children facing each other;
- Character walks through - line of children voice thoughts for and against.

- When children are familiar with this technique, stop periodically and then challenge the child's thoughts. Ask them to respond with further argument to extend their reasoning.

Hot seating:



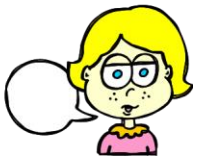
- Close focus upon a character;
- Explores character's motivation;
- Explores gaps in a character's story;
- Class ask questions of someone in role;
- Questions can be prepared or improvised;
- Role player and questioners need to be familiar with character.

Forum theatre:

- To view an incident or event from different points of view. Small group acts out a scene;
- The class direct the group to move, speak act differently;
- Questioning actors in role;
- Suggesting alternative interpretations of what is happening.

Meetings:

- Teacher in role calls a meeting of whole class;
- Information shared with whole group;
- Decisions made about the situation they face;



Paired improvisation:

- Encourages collective role. Children works in pairs;
- Given a role or agree them for themselves;
- Begin dialogue on a signal making the conversation up, as they go along.

Flashbacks and flash forwards:

- Children stop at a particular dramatic action;
- They refocus upon something that happened before that may have caused event;
- Focus on something that might happen later as a consequence of the action;
- Other techniques used to review situation from different perspectives; e.g. freeze-frame; Crystal ball – what might this character be doing in 5, 10, 20, 30 years?

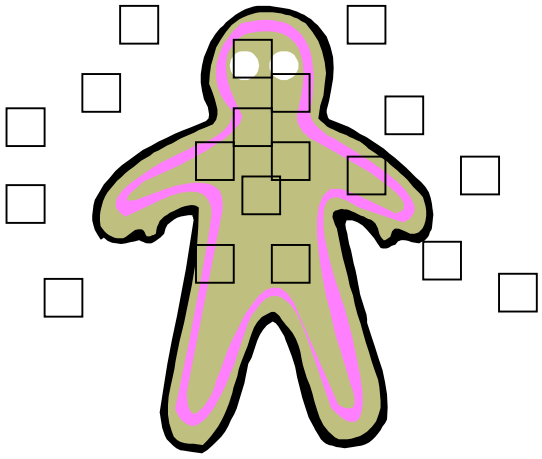
Visualisation

- The teacher reads a text/poem to the children;

- Whilst listening, the children sketch what they imagine onto a plain piece of paper – or scene by scene into boxes.
- They annotate their drawing with words and phrases from the text.

Role on the wall

- A large body-shape is drawn onto a large piece of paper.
- The body shape represents one of the characters in a fiction book or a character from history or popular culture.
- The children write the character's feelings, or their own feelings about the character, onto post-it notes and stick these inside the body shape. They write facts about the character on different coloured post-its and stick these around the edge of the character.
- Vary this with different colour post-its; what you know about a character placed inside body
  (direct retrieval from text), what you think you know placed immediately outside body (inference) and sometimes also what you'd like to know about the character placed around the edge of the paper.
- When reading a novel as a class or guided group, redo the role on the wall during the novel – has our knowledge or thoughts about the character changed etc.?



These techniques are supported by response stems – sentence starters to help the children to articulate **(and ultimately write)** answers to comprehension questions.

- The author wants me to feel/imagine;
- This makes me imagine;
- The effect of this simile is to make the reader . . . .
- The author has used this phrase to give the impression that . . .

This is also supported by the PEE prompt.
The PEE prompt can help you answer the 2 and 3 mark questions.

1. P—make your Point.
2. E—find Evidence in the text to support your answer.
3. E—Explain or Elaborate upon your answer.

e.g. **'I think that Jack is a stupid boy. I know this because in the text it says, 'Jack was not bothered by intelligence. This makes Jack appear simple, but content to be the way he was.**

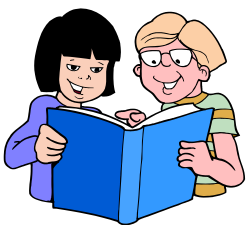
Novel as theme

- Writing to/from one of the characters;
- Writing an extra scene;
- Re-writing a passage from another's point of view;
- Asking the author questions;
- Taking the setting and writing a factual report about such settings;
- Drawing the setting and annotating with words, phrases, similes and metaphors.
- Putting yourself into the book and adding your own dialogue/responses.
- All the above drama techniques to explore themes and ideas.

EYFS and KS1 READING

- Make sight words out of gingerbread dough. (get children to make a word you are trying to add to their sight vocabulary). Once cooked, they can be read and then eaten! Children have to recall who ate which word and find 'their' word on the word wall.
- Organise a word hunt - make a set of some HF Words for each child and a duplicate set that have been hidden in a variety of places. Children can work independently or in pairs to find them. The words can be tailored to their individual needs. Great for outdoor literacy!
- Make prop boxes for re-enacting stories
- Set up small world play activities for retelling e.g. We're Going on a Bear Hunt by Michael Rosen could use a (BRAND NEW, not used!) cat litter tray for each section of the story (thick oozy mud, long wavy grass) etc... Helps with sequencing, oral language etc..
- Story sacks
- Role play stories e.g. turn role play area into the 3 bears' cottage and provide relevant props
- Artwork - allow younger children to draw and paint pictures of well-loved stories and use them to talk about the 'who, where, why, what' of a story. Graduate to 'setting, characters, problem and ending' for Y1 upwards.
- Dressing up, role play and hot seating. Younger children can find it too abstract unless you provide some costumes/props.

Creating a Reading Community



Reading buddies

Decide on your focus first. What do you want to achieve? Do you want to focus on promoting simply enjoyment of reading? Or do you want to give children the opportunity to practise reading aloud? Or are you focussing on improving comprehension by giving children the opportunity to discuss books? Then decide on pairings. Will it be older children with younger children? Less confident readers paired with more confident readers? Pairing children of similar ability or with similar reading interests? Train reading buddies before they begin and consider timetabling a regular slot for children to pair up with their reading buddy.

Boys' reading

Organise reading groups specifically for boys. Display posters and photographs of men reading eg take photographs of dads with their favourite book.

Reading is about enjoyment.

Offer and display a breadth of reading materials such as magazines, newspapers, comics, fiction and non-fiction books, poetry and websites.

Reading is something very individual.

Think about Readers' Rights eg right to not finish a book, skip pages, dislike a book.

Parents in the library

Reserve an area of the library for parents and allow parents to borrow books from the school library.

Celebratory events

Promote reading achievement at celebratory events, especially those to which families are invited. Present children who have completed a reading challenge or become Reading Champions with a certificate.

Sports days and summer fairs

Set up a stall with relevant reading materials at events to which families are invited.

Parents' evening

At parents' evenings, encourage teachers to direct parents towards a reading for pleasure stall.

Ambassador sessions
Ask a parent who can inspire and relate to other parents to take on the role of family reading ambassador. Ask your ambassador to come in during a school event to talk to families about the importance of reading in the home.

Demystify the jargon for parents. When explaining to parents how they can help their child with reading, try to avoid using jargon.

Library visits. Plan a trip to the local library exclusively for parents. During the visit, encourage parents to join the library and inform them about all the services and different activities that take place there.

Book Swap Cupboard on Playground for families

Recipe book
Ask parents to design their own page of a recipe book, which once compiled could be distributed to all parents or sold to raise funds for the school library.

Parents in lessons
Invite parents and wider family members to come into school to take part in reading activities in class.

National Children's Book Week (first full week of October)
During National Children's Book Week, organise a tea party themed around a popular children's book about food, for example 'Mrs Wobble the Waitress'. Encourage children and adults to read the book before the event and invite families to attend the party. Visit www.booktrust.org.uk.

National Storytelling Week (end of January - beginning of February)
Invite professional storytellers to school.

How to read a picture
As a precursor activity to any reading activity, engage parents and wider family members by introducing the 'How to read a picture' activity. Give them a picture and ask them to imagine what the relationship is between the people in it, what happened before the picture was taken, what will happen afterwards and what is being discussed. This is a good icebreaker activity and will help participants to understand the value of a picture book for children and how it helps develop their imagination and powers of prediction.

Storytelling workshops

Set up a 'Bedtime Story' workshop/club in school and encourage families to exchange children's bedtime stories with each other. For follow-up sessions, introduce the idea of compiling all the stories for the school or website or a book.

Storyteller visits

Consider inviting a professional storyteller to your sessions to give top tips and help with technique. A list of storytellers is available from Reading Is Fundamental, UK project zone at www.rif.org.uk.

Memory boxes

Ask families to create memory boxes at home, including family photos, books or pieces of music. Use these boxes as a starting point for sharing personal stories.

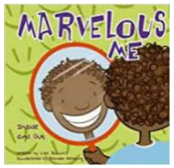
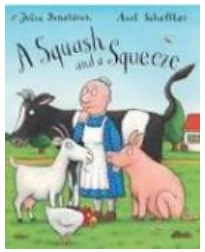
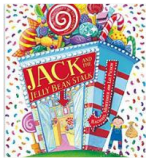
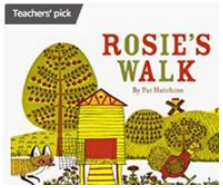
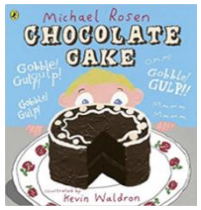
Transition (primary - secondary) -School library visits

Offer primary school pupils and their families the chance to visit the secondary school library.

OUR LADY OF LOURDES CATHOLIC MULTI-ACADEMY TRUST

Class Readers - Slow read High Quality Texts Linked to Topic

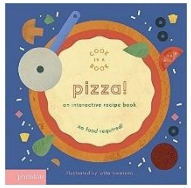
ST. NORBERT'S CATHOLIC PRIMARY SCHOOL

Year group	Advent	Lent	Pentecost
EYFS	Our Family, Ourselves and People Who Help Us **Marvellous Me: Inside and Out (All about Me)**  There is no one else quite like Alex. With his special laugh, his grizzly hugs, and his own interesting thoughts, Alex is one of a kind. Presenting similarities and differences Alex has with others, Marvellous Me will encourage children to embrace the things that make them unique. **A Squash and a Squeeze**  A little old lady lives all by herself in her house but she's not happy – it's just too small, even for one. Whatever can she do? The wise old man knows: bring in a flappy, scratchy, greedy, noisy crowd of farmyard animals. When she pushes them all out again, she'll be amazed at how big her house feels!	**Jack and the Jelly Bean Stalk**  Fee-Fi-Fo-Fum, I smell ... jelly beans! When Jack sells his cow for jelly beans, his mum is furious. But (of course) these are magic beans and soon Jack is on a big adventure up in the clouds. History – Monarchs and British Values **Paddington at the Palace**  When Mr Gruber takes Paddington to Buckingham Palace to watch the Changing of the Guard, there are so many people in the way he can't see a thing. Luckily, a mysterious someone 'on high' appears to like small bear. Animals around the world Geography – continents **If Sharks Disappeared**  A healthy ocean is home to many different kinds of animals. They can be big, like a whale, tiny, like a shrimp, and even scary, like a shark. Even though sharks can be scary, we need them to keep the oceans healthy. Unfortunately, due to overfishing, many shark species are in	Farming Topic **Rosie's Walk** Rosie's walk around the farmyard,  pursued by the hungry but clumsy fox. One disaster after another befalls the poor fox while Rosie goes on her way, supremely unaware of the danger behind her. **Pig's Might Fly**  The Big Bad Wolf is back and badder than ever! So when the Three Pigs enter the "Pie in the Sky" Air Race, he's determined to snaffle the prize pies and have the pigs for pudding. Will the Wolf win – or can Wilbur save the day? **Chocolate Cake**  Fantastically funny and full of silly noises, this is Michael Rosen's love letter to every child's favourite treat, chocolate cake. Brought to life as a picture book.

Heroes Who Help Us

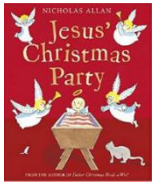
Think of a person who does a heroic job. Perhaps you're thinking of a firefighter who puts out burning buildings, or a doctor who makes sick people better? These people are definitely heroes, but our world is full of lots of amazing people whose job it is to help us. From park rangers to police officers and from librarians to lifeguards, the heroes who help us are everywhere!

Pizza – an interactive recipe book



Simple yet accurate recipe text takes readers through the steps of cooking pizza, from dough to toppings, while the interactive novelty features invite them to participate in the process! One hundred percent adult-free, knife-free, oven-free, and mess-free, cooking pizza has never been so independent!

Jesus' Christmas Party



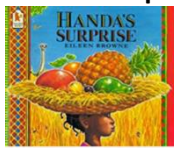
A special new enlarged edition of the bestselling Christmas story told from the point of view of the grumpy innkeeper. When a night of angels, shepherds and bright stars keeps him

danger of extinction, and that can cause big problems in the oceans and even on land.

National Geographic Kids Readers: Penguins

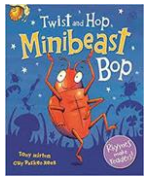
This is a high-interest non-fiction book that combines the brilliance of National Geographic photographs of penguins with informative texts written to inspire, inform, and excite young readers.

Handa's Surprise



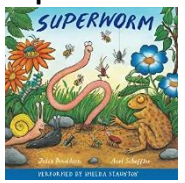
This is the story of Handa, who's part of the Luo tribe in south-west Kenya. Handa decides to take seven pieces of delicious fruit to her friend, Akeyo, who lives in the neighbouring village. But as Handa wonders, I wonder what fruit Akeyo will like best?, a series of sneaky animals steal something from Handa's basket, which she's carrying on her head.

Twist and Hop, Minibeast Bop!



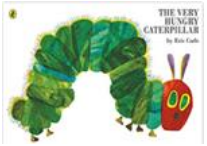
Minibeasts in all their glory gather in this brand-new book from the creators of Bumpus Jumpus Dinosaurumpus. Join in with beetles and ladybirds, ants and bees and bugs galore as they dance the night away! But who is missing from the fun.

Superworm

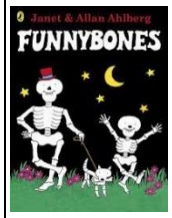
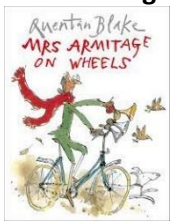


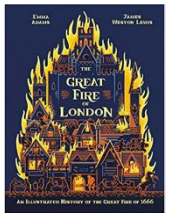
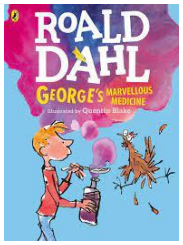
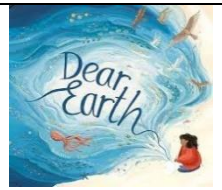
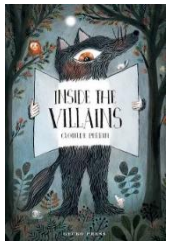
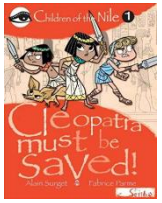
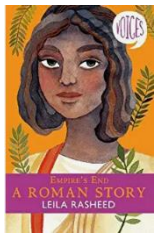
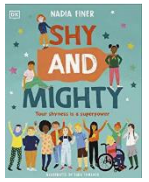
Toad in trouble? Beetle in a jam? Never fear -- Superworm is here! And he's wiggling to the rescue!But when Superworm is captured by a wicked Wizard Lizard, will his friends find a way to help their favorite superhero escape?

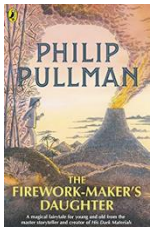
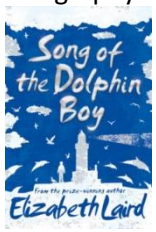
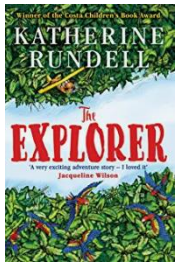
The Very Hungry Caterpillar

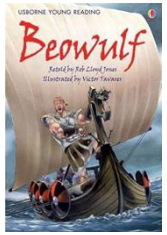
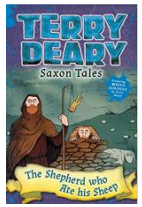
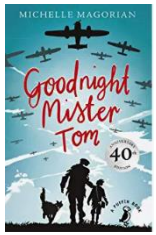
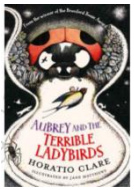
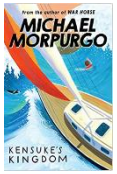


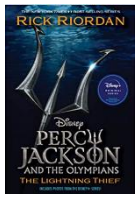
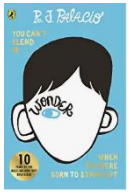
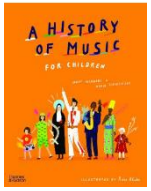
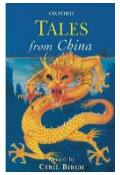
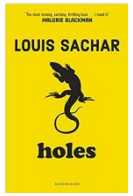
Perfect for learning about how caterpillars change to butterflies. Its imaginative illustration and clever cut-out detail charts the progress of a very hungry caterpillar as he eats his way through the week.

	from his sleep, is there anything that will cheer him up?		
Year 1	Science – Animals including Humans **Funnybones**  Funnybones follows the adventures of a well-loved family of skeletons. These classic stories are full of humour and provide a great curriculum link into finding out about what lies inside the human body. PHSE/RSE – Friendship and Relationships **The Velveteen Rabbit**  When the Velveteen Rabbit first arrives in the nursery, he's snubbed by the other toys. But the Rabbit soon makes friends with the Skin Horse who explains how toys can become 'real',if only they are loved enough. But when Boy is ill with Scarlet Fever, and Rabbit is thrown away, Rabbit finally discovers what it truly means to be real.	History – Transport **Mrs Armitage on Wheels**  Mrs Armitage sets off for a quiet cycle with her faithful dog, Breakspear, but she just can't help thinking of ways to improve her bicycle. Before very long she has added three very loud horns, a bucket of water to wash her hands, a complete tool kit. And by the time she has also added a seat for Breakspear, two umbrellas, a cassette player and a mouth-organ, Mrs Armitage is riding a very eye-catching contraption. History – Transport **Emma Jane's Aeroplane**  Emma Jane zooms off in her aeroplane around the cities of the world. Along the way she makes a crew of animal friends who save the day when the little plane gets into trouble...	**Little Red Reading Hood**  Little Red Reading Hood loves reading books and making up stories of her own. When she meets a cunning wolf while on her way to the library, he convinces her to stray from the path and read for a little while. But hasn't she read this in a story before? Perhaps it's time she came up with a new ending. **Man on the Moon – Day in the Life of Bob**  Bob is everyone's favourite man on the moon; follow him on his daily adventures. Bob has a special job - looking after the moon. He keeps it clean and entertains passing space tourists as well as giving guided tours. He knows everything about the moon and that there is definitely no such thing as aliens!
Year 2	Science – Animals including humans **The Owl Who was Afraid of the Dark**	PHSE – Being Healthy Science – Exploring Materials	Science – Animals and their habitats **Dear Earth**

	 Plop, the Baby Barn Owl, is like every Barn Owl there ever was, except for one thing - he is afraid of the dark. Mrs Barn Owl sends him down from his nest-hole to ask about the dark. He realizes from his encounters with people that dark is super after all. History - The Great Fire of London  **The Great Fire of London** In 1666, London's citizens woke to see the skyline above their city's cramped wooden houses ablaze. This book is a hauntingly beautiful visual re-telling of one of the most well-known disasters in the city's history.	 **George's Marvellous Medicine** Using some rather unusual ingredients, George creates his magic medicine. But will it stop his grandma from being so horrible . . . or will it shoot sparks out of the top of her head?! Geography – Africa  **Anna Hibiscus** Anna Hibiscus lives in amazing Africa with her mother, her father, her baby twin brothers, and lots and lots of her family. Join her as she splashes in the sea, prepares for a party, sells oranges, and hopes to see sweet, sweet snow!	 When Tessa writes a love letter to the Earth, it's the beginning of a glorious adventure. She blows bubbles with whales, soars with birds and joins in with the noisy rainforest hullabaloo! Tessa wants everyone to know how special our planet is. She believes that there is a chance to save the Earth if enough of us share the message.  **Inside the Villains** Internationally bestselling, oversized lift the flap book that reveals the secrets of the most famous fairytale villains. Explore if you dare! Take a look inside and discover the villainous tricks inside the heads of an ogre, a wolf and a witch.
Year 3	History – Egyptians  **Cleopatra Must Be Saved** Cleopatra, the queen of Egypt, is in danger! But how can you save her when you're only 10 years old and living far from Egypt's capital? This doesn't stop the Egyptian boy Imeni, his Greek friend Antinios and	History – Romans  **Empire's End a Roman Story** A gripping Roman adventure told by a young North African girl who sets out on a danger-filled journey to Britain. When, Camilla, a young North African girl travels with her mother and father from Leptis Magna to Rome in 207 AD, she believes that she is going to the centre of the world.	PHSE – Positive thinking and aspirations  **Shy and Mighty** Our noisy world sometimes feels like it's not made for shy people. This book will help children understand shyness and find their inner voice.

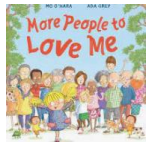
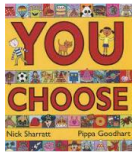
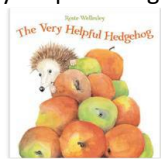
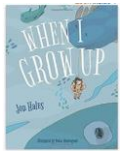
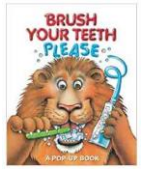
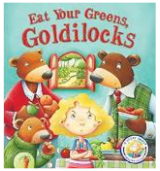
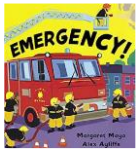
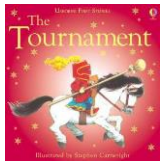
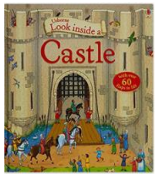
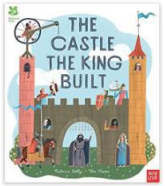
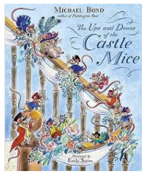
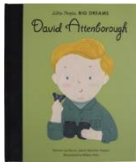
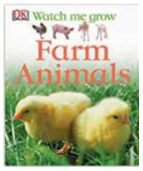
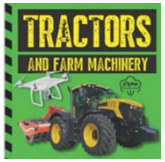
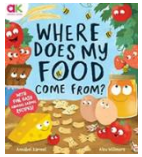
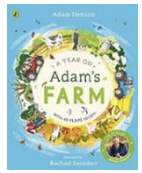
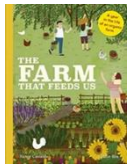
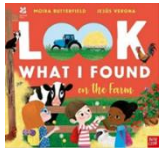
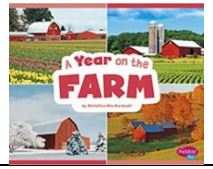
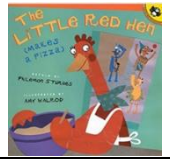
	their fearless new friend Cleo from doing all they can to save their queen. PHSE – Shared Responsibilities/SEND  **The Dog that Saved Christmas** Jake is different from the other kids at school. He struggles when routines change and people's emotions are so hard to understand. Christmas can be even worse and often the festivities are just too much to bear. But when Jake finds a little dog lost in the street he unlocks a connection he's never had before.	Geography – Volcanoes **The Firework Maker's Daughter**  Featuring wonderful new illustrations from Peter Bailey this beautiful fairytale is perfect for readers young and old. Lila doesn't just want to be a Firework-Maker's daughter, she wants to be a Firework Maker herself. But although she's learned a lot she still must get through the most difficult and dangerous part of her apprenticeship - and her father won't tell her what it is.	Geography – Water Cycle  **Song of the Dolphin Boy** This story from award-winning author Elizabeth Laird is a great choice for KS2. When young Finn takes a dive in the water near his fishing village, he is delighted to find dolphins to swim with. However, the dolphins face a terrible threat due to the masses of rubbish floating around in their water.
Year 4	Geography – Rainforests **The Explorer**  From his seat in the tiny aeroplane, Fred watches as the mysteries of the Amazon jungle pass by below him. He has always dreamed of becoming an explorer, of making history and of reading his name amongst the lists of great discoveries. If only he could land and look about him. History – Anglo Saxons	PHSE – Money Matters **The Great Food Bank Heist**  Written with great empathy and Rauf's trademark humour, The Great (Food) Bank Heist is a moving story that gives a child's-eye view of the increasing problem of food poverty. History – Vikings **How to Train Your Dragon**  Hiccup Horrendous Haddock the Third is a smallish Viking with a longish name. Hiccup's father is chief of the Hairy Hooligan tribe which means Hiccup is the Hope and the	Geography – Rainforests, maps Science – Habitats  **The Girl Who Stole an Elephant** Chaya, a no-nonsense, outspoken hero, leads her friends and a gorgeous elephant on a noisy, fraught, joyous adventure through the jungle where revolution is stirring and leeches lurk. Will stealing the queen's jewels be the beginning or the end of everything for the intrepid gang? History – Crime and Punishment **Saxon Tales: The Shepherd Who Ate His Sheep**

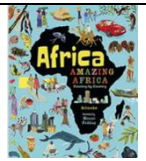
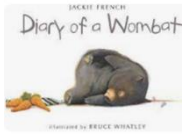
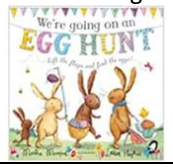
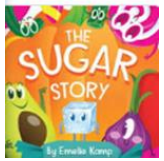
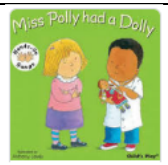
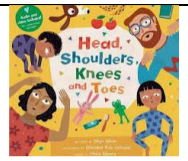
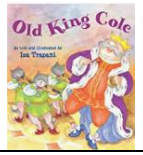
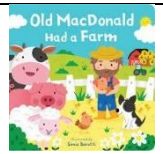
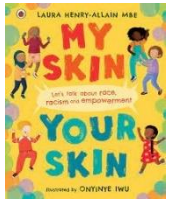
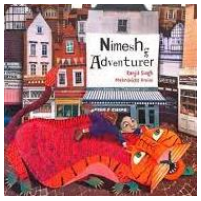
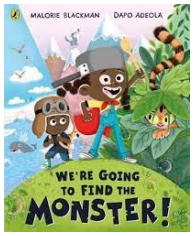
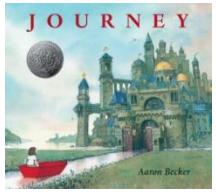
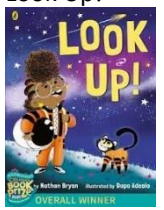
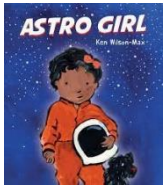
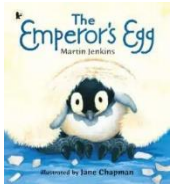
	 **Beowulf (Usbourne)** Fearsome monsters stalk the moors of ancient Denmark, murdering anyone they catch. But then a warrior comes from overseas. His name is Beowulf.	Heir to the Hairy Hooligan throne - but most of the time Hiccup feels like a very ordinary boy, finding it hard to be a Hero.	 In Saxon Kent the law says thieves should be executed, and soup made from a stolen sheep has been found in the Medway house. Young Edward takes the blame, but does his father know more than he's letting on? And can he find a way to save his son from hanging?
Year 5	History – World War II  **Goodnight Mister Tom** Britain, 1940. With World War Two raging all around, young children are being sent from their homes in the city to the countryside for safety. When eight-year-old Willie Beech first arrives on Tom Oakley's doorstep, neither are quite sure what to make of each another. Geography – Environmental Sustainability  **Aubrey and the Terrible Ladybirds** Aubrey is shrunk to the size of an earwig and travels on the back of a swallow to learn about 'The Great Hunger'. He discovers that pesticides and intensive farming methods are having a detrimental effect on the wildlife of Europe.	Geography – Biomes and maps  **Kensuke's Kingdom** Washed up on an island in the Pacific, Michael struggles to survive on his own. With no food and no water, he curls up to die. When he wakes, there is a plate beside him of fish, of fruit, and a bowl of fresh water. He is not alone . . . Science - Space  **Cosmic It's One Giant Lead for Boy-kind** Liam is too big for his boots. And his football strip. And his school blazer. But being super-sized height-wise has its advantages: he's the only eleven-year-old to ever ride the G-force-defying Cosmic rollercoaster – or to be offered the chance to drive a Porsche. Long-legged Liam makes a giant leap for boy-kind by competing with a group of adults for the chance to go into space.	History – Stone Age to Iron Age  **The Wild Way Home** When Charlie's longed-for brother is born with a serious heart condition, Charlie's world is turned upside down. Upset and afraid, Charlie flees the hospital and makes for the ancient forest on the edge of town. There Charlie finds a boy floating face-down in the stream, injured, but alive. But when Charlie sets off back to the hospital to fetch help, it seems the forest has changed. Science – Living Things PHSE – Climate Change  **The Last Bear** There are no polar bears left on Bear Island. At least, that's what April's father tells her when his scientific research takes them to this remote Arctic outpost for six months. But one endless summer night,

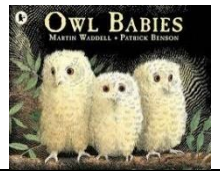
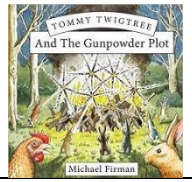
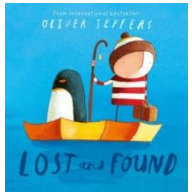
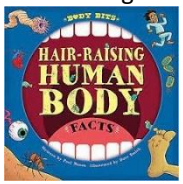
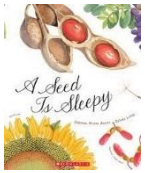
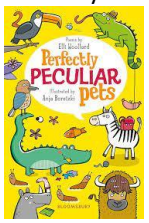
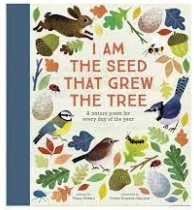
			April meets one. He is starving, lonely and a long way from home. Determined to save him, April begins the most important journey of her life…
Year 6	History – Greeks **Percy Jackson and the Lightening Thief**  Lately, mythological monsters and the Olympian gods seem to be walking straight out of the pages of Percy Jackson's Greek mythology textbook and into his life. Zeus's master lightning bolt has been stolen, and Percy is the prime suspect. Percy and his friends have just ten days to find and return Zeus's stolen property and bring peace to a warring Mount Olympus. Geography – Mountains **Bigfoot Mountain**  Minnie is alone, high up in her favourite tree, looking out over a distant forest fire. She and her stepfather Dan are stuck with each other, living in their small cabin at the foot of the mountain after Minnie's mother died. When Minnie and her friend Billy discover four giant footprints on a mountain trail, Dan puts	PHSE and Citizenship **Wonder**  Born with a terrible facial abnormality, Auggie has been home-schooled by his parents his whole life. Now, for the first time, he's being sent to a real school. All he wants is to be accepted. But can he convince his new classmates that he's just like them, underneath it all? History – Leisure and Entertainment **A History of Music for Children**  Readers will meet along the way a diverse cast of composers, musicians and performers who all make music in different ways in a variety of different genres, from Bach to Billie Eilish, Mozart to Miriam Makeba. Why do we make music? Which instruments make up a classical orchestra? How does music affect our brains and emotions? These are just some of the fascinating questions addressed in this book, which looks at music's transnational and boundary-breaking qualities. All over the world and throughout time, music has been recorded and passed	History – Shang Dynasty **Tales from China**  This collection of Chinese stories begins with the great legends of how Earth and Heaven came into being. There are folk-tales too, about ghosts and rain-makers, poor students and magicians, and the man who was nearly made into fish paste. Throughout the collection, the author brings to life all the magic and mystery of China. Geography – North America **Holes**  Stanley Yelnats' family has a history of bad luck, so when a miscarriage of justice sends him to Camp Green Lake Juvenile Detention Centre (which isn't green and doesn't have a lake) he is not surprised. Every day he and the other inmates are told to dig a hole, five foot wide by five foot deep, reporting anything they find. Why? The evil warden claims that it's character building, but this is a lie. It's up to Stanley to dig up the truth.

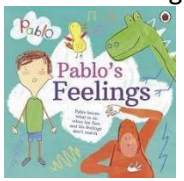
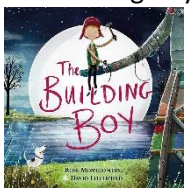
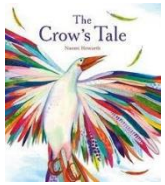
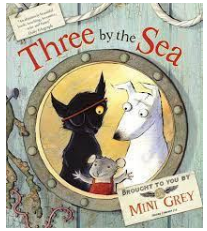
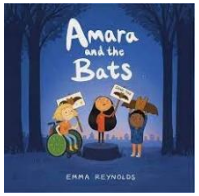
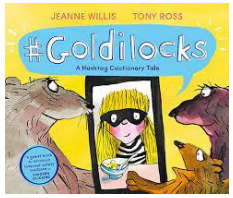
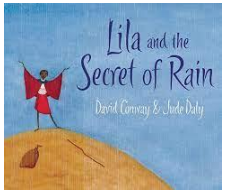
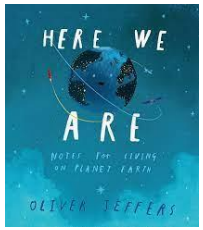
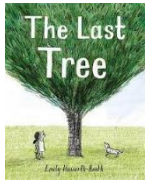
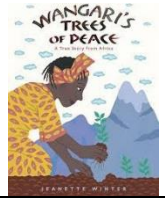
	it down to hoaxers. But Minnie knows better.	down through different oral traditions and forms of notation. It has always been a powerful catalyst for influencing change and connecting people.	

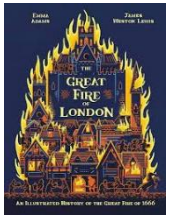
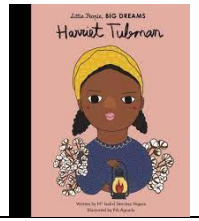
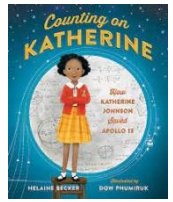
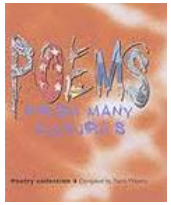
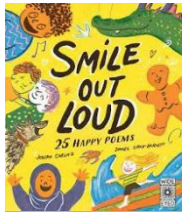
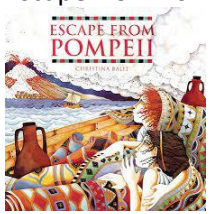
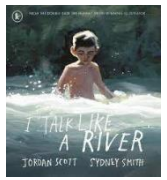
Class Readers – Quick Read High Quality Texts Linked to Topic

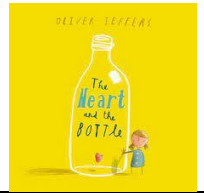
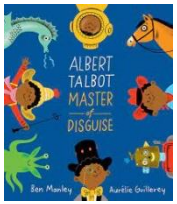
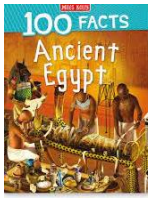
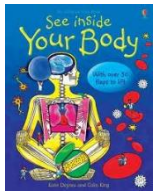
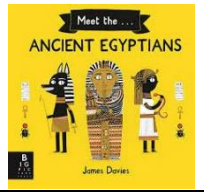
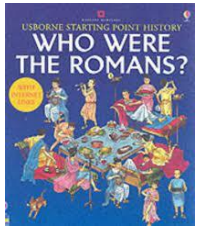
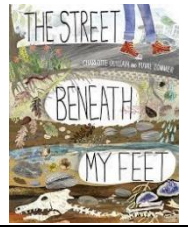
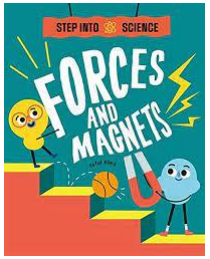
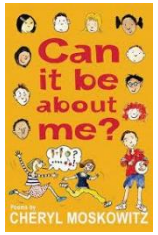
Year group	Advent	Lent	Pentecost
EYFS	More People to Love me  We are Family  You Choose  The Very Helpful Hedgehog  We're Going on a Pumpkin Hunt  When I Grow Up  Vet in Training  Brush Your Teeth Please  Eat Your Greens Goldilocks  Emergency!  	The Tournament  Castle (Usbourne)  The Castle the King Built  The Ups and Downs of the Castle Mice  What a Wonderful World  Little People Big Dreams: David Attenborough  One Day on Our Blue Planet in the Rainforest  One Day on Our Blue Planet in the Antarctic  Africa Amazing Africa Diary of Wombat	Farm Animals  Tractors and Farm Machinery  Where Does My Food Come From?  A Year on Adam's Farm  The Farm That Feeds Us  Farm Animals  Look What I Found on the Farm  Sonya's Chickens  A Year on the Farm  The Little Red Hen 

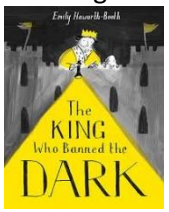
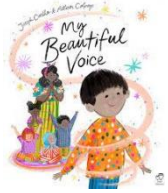
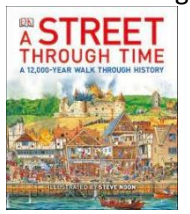
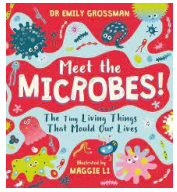
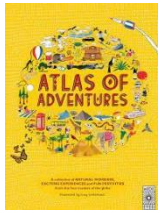
		  We're Going on an Egg Hunt 	The Sugar Story 
Rhyme and Poetry	 	  	 
Year 1 Fiction	My Skin Your Skin  Nimesh the Adventurer  We're Going to Find the Monster  The Only Way is Badger 	Forever Star  Katie Morag Island Stories  Coming to England  Journey 	Look Up!  Astro Girl  Sulwe  The Emperor's Egg 

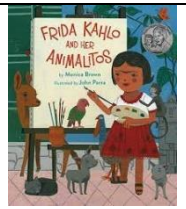
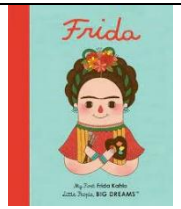
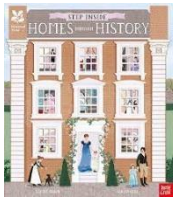
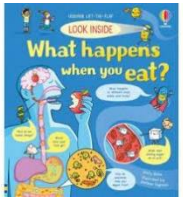
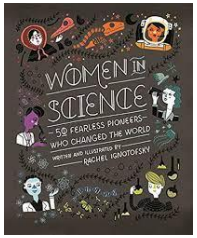
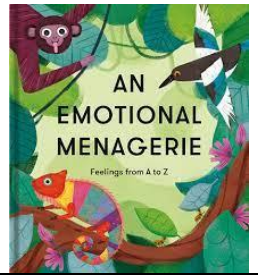
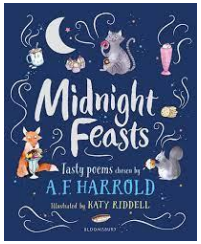
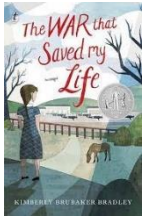
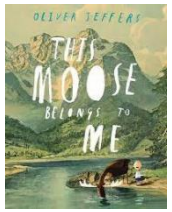
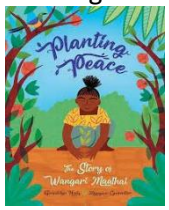
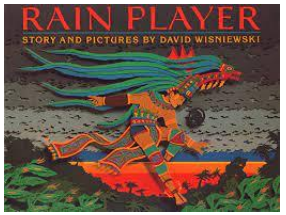
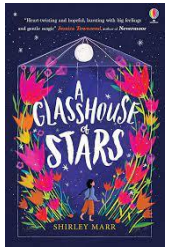
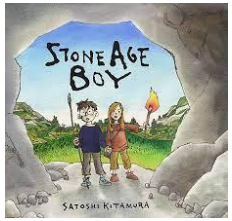
	Owl Babies  Tommy Twigtree and the Gunpowder Plot  	Lost and Found  	One Day on our Blue Planet: In the Savannah 
Non-Fiction	Hair-Raising Human Body Facts  	Big Dream Little Leaders  A Seed is Sleepy  The Big Book of the UK  	Along Came a Different 
Poetry	Perfectly Peculiar Pets  		I am the Seed That Grew the Tree 

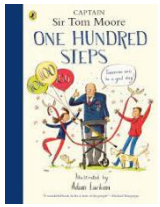
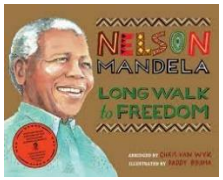
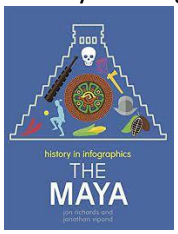
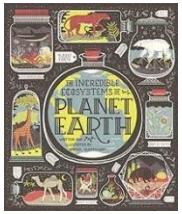
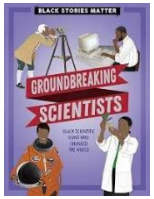
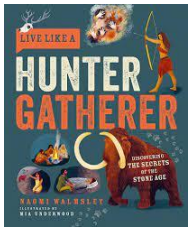
Year 2 Fiction	Pablo's Feelings  	The Building Boy  	A Crow's Tale  	The Perfect Shelter  	My Big Fantastic Family  	Three by the Sea  			
Amara and the Bats  	The Hike  	#Goldilocks  	Lila and Secret Rain  	Here We Are  					
		The Last Tree  	Wangari's Trees of Peace: A True Story from Africa  						

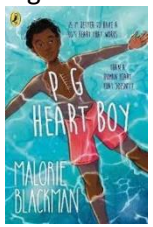
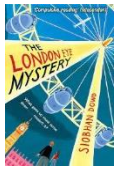
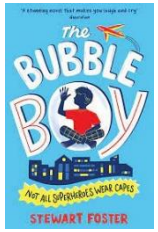
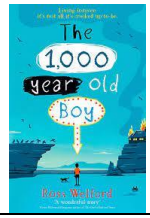
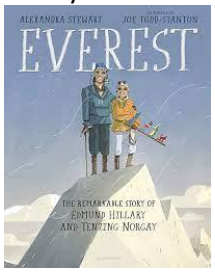
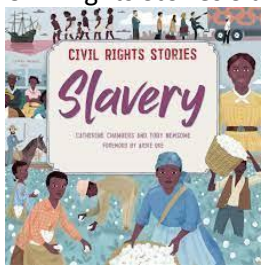
Non-fiction	The Great Fire of London 	The Big Book of Blooms 	Heroes Who Help us From Around the World  Harriet Tubman  Counting on Katherine 
Poetry		Poems from Many Cultures 	Smile Out Loud 
Year 3	Marcy and the Riddle of the Sphinx 	Escape from Pompeii 	After the Fall  I Talk like a River 

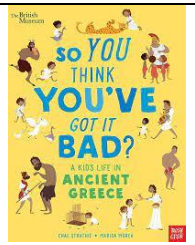
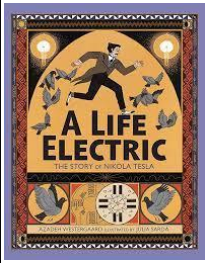
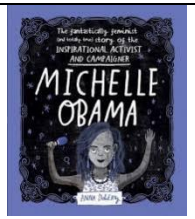
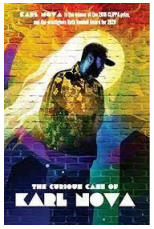
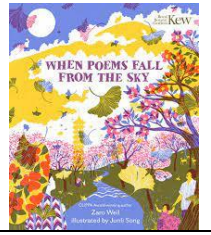
		The Night Flower  The Heart and the Bottle  	Albert Talbot Master of Disguise  The Light Thieves 
Non-fiction	100 facts Ancient Egypt  See Inside Your Body  Meet the Ancient Egyptians  	Who were the Romans?  The Street Beneath My Feet  	Forces and Magnets (Step into Science) 
Poetry	Poems from a Green and Blue Planet  	Can it be about me?  	

Year 4	The King Who Banned the Dark  	Arthur and the Golden Rope  	My Beautiful Voice  The Iron Man  Sindhu and Jeet's Detective Agency 
Non-fiction	Wild Animals of the World  Frida Kahlo and Her Animalitos Frida Kahlo: My First Frida Kahlo	A Street Through Time  Meet the Microbes  Step Inside Homes Through History Look Inside: What Happens When You Eat	Atlas of Adventures  Women in Science: 50 Fearless Pioneers Who Changed the World

	 	 	
Poetry	An Emotional Menagerie 	Midnight Feasts: Tasty Poems 	
Year 5	World War II The War That Saved My Life  This Moose Belongs to Me  Greta and the Giants 	Planting Peace  Rain Player 	A Glasshouse of Stars  Stone Age Boy 

Non-fiction	Sir Tom Moore One Hundred Steps 	Nelson Mandela Long Walk to Freedom  History of Infographics The Maya  The Incredible Ecosystems of Planet Earth 	Groundbreaking Scientists  Live Like a Hunter Gatherer: Discovering the Secrets of the Stone Age 
Poetry	‘The Listeners’ Poem 		Stars With Flaming Tails 

Year 6	The Tunnels Below 	Pig Heart Boy  The London Eye Mystery 	The Bubble Boy  The 1000 Year Old Boy 
Non-fiction	Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay  So You Think You've Got it Bad? A Kid's Life in Ancient Greece	Earth Heroes  Michelle Obama: The Fantastically Feminist (and Totally True) Story of the Inspirational Activist and Campaigner	Civil Rights Stories Slavery  Amazing Evolution: The Journey of Life

	 A Life Electric: The Story of Nikola Tesla 		
Poetry	The Curious Case of Karl Nova 		When Poems Fall From the Sky 

Key Stage 2 Reading Progression

Year 3	Word Reading		Comprehension							
			Develop positive attitudes to reading and understanding of what they read by							
	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Listening o and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	Using dictionaries to check the meaning of words that they have read	Increasing their familiarity with a wide range of books, including, fairy stories, myths and legends and retelling some of these orally	Identifying themes and conventions in and across a wide range of books	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Discussing words and phrases that capture the reader's interest and imagination	Recognising some different forms of poetry (for example free verse, narrative poetry)
Year 3			Understand what they read by							
			Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Asking questions to improve their understanding of a text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Identifying main ideas drawn from more than paragraph and summarising these	Identifying how language, structure, and presentation contribute to meaning		
Year 3			Further Comprehension							
			Retrieve, record and present information from non-fiction		Participating in discussions about books that are read to them and those they can read for themselves, taking					

			turns and listening to what others say				

Develop positive attitudes to reading and understanding of what they read by										
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Listening o and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	Using dictionaries to check the meaning of words that they have read	Increasing their familiarity with a wide range of books, including, fairy stories, myths and legends and retelling some of these orally	Identifying themes and conventions in and across a wide range of books	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Discussing words and phrases that capture the reader's interest and imagination	Recognising some different forms of poetry (for example free verse, narrative poetry)	
Year 4			Understand what they read by							
			Checking that the text makes sense to them, discussing their understanding and explaining	Asking questions to improve their understanding of a text	Drawing inferences such as inferring characters' feelings, thoughts and	Predicting what might happen from details stated and implied	Identifying main ideas drawn from more than paragraph and summarising these	Identifying how language, structure, and presentation contribute to meaning	Retrieve, record and present information from non-fiction	

		the meaning of words in context		motives from their actions, and justifying inferences with evidence					
Year 4		Further Comprehension							
		Participating in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say							

Year 5	Word Reading	Comprehension						
		Maintain positive attitudes to reading and understanding of what they read by						
	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays non-fiction and reference books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	Increasing their familiarity with a wide range of books, including, myths, legends and traditional stories, modern fiction, from literary heritage, others cultures and traditions	Recommending books that they have read to their peers, giving reasons for their choices	Identifying and discussing themes and conventions in and across a wide range of writing	Making comparisons within and across books	Learning a wider range of poetry by heart	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience
Year 5		Understand what they read by						
		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Asking questions to improve their understanding of a text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Summarising the main ideas drawn from more than one paragraph identifying key details that support the main ideas	Identifying how language, structure, and presentation contribute to meaning	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	
Year 5		Further Comprehension							

		Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Distinguish between statements of fact and opinion	Retrieve, record and present information from non-fiction	Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary	Provide reasoned justifications for their views		

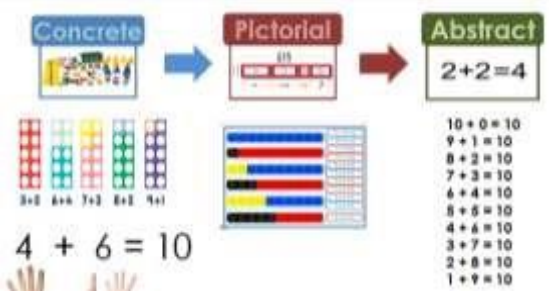
	Word Reading	Comprehension							
		Maintain positive attitudes to reading and understanding of what they read by							
Year 6	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays non-fiction and reference books or textbooks	Reading books that are structured in different ways and reading for a range of purposes	Increasing their familiarity with a wide range of books, including, myths, legends and traditional stories, modern fiction, from literary heritage, others cultures and traditions	Recommending books that they have read to their peers, giving reasons for their choices	Identifying and discussing themes and conventions in and across a wide range of writing	Making comparisons within and across books	Learning a wider range of poetry by heart	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience
Year 6		Understand what they read by							

		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Asking questions to improve their understanding of a text	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Predicting what might happen from details stated and implied	Summarising the main ideas drawn from more than one paragraph identifying key details that support the main ideas	Identifying how language, structure, and presentation contribute to meaning	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	
Year 6		Further Comprehension							
		Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Distinguish between statements of fact and opinion	Retrieve, record and present information from non-fiction	Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary	Provide reasoned justifications for their views		

Maths Curriculum Document

Our school has adapted from the White Rose Hub's calculation document, White Rose Scheme of Work and coupled with high quality staff training, the following Maths overview for each Year Group. We've adapted our practice within school altering our approach and provision. 'Mastery', as highlighted frequently within Mathematical documentation and resourcing relates to an expectation for **all** our children, creating a base for all high quality Maths provision throughout the school.

This document is a statement of the aims, principles and guidance for teaching and learning of Mathematics at St. Norbert's Voluntary Academy. It is designed to help teachers and staff at St. Norbert's ensure that Maths provision, is taught through a concrete, pictorial and abstract approach. Following the White Rose overview guidance and Scheme of Work, supplemented by our own understanding and school based resources, we aim to offer a high quality provision within the three areas leading towards pupils becoming Mathematically literate.



It is strongly advised that all staff read the school's Maths Policy and Calculation Policy which sets out the subject headings of addition, subtraction, multiplication and division identifying within each specific area the progression of skills, knowledge and layout for more formal written methods. These documents identify calculation strategies your year group should adopt and provides breadth for moving from concrete to pictorial and then onto abstract recording, leading to more formal written methods. These methods include the use of mental methods, recalling all key number bonds, facts, times tables and similar as pupils progress through the school.

A variety of mental calculation methods will be taught enabling all children to access and succeed, alongside which, the recalling of facts will be taught and tested regularly through 'Cold Maths'; drop-everything-and-count; Times tables tests. The progression of mental methods and expectations will comply with the New National Curriculum Statements from July 2014.

At St. Norbert's it is important that staff always use correct mathematical language within their Year group and encourage this understanding of language from every pupil. This will take place in class discussions, Working Walls, Maths vocabulary posters and displays, as well as through oral and written feedback, next steps and target setting.

The basis of our Maths provision is enabling children to be competent across a range of problem solving strategies; able to use and apply visual representations; moving into abstract written methods which are complementary to mental methods enabling greater levels of success across all Year groups.
Mental methods should not be seen as separate from them but as an integral part in being mathematically literate. Children should use mental methods when appropriate, but for calculations that they cannot do in their heads they use an efficient written method accurately and with confidence, appropriate to their Year group.

What will 'Good Quality Maths Teaching achieve?'

- A consistent and progressive approach to calculation, enabling a smooth transition between year groups.
- Pupils are able to understand the underlying ideas and they develop ways of recording to support their thinking and calculation methods, using particular methods that apply to special cases.
- Enabling children to learn to interpret and use signs, symbols and vocabulary.
- Children will acquire secure mental methods of calculation and one efficient written method of calculation for addition, subtraction, multiplication and division which they know they can rely on when mental methods are not appropriate.
- It will ensure that children can use these methods accurately with confidence and understanding.

- Pupils methods of calculating will be underpinned by a secure and appropriate knowledge of number facts, along with the mental skills that are needed to carry out the process and judge if it was successful.
- It will ensure that pupils are competent in fluency, reasoning and problem solving and can make informed and appropriate choices about the methods they wish to use (mental or written) to solve mathematical problems efficiently and effectively in real life contexts.

Curriculum Links

It can be an issue to gain the depth and coverage - it's not easy to cover the full content of the curriculum in the depth necessary, however using the small-steps documents, links we have as a school to 'Classroom Secrets' and the range of resources available in the school the process becomes more manageable. Identifying cross curricular links to your Maths overview will enable a far greater use of skills and application of skills throughout the curriculum thus improving pupils' outcomes as a direct result. White Rose's small step approach is designed to ensure that all pupils will come back to topics time and time again, both within the study of the same area of mathematics and in other areas so that they will continue to deepen their understanding through this revisiting and interleaving.

Assessment Opportunities

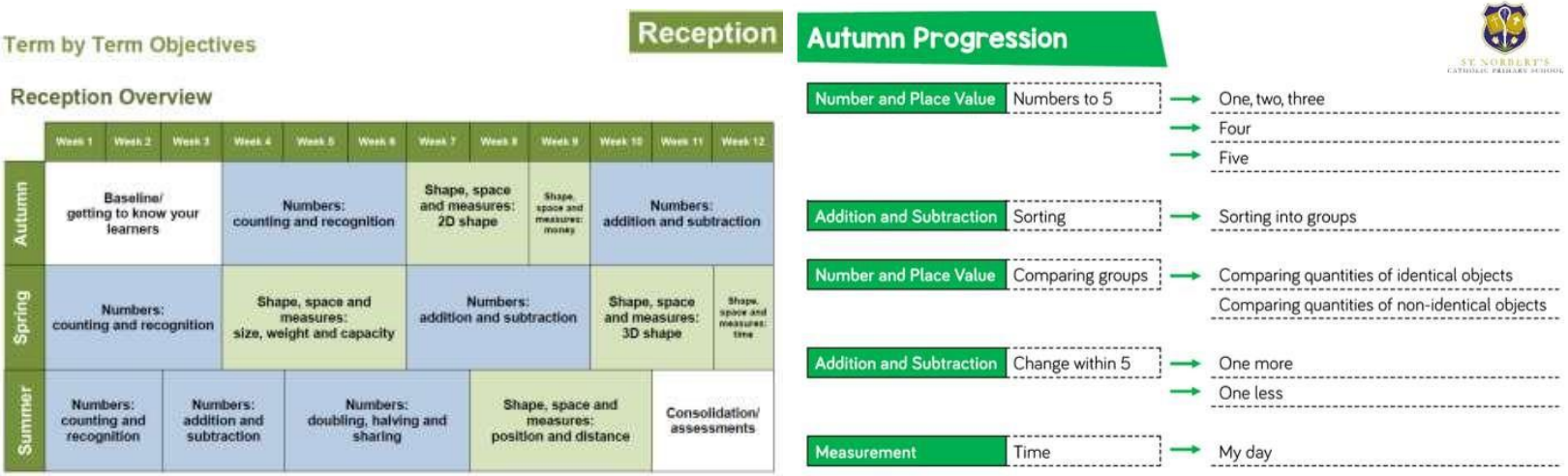
Utilising the end of unit or end of block assessments is a clear way of monitoring progress during and at the end of a taught block of learning. The use of such tools will enable you as the teacher to identify children, small groups for intervention purposes or for returning to later in the year. Pre-teaching of a block will also help you understand those with misconceptions, identify children for support and those needing deeper dives in their breadth of study.

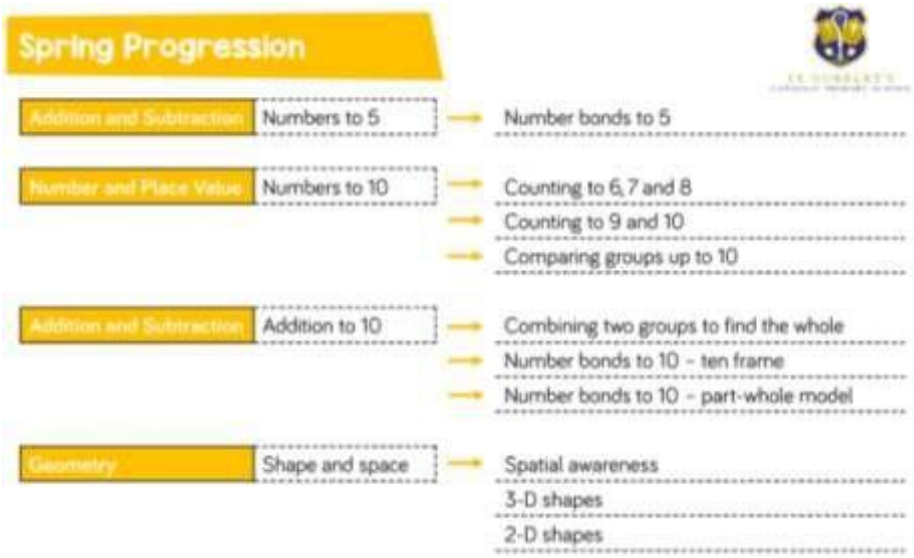
Maths Annual Overview Plans For EYFS – YR6

In adapting the White Rose Scheme of Work and linking this with our understanding of Concrete, Pictorial and Abstract mathematical teaching, we are able to provide all children (Mastery) with access to a wider understanding of how their Maths learning connects together over time. The White Rose documents provided to all staff enable both an overview of their respective year group and a 'SmallStep' guidance document which underpins, supports and tackles misconceptions at the pre-

teach stage. It is anticipated that all staff will follow the units and headings identified in the Year Group overviews, whilst also making professional judgments about their children, their learning and where certain teaching might be more beneficial.

Reception Maths Overviews





Maths Curriculum Document

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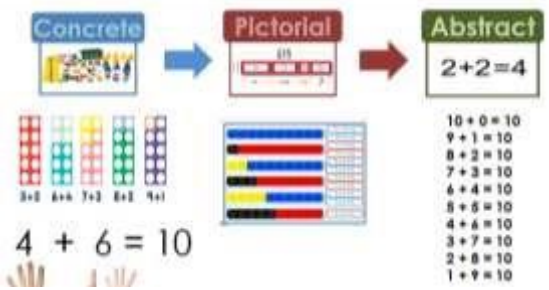

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Reception Maths Overviews

Term by Term Objectives

Reception

Reception Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline/ getting to know your learners			Numbers: counting and recognition			Shape, space and measures: 2D shape		Shape, space and measures: money	Numbers: addition and subtraction		
Spring	Numbers: counting and recognition			Shape, space and measures: size, weight and capacity			Numbers: addition and subtraction			Shape, space and measures: 3D shape		Shape, space and measures: time
Summer	Numbers: counting and recognition		Numbers: addition and subtraction		Numbers: doubling, halving and sharing			Shape, space and measures: position and distance			Consolidation/ assessments	

Autumn Progression

Number and Place Value	Numbers to 5	One, two, three
		Four
		Five
Addition and Subtraction	Sorting	Sorting into groups
Number and Place Value	Comparing groups	Comparing quantities of identical objects
		Comparing quantities of non-identical objects
Addition and Subtraction	Change within 5	One more
		One less
Measurement	Time	My day

Spring Progression

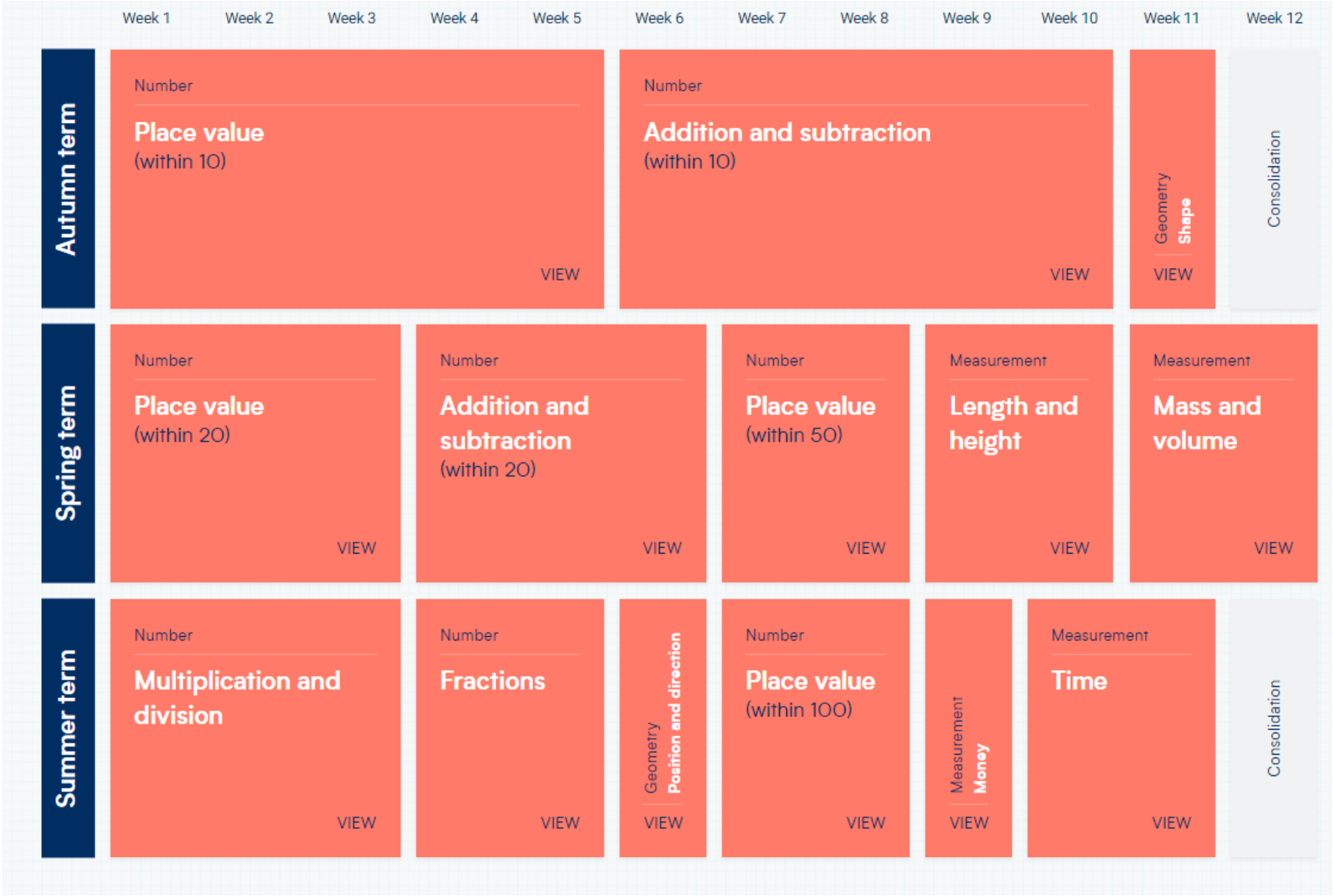
Addition and Subtraction	Numbers to 5	Number bonds to 5
Number and Place Value	Numbers to 10	Counting to 6, 7 and 8
		Counting to 9 and 10
		Comparing groups up to 10
Addition and Subtraction	Addition to 10	Combining two groups to find the whole
		Number bonds to 10 – ten frame
		Number bonds to 10 – part-whole model
Geometry	Shape and space	Spatial awareness
		3-D shapes
		2-D shapes

Summer Progression

Geometry	Exploring patterns	Making simple patterns
		Exploring more complex patterns
Addition and Subtraction	Count on and back	Adding by counting on
		Taking away by counting back
Number and Place Value	Numbers to 20	Counting to 20
Multiplication and Division	Numerical patterns	Doubling
		Halving and sharing
		Odds and evens
Measurement	Measure	Length, height and distance
		Weight
		Capacity

Maths Overviews 2023

Year 1



End of Year Expectations for Year 1 for New National Curriculum – EXPECTED (At National Standard)

Year 1 Maths

Year 1 Number and Place Value

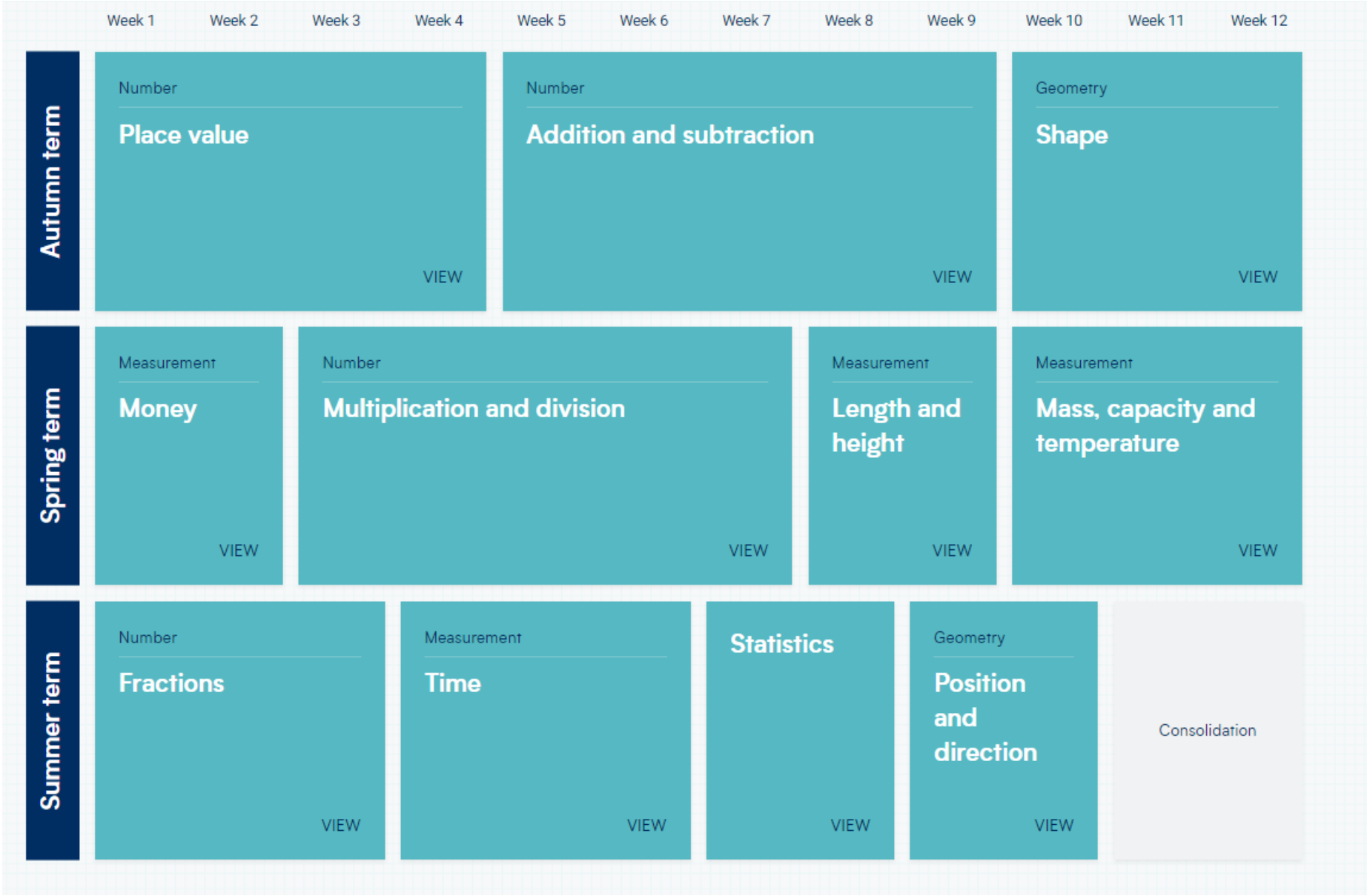
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Sufficient evidence shows the ability to: ❑ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ❑ Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. ❑ Given a number, identify 1 more and 1 less. ❑ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. ❑ Read and write numbers from 1 to 20 in numerals and words.	**Sufficient evidence shows the ability to:** ❑ Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. ❑ Represent and use number bonds and related subtraction facts within 20. ❑ Add and subtract one-digit and two-digit numbers to 20, including 0. ❑ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.	**Sufficient evidence shows the ability to:** ❑ Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	**Sufficient evidence shows the ability to:** ❑ Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. ❑ Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.

Year 1 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement
Sufficient evidence shows the ability to: ❑ Compare, describe and solve practical problems for: ➢ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ➢ mass/weight [for example, heavy/light, heavier than, lighter than] ➢ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ➢ time [for example, quicker, slower, earlier, later] ❑ Measure and begin to record the following: ➢ lengths and heights ➢ mass/weight ➢ capacity and volume ➢ time (hours, minutes, seconds) ➢ recognise and know the value of different denominations of coins and notes ➢ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] . ❑ Recognise and use language relating to dates, including days of the week, weeks, months and years. ❑ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	**Sufficient evidence shows the ability to:** ❑ Recognise and name common 2-D and 3-D shapes, including: ➢ 2-D shapes [for example, rectangles (including squares), circles and triangles] ➢ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	**Sufficient evidence shows the ability to:** ❑ Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Maths Overviews 2023

Year **2**



End of Year Expectations for Year 2 for New National Curriculum – EXPECTED (At National Standard)

Year 2 Maths

Year 2 Number and Place Value

Number and Place Value

Sufficient evidence shows the ability to:

- ❑ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- ❑ Recognise the place value of each digit in a two-digit number (tens, ones).
- ❑ Identify, represent and estimate numbers using different representations, including the number line.
- ❑ Compare and order numbers from 0 up to 100; use <, > and = signs.
- ❑ Read and write numbers to at least 100 in numerals and in words.
- ❑ Use place value and number facts to solve problems.

Addition and Subtraction

Sufficient evidence shows the ability to:

- ❑ Solve problems with addition and subtraction:
- ❑ using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.
- ❑ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- ❑ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers.
- ❑ Add three one-digit numbers.
- ❑ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- ❑ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

Sufficient evidence shows the ability to:

- ❑ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- ❑ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
- ❑ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- ❑ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

Sufficient evidence shows the ability to:

- ❑ Recognise, find, name and write fractions 1/2, 1/3, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity.
- ❑ Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½.

Year 2 Geometry and Measures

Measures

Sufficient evidence shows the ability to:

- ❑ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- ❑ Compare and order lengths, mass, volume/capacity and record the results using >, < and =.
- ❑ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- ❑ Find different combinations of coins that equal the same amounts of money.
- ❑ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- ❑ Compare and sequence intervals of time.
- ❑ Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- ❑ Know the number of minutes in an hour and the number of hours in a day.

Geometry – Properties of Shapes

Sufficient evidence shows the ability to:

- ❑ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- ❑ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- ❑ Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].
- ❑ Compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry – Position and Movement

Sufficient evidence shows the ability to:

- ❑ Order and arrange combinations of mathematical objects in patterns and sequences.
- ❑ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).

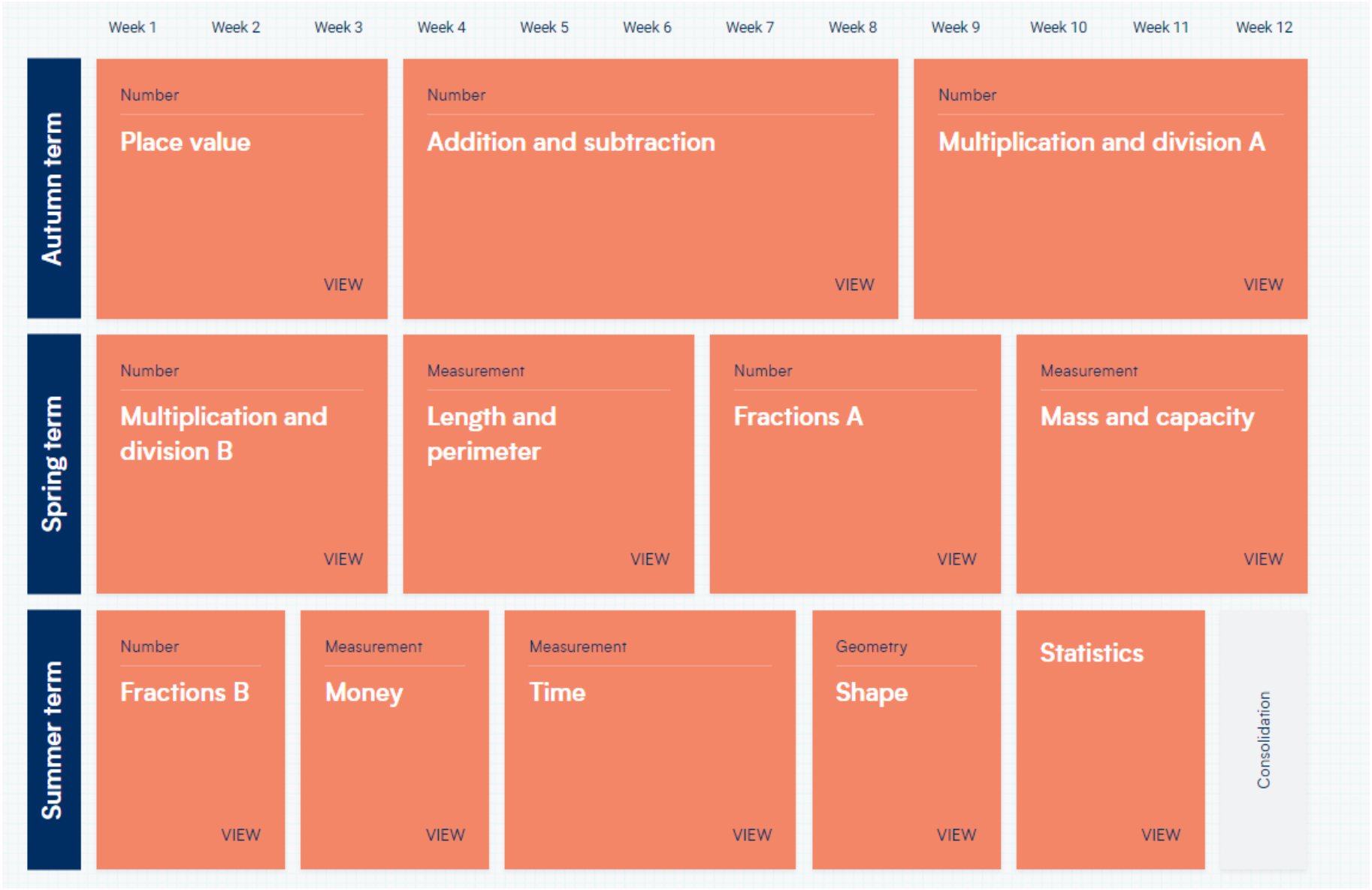
Statistics

Sufficient evidence shows the ability to:

- ❑ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- ❑ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- ❑ Ask and answer questions about totalling and comparing categorical data.

Maths Overviews 2023

Year 3



End of Year Expectations for Year 3 for New National Curriculum – EXPECTED (At National Standard)

Year 3 Maths

Year 3 Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Sufficient evidence shows the ability to: ❑ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. ❑ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). ❑ Compare and order numbers up to 1000. ❑ Identify, represent and estimate numbers using different representations. ❑ Read and write numbers up to 1000 in numerals and in words. ❑ Solve number problems and practical problems involving these ideas.	Sufficient evidence shows the ability to: ❑ Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds. ❑ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. ❑ Estimate the answer to a calculation and use inverse operations to check answers. ❑ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Sufficient evidence shows the ability to: ❑ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. ❑ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. ❑ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	Sufficient evidence shows the ability to: ❑ Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. ❑ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. ❑ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. ❑ Recognise and show, using diagrams, equivalent fractions with small denominator. ❑ Add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]. ❑ Compare and order unit fractions, and fractions with the same denominators. ❑ Solve problems that involve all of the above.

Year 3 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
Sufficient evidence shows the ability to: ❑ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). ❑ Measure the perimeter of simple 2-D shapes. ❑ Add and subtract amounts of money to give change, using both £ and p in practical contexts. ❑ Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. ❑ Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. ❑ Know the number of seconds in a minute and the number of days in each month, year and leap year. ❑ Compare durations of events [for example to calculate the time taken by particular events or tasks].	Sufficient evidence shows the ability to: ❑ Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. ❑ Recognise angles as a property of shape or a description of a turn. ❑ Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. ❑ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	Sufficient evidence shows the ability to: ❑ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	Sufficient evidence shows the ability to: ❑ Interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?']. ❑ Use information presented in scaled bar charts and pictograms and tables.

Maths Overviews 2023

Year 4

End of Year Expectations for Year 4 for New National Curriculum – EXPECTED (At National Standard)

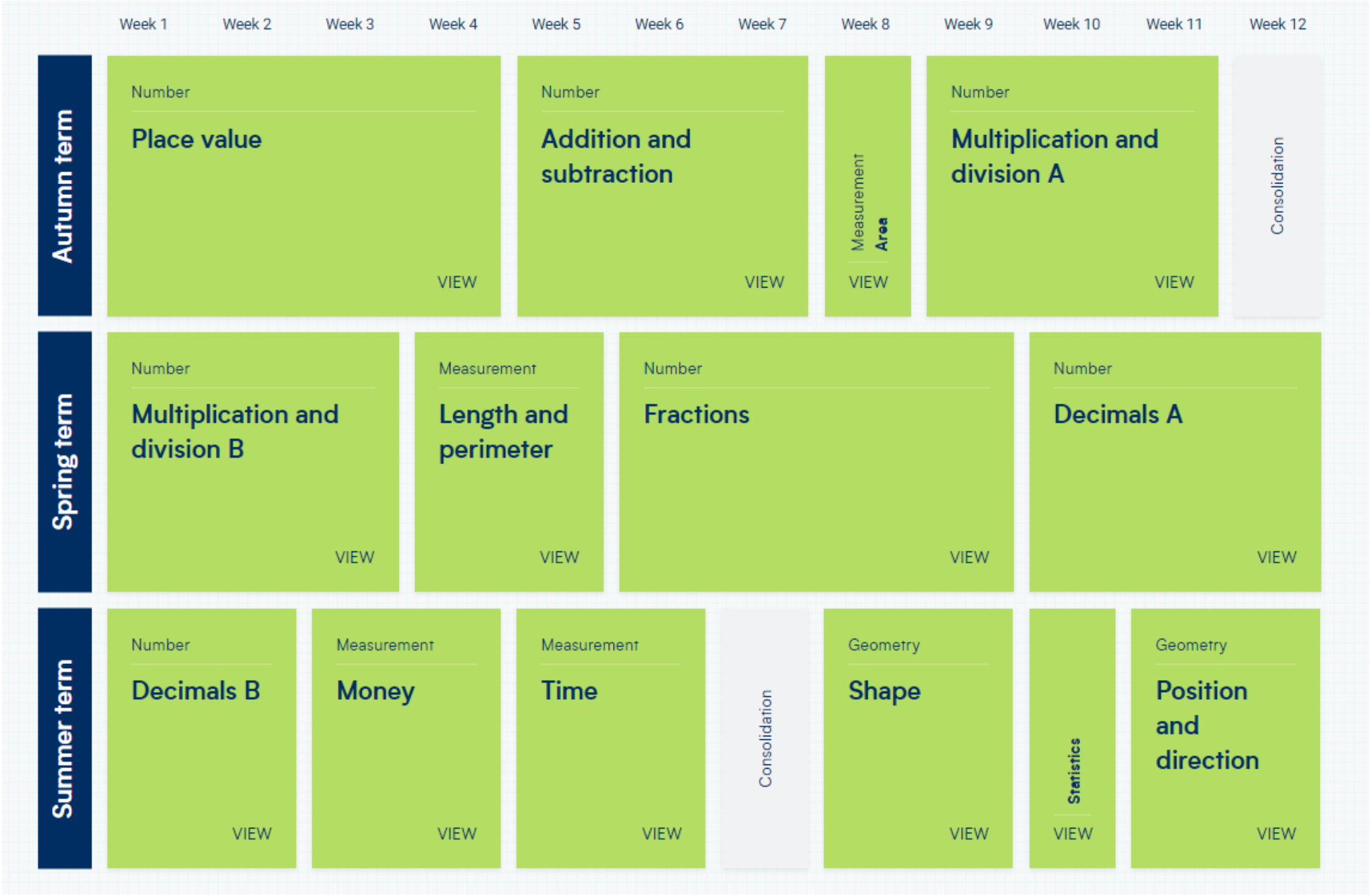
Year 4 Maths

Year 4 Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Sufficient evidence shows the ability to: ❑ Count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number. ❑ Count backwards through zero to include negative numbers. ❑ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). ❑ Order and compare numbers beyond 1000. ❑ Identify, represent and estimate numbers using different representations. ❑ Round any number to the nearest 10, 100 or 1000. ❑ Solve number and practical problems that involve all of the above and with increasingly large positive numbers. ❑ Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	Sufficient evidence shows the ability to: ❑ Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. ❑ Estimate and use inverse operations to check answers to a calculation. ❑ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Sufficient evidence shows the ability to: ❑ Recall multiplication and division facts for multiplication tables up to 12 × 12. ❑ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. ❑ Recognise and use factor pairs and commutativity in mental calculations. ❑ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. ❑ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Sufficient evidence shows the ability to: ❑ Recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ❑ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. ❑ Add and subtract fractions with the same denominator. ❑ Recognise and write decimal equivalents of any number of tenths or hundredths. ❑ Recognise and write decimal equivalents to 1/4 , 1/2 , ¾. ❑ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. ❑ Round decimals with one decimal place to the nearest whole number. ❑ Compare numbers with the same number of decimal places up to two decimal places. ❑ Solve simple measure and money problems involving fractions and decimals to two decimal places.

Year 4 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
Sufficient evidence shows the ability to: ❑ Convert between different units of measure [for example, kilometre to metre; hour to minute]. ❑ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. ❑ Find the area of rectilinear shapes by counting squares. ❑ Estimate, compare and calculate different measures, including money in pounds and pence. ❑ Read, write and convert time between analogue and digital 12- and 24-hour clocks. ❑ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	Sufficient evidence shows the ability to: ❑ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. ❑ Identify acute and obtuse angles and compare and order angles up to two right angles by size. ❑ Identify lines of symmetry in 2-D shapes presented in different orientations. ❑ Complete a simple symmetric figure with respect to a specific line of symmetry.	Sufficient evidence shows the ability to: ❑ Describe positions on a 2-D grid as coordinates in the first quadrant. ❑ Describe movements between positions as translations of a given unit to the left/right and up/down. ❑ Plot specified points and draw sides to complete a given polygon.	Sufficient evidence shows the ability to: ❑ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ❑ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.


Week 1
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Week 11
Week 12
Autumn term
Number
Place value
VIEW
Number
Addition and subtraction
VIEW
Measurement
Area
VIEW
Number
Multiplication and division A
VIEW
Consolidation
Spring term
Number
Multiplication and division B
VIEW
Measurement
Length and perimeter
VIEW
Number
Fractions
VIEW
Number
Decimals A
VIEW
Summer term
Number
Decimals B
VIEW
Measurement
Money
VIEW
Measurement
Time
VIEW
Consolidation
Geometry
Shape
VIEW
Statistics
VIEW
Geometry
Position and direction
VIEW

Maths Overviews 2023

End of Year Expectations for Year 5 for New National Curriculum – EXPECTED (At National Standard)

Year 5 Maths

Year 5 Number and Place Value

Number and Place Value

Sufficient evidence shows the ability to:

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to
- 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and Subtraction

Sufficient evidence shows the ability to:

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Multiplication and Division

Sufficient evidence shows the ability to:

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.
- Establish whether a number up to 100 is prime & recall prime numbers up to 19.
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Multiply and divide numbers mentally drawing upon known facts.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 &1000.
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions

Sufficient evidence shows the ability to:

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other & write mathematical statements > 1 as a mixed number[2/5 + 4/5 = 6/5 = 1 1/5].
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions [for example, 0.71 = 71/100].
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order & compare numbers with up to three decimal places.
- Solve problems involving number up to three decimal places.
- Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', write percentages as a fraction with denominator 100, & as a decimal.
- Solve problems which require knowing percent & decimal equivalents of 1/2, 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Year 5 Geometry and Measures

Measures

Sufficient evidence shows the ability to:

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre & millilitre).
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
- Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water].
- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry – Properties of Shapes

Sufficient evidence shows the ability to:

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (°).
- Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line & 1/2 a turn (total 180°) and other multiples of 90°.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry – Position and Movement

Sufficient evidence shows the ability to:

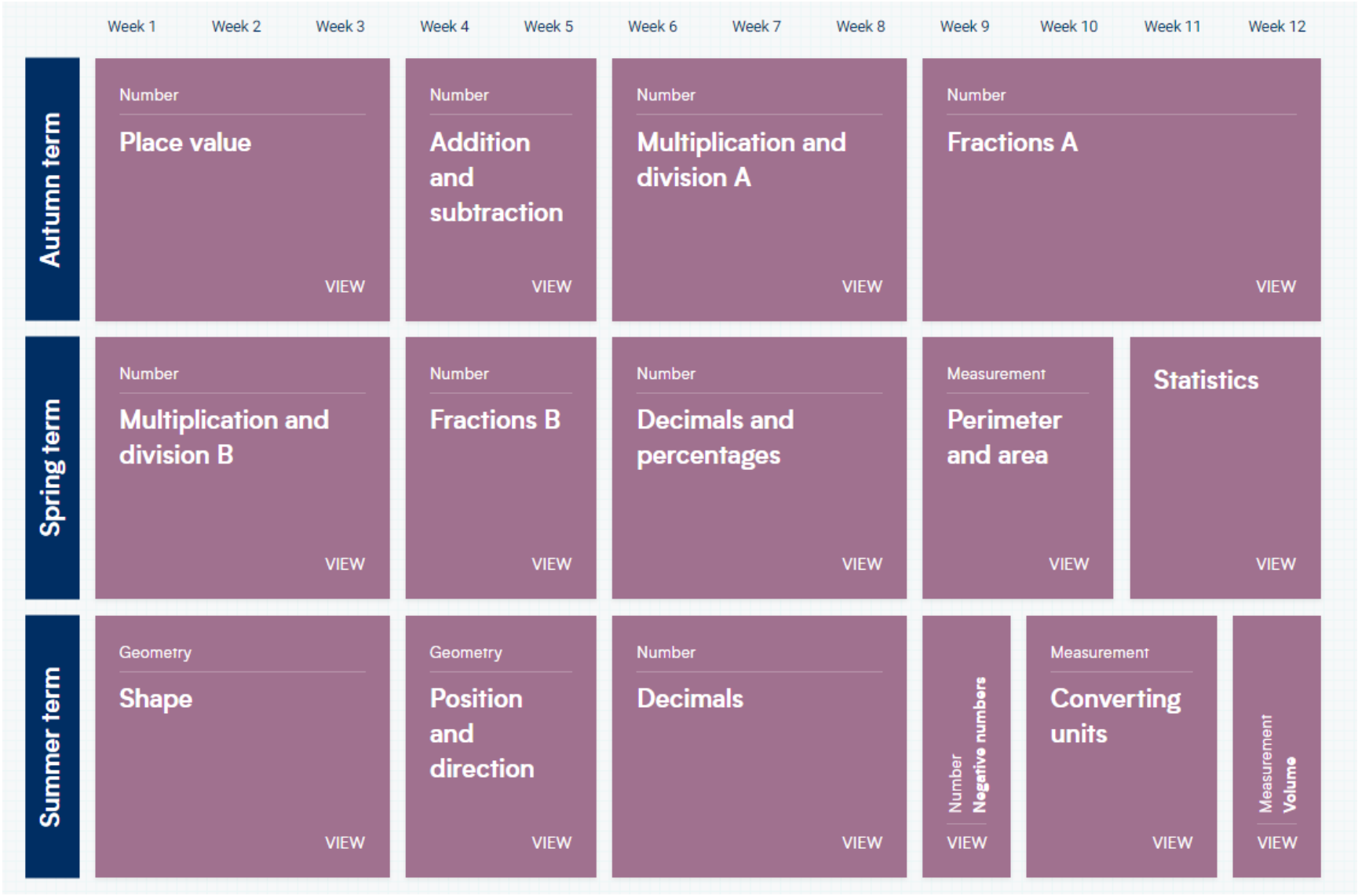
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

Sufficient evidence shows the ability to:

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

Year 5


Week 1
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Week 12
Autumn term
Number
Place value
VIEW
Number
Addition and subtraction
VIEW
Number
Multiplication and division A
VIEW
Number
Fractions A
VIEW
Spring term
Number
Multiplication and division B
VIEW
Number
Fractions B
VIEW
Number
Decimals and percentages
VIEW
Measurement
Perimeter and area
VIEW
Statistics
VIEW
Summer term
Geometry
Shape
VIEW
Geometry
Position and direction
VIEW
Number
Decimals
VIEW
Number
Negative numbers
VIEW
Measurement
Converting units
VIEW
Measurement
Volume
VIEW

Maths Overviews 2023

End of Year Expectations for Year 6 for New National Curriculum – EXPECTED (At National Standard)

Year 6 Maths

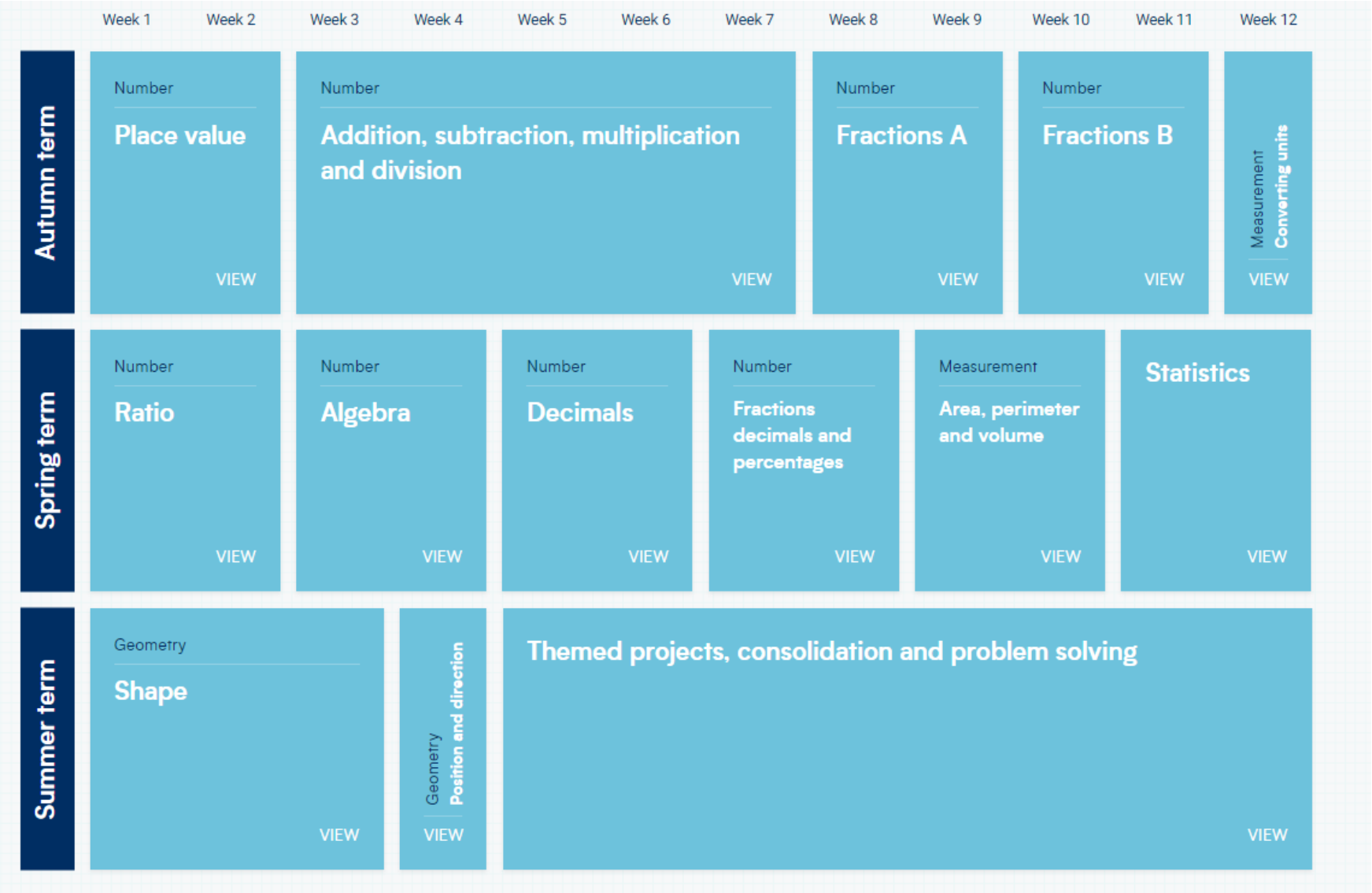
Year 6 Number and Place Value

Number and Place Value	Addition, Subtraction, Multiplication and Division	Fractions	Ratio and Proportion	Algebra
Sufficient evidence shows the ability to: ❑ Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. ❑ Round any whole number to a required degree of accuracy. ❑ Use negative numbers in context, and calculate intervals across zero. ❑ Solve number and practical problems that involve all of the above.	Sufficient evidence shows the ability to: ❑ Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. ❑ Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. ❑ Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. ❑ Perform mental calculations, including with mixed operations and large numbers. ❑ Identify common factors, common multiples and prime numbers. ❑ Use their knowledge of the order of operations to carry out calculations involving the four operations. ❑ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Sufficient evidence shows the ability to: ❑ Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. ❑ Compare and order fractions, including fractions > 1. ❑ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. ❑ Multiply simple pairs of proper fractions, writing the answer in its simplest form. [For example, 1/2 × 1/2 = 1/8]. ❑ Divide proper fractions by whole numbers. 1/3 ÷ 2= 1/6 ❑ Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [e.g. 3/8]. ❑ Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. ❑ Multiply one-digit numbers with up to two decimal places by whole numbers. ❑ Use written division methods in cases where the answer has up to two decimal places. ❑ Solve problems which require answers to be rounded to specified degrees of accuracy. ❑ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Sufficient evidence shows the ability to: ❑ Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. ❑ Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. ❑ Solve problems involving similar shapes where the scale factor is known or can be found. ❑ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.	Sufficient evidence shows the ability to: ❑ Use simple formulae. ❑ Generate and describe linear number sequences. ❑ Express missing number problems algebraically. ❑ Find pairs of numbers that satisfy an equation with two unknowns. ❑ Enumerate possibilities of combinations of two variables.

Year 6 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
Sufficient evidence shows the ability to: ❑ Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. ❑ Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. ❑ Convert between miles and kilometres. ❑ Recognise that shapes with the same areas can have different perimeters and vice versa. ❑ Recognise when it is possible to use formulae for area and volume of shapes. ❑ Calculate the area of parallelograms and triangles. ❑ Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units [for example, mm3 and km3].	Sufficient evidence shows the ability to: ❑ Draw 2-D shapes using given dimensions and angles. ❑ Recognise, describe and build simple 3-D shapes, including making nets. ❑ Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. ❑ Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	Sufficient evidence shows the ability to: ❑ Describe positions on the full coordinate grid (all four quadrants). ❑ Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	Sufficient evidence shows the ability to: ❑ Interpret and construct pie charts and line graphs and use these to solve problems. ❑ Calculate and interpret the mean as an average.

Year 6



Yearly Overview EYFS

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Overview Topics Themes to ensure coverage but may change content due to children's interests	All about Me	People who Help Us	Castles	Around the World	Farms	Minibeasts
Phonics	Phonics Letters and Sounds Revised Phase 2 s a t p i n m d g o c k ck e u r h b f l Tricky words is I the	Phonics Letters and Sounds Revised Phase 2 Ff ll ss j V w x y Z zz qu Words with s added at the end Ch Sh th ng nk Words ending s /z/ Tricky words put as and has his her go no to into she push pull full	Phonics Letters and Sounds Revised Phase 3 Ai ee igh oa Oo o oar or Ur ow oi ear Air er Words with double letters Longer words Tricky words – was you they my by all are sure pure	Phonics Letters and Sounds Revised Phase 3 Review Words with two or more diagraphs Words ending -ing Compound words Words with s in middle /z/ s Words ending -s Words with -es at the end /z/	Phonics Letters and Sounds Revised Phase 4 Short vowel CVCC CCVC CCCVC CCVCC Longer words CCCVC Compound words Root words ending in -ing -ed /t/ -ed /id/ -est Tricky words – said so have like some come love do were here little says there when what one out today	Phonics Letters and Sounds Revised Phase 4 Long vowel sound CVCC CCVC CCCVC CCV CCVCC Words ending -s /s/ z/ -es Root words ending - ing -ed /t/id/d/ -er -est Tricky words – secure spelling

		he of we me be		Tricky words – secure spelling		
Literacy	Fiction Marvelous Me by Lisa Bullard Fiction Squash and a squeeze Julia Donaldson	Non-Fiction – Hero's from around the world by Lisa Gogerly Instructions Pizza – an interactive recipe book by Lotta Nieminen Fiction Jesus' Christmas Party by Nicolas Allan	Song There was a Princess Long Ago Fiction Jack and the Jelly Beanstalk by Rachel Mortimer Fiction Paddington at the Palace by Michael Bond	Non - Fiction If Sharks disappeared by Lilly Willams Non- Fiction Penguins Geographical Fiction Handa's Surprise by Eileen Browne	Fiction Rosies Walk by Pat Hutchins Fiction Pigs might Fly by Johnathan Emmett Instructions Chocolate Cake by Michael Rosen	Fiction Superworm by Julia Donaldson Fiction The Very Hungry Caterpillar by Eric Carle Fiction The Snail and the Whale Julia Donaldson
Books (To be read over year- Dear time)	The longer one – Vicky the Vet by Felicity Brooks The adventure One – Emergency by Margret Mayo The funny One – More People to love The poetry one – the night before Christmas by Clement Clarke Moor		The longer one – The ups and downs of Castle Mice by Michael Bond The adventure One – The Tournament by Heather Amery The funny One – Oi Frog by Kes Gray		The longer one - The adventure One – Old Red by Marnie Reynolds-Bourque The funny One – Hullabaloo The poetry one – Michael Rosen poems The non-fiction one – The Amazing Life Cycle of Plants	

	The non-fiction one – you choose by Pippa Goodhart The classic one – The Three Billy Goats Gruff	The poetry one – Poems from a Green and Blue Planet by Sabrina Mahfouz The non-fiction one – One day on Blue Planet by Ella Bailey The classic one - Rapunzel	The classic one –The Little Red Hen
Poems /rhymes to learn over the year	The Skeleton Dance All Families are different Head Shoulders Knees and Toes (book) The senses song The Lost Dog I'm a little hedgehog All the leaves are falling down Harvest time song There are lots of people to help us song Miss Polly Had a dolly (book) 5 little firemen standing in a row Old Macdonald works so hard Caring for his Pets The silly pizza song 5 little Reindeers When Santa got stuck up the chimney There was a princess long ago The Grand Old Duke of York Pussy Cat Pussy Cat (book) Brave Knight Old king Cole (book) Castle on the Hill The King in the Castle Who will fight the Dragon?		

	The little Penguin The Continents Song The 5 Ocean Song If you go into the bush, what do you think you'll see? Farmers in his den Busy Farmer Ben There's a worm at the bottom of the garden The Tiny Caterpillar song Incey Wincey Spider					
Quality Texts	We Are Family by Patricia Hegarty Brush your teeth please by Leslie McGuire Leaf Man by Lois Ehlert The very helpful Hedgehog by Rosie Wellesley We are going on a pumpkin hunt by Mary Wilcox	When I Grow Up by Jon Hales and Paula Monteagudo Vet in Training by Cath Ard Eat Your Greens, Goldilocks by Steve Smallman	The Castle the king built by Rebecca Colby and Tom Froese National Trust Look inside a castle by Conrad Mason	What a Wonderful World by Bob Thiele and George David Weiss Little people big dreams David Attenborough by Maria Isabel Sanchez Vegara. Were going on a egg hunt by Laura Hughes Amazing Africa by Atinuke	What the ladybird Heard by Julie Donaldson What the ladybird Heard Next by Julia Donaldson Egg to chicken by Camilla de la Bedoyere Just ducks! By Nicola Davies	Amazing Animal Homes by Chris Packham Snails by Susie Williams The Amazing Life Cylcle of a Butterly by Kay Barnham Yucky Worms by Vivian French My Butterfly Bouquet by Nicola Davies

Mathematics'	Matching and Sorting Comparing size, mass and capacity Comparing amounts Exploring Patterns Representing 1, 2 and 3	Composition of 1, 2, 3 Comparing 1, 2 and 3 Circles and triangles Positional Language Representing numbers to 5 Composition of 4 and 5 One more and less Shapes with 4 sides	Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity Composition of 6, 7 and 8	Combining two groups Length and Height Time 9 and 10 Comparing numbers to 10 Number bonds to 10 3D shapes Patterns	Building numbers beyond 10. Counting beyond 10 Adding more Taking way Spatial Reasoning	Doubling Sharing and grouping Odd and even Consolidating key skills Patterns and relationships Spatial awareness			
Understanding of the World/PSED RE	Myself	Other Faiths Judaism Hanukkah	Welcome	Birthdays	Celebrating Gathering	Gathering Growing	Good news Friends	Other faith week – Islam Prayer	Our World
RSE	Journey in love - Spiritual			Journey in love - Physical			Journey in love – Social and emotional		
PSED	we have rules at school that we must follow. We must work together as a	We are all unique. All cultures are celebrated (linked to other faiths/ key experiences) To know right from wrong.	This is Me- see themselves as valuable individuals, recognising talents	Choices- understanding the actions of others, seeing someone else's point of view	Keeping Healthy- healthy food and lifestyles, personal hygiene	Changing and Growing- how we change (like a butterfly), understanding how things will change be			

	team when it is necessary. (class Charter)	We recognise that we are accountable for our actions.				different as we grow, work together to overcome challenges
Celebrations	Harvest, Autumn	Bonfire night, Diwali, Hanukkah, Remembrance Sunday, Advent, Christmas	Chinese New Year Valentines Holi	Easter, Mother's Day, Ramadan	Father's Day,	Eid
The Natural World (Science)	Senses The Body Observe changes (seasons)	Talk about changes I have observed Know about and understand the importance of looking after our teeth.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Look at materials that castles are made from	Describe what they see, hear and feel while they are outside. Look at the 5 senses Go on a spring walk and look at the natural environment. What do the children notice? What things have changed? How might they change again?	Understand the key features of the life cycle of a plant Plant seeds and care for growing plants. Look at different types of seeds	Begin to understand the need to respect and care for the natural environment and all living things. Mini beast hunt, Grouping mini beasts, habitats, Making habitats outdoor learning

			Look at the properties of materials What materials would make a good castle	Use this Seasons Matching Game to discuss changes as the seasons move on.	Grow seeds in different way Cress heads, in jam jars and in soil Name parts of the plant	
Past and Present (History)	Significant events in my life – birthdays, memories,	Similarities and differences. – Fire engines today and fire vehicles at the fire of London.	Castles, Knights and Dragons- look at different homes from the past and castles	Explorers- look at some explorers that travelled the world or specific regions (Earnest Shackleton- polar, Christopher Columbus)	Machines and Transport- compare different farm machinery today and in the past/how the produce is transported	Famous People- David Attenborough, Chris Packham, Charles Darwin (people linked to animals or discovering/caring for animals)
Geography	Know where I live.	Similarities and differences – Vets jobs in the UK and abroad book focus –	Where were castles built? Castle maps	Where will we go? How will we get there? What's the weather like?	Farm map – What the ladybird heard by Julia Donaldson	

		Hero's from around the world.				
Physical Development - PE	Games – Best of Balls T	Gym – Travelling VS	Dance - Let's Move Knights, Castles and Dragons	Gym Week 6 - Dance – Lets Move were going on an Easter Egg Hunt	Games (Dance)	Butterfly Dance (Olympic Games)
Expressive Art and Design Art	Leaf Printing Leaf collage	Experimenting with colour	Colour in context- painting and collage Kandinsky/ Alma Thomas	Art around the world- African patterns (textiles), Japanese fans, Chinese writing	Sculpture- experimenting with plasticine, clay, dough. Animals	Printing patterns- linked to symmetry
Music	Listen and respond Explore Perform - Different Families Song	Rhythmic patterns Nativity songs	Explore changes in pitch- (BBC Bass Face Yolanda's Band Jam)	Exploring tempo- animal movements, elephant walk (BBC bring the noise)	Sound stories- using instruments	Sound patterns- copying, creating, performing
DT	How can we keep our prickly friends warm this winter?	Making dough – designing pizzas	What will your coat of arms look like?	Chocolate mug cake		Minibeast crafts

Cultural Capital	LMS Music	Take over day Pantomime trip Nativity			Chick hatching or farm visit.	School Trip Butterfly hatching experience.

St. Norbert's Voluntary Aided Catholic Academy EYFS Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Science	**Animals (Biology)**	**Seasonal changes (Physics)**	**Properties of Materials (Chemistry)**	**Floating and sinking (Physics)**	**Plants (Biology)**	**Life cycles (Biology)**
History	**All About Me**	**People who Help Us**	**Castles**			
Geography				**Around The World**	**Farms**	**Minibeasts**
PSHE/P4C	**Created and Loved by God** Religious Understanding – Module 1 Unit 1 **Created and Loved by God** Me, My Body, My Health – Module 1 Unit 2	**Created and Loved by God** Emotional Well-being – Module 1 Unit 3 Life Cycles – Module 1 Unit 4	**Created to Love Others** Religious Understanding – Module 2 Unit 1 Personal Relationships – Module 2 Unit 2	**Created to Love Others** Life Online – Module 2 Unit 3 Keeping Safe – Module 2 Unit 4	**Created to Live in Community** Religious Understanding – Module 3 Unit 1 Living in the Wider World – Module 3 Unit 2	**Created and Loved by God** Religious Understanding – Module 1 Unit 1 **Created and Loved by God** Me, My Body, My Health – Module 1 Unit 2
Music	**Find the beat** Identify, move, clap, and play to the beat.	**Rhythms** Copy simple rhythms through call and response. Sing a range of well-known nursery songs.	**Improvise** Create rhythms on classroom instruments.	**Improvise** Create rhythms on classroom instruments using one note.	**Improvise** Create rhythms on classroom instruments using two notes.	**Graphic score** Make long/short, high/low, fast/slow sounds on classroom instruments. Create a visual representation of sound.
Art and Design	**drawing, mixed media** Artists: Andrew Goldsworthy, Lois Elhert)		**Painting Artists:** Alma Thomas/ Wassily Kandinsky		**3D sculpture (ceramics) Artists: Various craft makers and designers- could include Joanne Cooke**	
Design Technology	**Food: Linked 'People who help us' Theme** Making dough – designing pizzas	**Structures: Linked 'Castles' Theme** What will your coat of arms look like?	Food: **Linked to 'around the world' Theme** Chocolate mug cake		**Textiles: Linked to 'Minibeasts' Theme** Minibeast crafts	**Food: Linked 'People who help us' Theme** Making dough – designing pizzas
Computing	**ART – Paint Program**	**Programming and Beebots**	**Introduction to Animation**	**Photography**	**Word Processing**	**Grouping Data**

PE	**Games**: Best of Ball	Gym: In the Jungle Travelling	Let's Move: Knights Castles and Dragons	Gym: Jumping Jacks	Dance: Dance 'Till You Drop Games: The Olympics	Dance: Dinosaurs Games: The Olympics

St. Norbert's Voluntary Aided Catholic Academy Year One Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Science	**Animals Including Humans** (Biology)	**Seasonal Changes** (Physics)	**Animals Including Humans** (Biology)	**Plants** (Biology)	**Seasonal Changes** (Physics)	**Everyday materials** (Chemistry)
History		**The Gunpowder Plot**		**Travel and Transport**		**Significant Explorers**
Geography	**Local Area Geography**		**The UK Countries and Capitals**		**Weather**	
PSHE/P4C	Values: Respect, friendliness **Created and Loved by God** Religious Understanding Module 1 Unit 1	Values: Friendliness, Honesty, Diversity **Created and Loved by God** Me, My Body, My Health 1 Unit 2	Values: Self-discipline, Trust **Created and Loved by God** Emotional Wellbeing Module 1 Unit 3 Life Cycles Module 1 Unit 4	Values: Cooperation, Patience **Created and Love Others** Religious Understanding Module 2 Unit 1 Personal Relationships Module 2 Unit 2	Values: Patience, Self-belief **Created and Love Others** Life Online Module 2 Unit 3 Keeping Safe Module 2 Unit 4	Values: Courtesy, and Aspiration. **Created to Live in Community** Religious Understanding Module 3 Unit 1 Living in the Wider World Module 3 Unit 2
Music	**Compose** Walk, move, clap and play a steady beat. Compose using simplified music notation	**Improvise** Create improvised question and answer phrases on classroom instruments. Compare high and low sounds through listening and singing.	**Music history** Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.	**Compose/Improv** Create improvised question and answer phrases on classroom instruments using at least 2 notes.	**Compose/Improv** Explore ways to represent sound with symbol, understanding the difference between a melody and an accompaniment.	**Reading rhythms** Begin to understand basic rhythm notation.
Art and Design	**Paint and mixed media** Artists: Picasso, Gwendolyn Knight		**Drawing and painting** Artists: Van Gogh (link to Gabriele Munter)		**Printing (and weaving)** Artists: Orla Keighly (link to Karen Lederer Lucienne Day, Duru Olowu)-	
Design Technology		**Structures** Can you create a strong bridge across the moat? (History)		**Textiles** Norbert Bear needs to stay dry in the rain. (Science)		**Food** Eat more fruit and vegetables (Science)

Computing	**ART – Paint Program**	**Programming and Beebots**	**Introduction to Animation**	**Photography**	**Word Processing**	**Grouping Data**
PE	**Gym – Animals** **Games -** Attacking and defending 'At The Fair'	**Dance -** Starry skies Move **Gym-** Movement	**Swimming** **Dance CW**	**Swimming** **Gym** – High and low	**Dance CW** **Games -** Throwing and catching	**Dance** – Seasons Move **Athletics** Sports Day Practice

St. Norbert's Voluntary Aided Catholic Academy Year Two Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Science	**Animals Including Humans** (Biology)	**Everyday Materials** (Chemistry)	**Exploring Materials** (Chemistry)	**Plants** (Biology)	**Living things and their habitats** (Biology)	**Minibeasts** (Biology)
History		**The Great Fire of London**		**Grace Darling RNLI**		**Significant Nurses**
Geography	**Mapping – Devising maps**		**Africa – Kenya Study**		**UK Seas and Coasts**	
PSHE/P4C	Values: Respect, friendliness **Created and Loved by God** Religious Understanding Module 1 Unit 1	Values: Friendliness, Honesty, Diversity **Created and Loved by God** Me, My Body, My Health 1 Unit 2	Values: Self-discipline, Trust **Created and Loved by God** Emotional Wellbeing Module 1 Unit 3 Life Cycles Module 1 Unit 4	Values: Cooperation, Patience **Created and Love Others** Religious Understanding Module 2 Unit 1 Personal Relationships Module 2 Unit 2	Values: Patience, Self-belief **Created and Love Others** Life Online Module 2 Unit 3 Keeping Safe Module 2 Unit 4	Values: Courtesy, and Aspiration. **Created to Live in Community** Religious Understanding Module 3 Unit 1 Living in the Wider World Module 3 Unit 2
Music	**Rhythm notation** Compose a four-beat rhythm using and understanding the difference between crotchets, paired quavers, and crotchet rest.	**Improvisation** Improvise simple question and answer phrases creating a musical conversation.	**Composing** Compose, using known rhythmic notation and notes known on instrument.	**Compose/Improv** Sing with increased control and accuracy of pitch. Compose short rhythmic phrases.	**Chords** Identify the difference in sound between major and minor.	**Perform** Perform together, following instructions that combine the musical elements.
Art and Design	**Painting** Artists-Monet,Van Gogh, Metzinger		**Drawing** Artists-Lowry (link to Clementine Hunter)		**Sculpture** Artists- Miro, (link to Barbara Hepworth)	
Design Technology		**Structures** Can you design and make a product which will help put		**Food**		**Textiles** Delightful decorations

		out the Great Fires of London in 1666? (History)		Can you create a recipe with ingredients grown in Kenya? (Geography)		
Computing	**Typing Skills**	**Pictograms**	**Algorithms- programmable Robots**	**Algorithms- programmable Robots**	**Digital Photography**	**Making Music**
PE	**Invasion Games** **Dance CW** 'Gunpowder Plot'	**Multi-Skills** Throwing and Catching **Gym** – Under the Sea	**Gym** Landscapes and Cities **Multi-skills** Bat and Ball	**Dance – Plants CW** **Gym** Spinning and Turning	**Swimming** **Multi skills** Target Games	**Swimming** **Dance** -Toys **Athletics -** Sports Day Practice

St. Norbert's Voluntary Aided Catholic Academy Year Three Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Science	**Plants** (Biology)	**Rocks and Soils** (Chemistry)	**Nutrition** (Biology)	**Forces and Magnets** (Physics)	**Light and Dark** (Physics)	**Animals Including Humans** (Biology)
History		**Ancient Egyptians**		**Roman Empire**		**Monarchs**
Geography	**UK Regions and Features**		**Extreme Earth**		**Water**	
PSHE/P4C	Values: Respect, friendliness **Created and Loved by God** Religious Understanding Module 1 Unit 1	Values: Friendliness, Honesty, Diversity **Created and Loved by God** Me, My Body, My Health 1 Unit 2 Emotional Wellbeing Module 1 Unit 3	Values: Self-discipline, Trust **Created and Loved by God** Life Cycles Module 1 Unit 4 Religious Understanding Module 2 Unit 1	Values: Cooperation, Patience **Created and Love Others** Personal Relationships Module 2 Unit 2 Life Online – Module 2 Unit 3	Values: Patience, Self-belief **Created and Love Others** Keeping Safe Module 2 Unit 4	Values: Courtesy, and Aspiration. **Created to Live in Community** Religious Understanding Module 3 Unit 1 Living in the Wider World Module 3 Unit 2
Music	**Improvisation** Develop skills on a new instrument in a class carousel of Trumpet/ Ukulele and recorder.	**Reading notation** Introduce the stave, lines, and spaces. Notate a composition on the stave within a range of two notes.	**Improvisation** Carousel; developing skills on new instrument through improvisation.	**Layering/Ostinato** Understand and perform layered, rhythmic ostinato patterns.	**Reggae Music** Final carousel; developing skills on new instrument through improvisation.	**Latin Music** Compose a four-bar rhythmic phrase using crotchets, paired quavers, minims, semibreves, and rests.
Art and Design	Drawing and Mixed media (collage) **Artists- Rousseau**		Painting **Artists- Seurat (Link to Signac & Jeanne Selmersheim-Desgrange)**		Mixed Media **Mosaics** **Artists: Various craft makers and designers**	
Design Technology		**Mechanical** Can you make a Shaduf lift the most amount of water? (History)		**Food**		**Textiles** 2D shapes to 3D product

				What recipes can you create from plants? (Science)		
French	**French greetings with puppets**	**French adjectives of colour, size and shape**	**French playground games- numbers and age**	**French in the Classroom**	**French transport**	**A circle of life in French**
Computing	**Connecting Computers**	**Branching Databases**	**Sequence in music**	**Events and actions**	**Desktop Publishing**	**Stop Frame Animation** .
PE	**Swimming** **Invasion Games Fundamentals**	**Swimming** **Gym -Shape Move**	**Dance -CW Extreme Earth** **Gym – Movement**	**Dance** **Net and ball games Fundamentals**	**Dance CW Rainforest** **Striking and fielding Fundamentals**	**Outdoor Adventures** **Athletics**

St. Norbert's Voluntary Aided Catholic Academy Year Four Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Science	***Electricity (Physics**	**Sound (Physics)**	**States of Matter (Chemistry)**	**Teeth (Biology)**	**Digestion (Biology)**	***Living Things (Biology)**
History		**Anglo-Saxons/Scots**		**The Vikings and Anglo Saxons**		**Crime and Punishment**
Geography	**Rainforests**		**Land Use and Settlement**		**Map skills Grid references and symbols**	
PSHE/P4C	Values: Respect, friendliness **Created and Loved by God** Religious Understanding Module 1 Unit 1	Values: Friendliness, Honesty, Diversity **Created and Loved by God** Me, My Body, My Health 1 Unit 2 Emotional Wellbeing Module 1 Unit 3	Values: Self-discipline, Trust **Created and Loved by God** Life Cycles Module 1 Unit 4 Religious Understanding Module 2 Unit 1	Values: Cooperation, Patience **Created and Love Others** Personal Relationships Module 2 Unit 2 Life Online – Module 2 Unit 3	Values: Patience, Self-belief **Created and Love Others** Keeping Safe Module 2 Unit 4	Values: Courtesy, and Aspiration. **Created to Live in Community** Religious Understanding Module 3 Unit 1 Living in the Wider World Module 3 Unit 2
Music	**Latin music** Play and perform melodies using stave notation and a small note range as part of a group.	**Techno music** Perform in two or more parts from simple stave notation.	**Music to film** Explore knowledge of musical components by creating music/sound effects to accompany a short film clip.	**Country music** Understand and perform layered, melodic ostinatos patterns.	**Music of the far East** Compose short, pentatonic phrases, notation on a stave.	**Medieval Music** Follow and perform a simple score to a steady beat, maintaining individual part accurately, achieving a sense of ensemble.
Art and Design	Drawing and Painting **Artist- Frieda Kahlo**		Printing and Ceramics **Artists: Various craft makers and designers- could include Kate Malone and Matt Wedel**		Sculpture & 3D **Artists- - Antony Gormley, Hepworth, Picasso**	
Design Technology		**Electrical** Design and make a torch that can be switched on and off. (Science)		**Food** The Viking diet was a model of efficiency and innovation in a time when cooks had to make the most out of some		**Textiles** Improve the appearance (tie dye)

				very limited ingredients. Can you cook some tasty dishes with very limited ingredients? (History)		
French	**Portraits - describing in French**	**Clothes- getting dressed in French**	**French numbers, calendars and birthdays**	**French weather and the water cycle**	**French food- miam, miam!**	**French and the Eurovision Song Contest**
Computing	**The Internet**	**Data Logging**	**Repetition in Shapes**	**Repetition in Games**	**Audio Editing**	**Photo Editing – Art**
PE	**Hockey** **Invasion Games** **Tag Rugby**	**Gym – Movement - Move** **Dance – Carnival of the animals**	**Gym Shape & Balance Move** **Circuit Training - Move**	**Net and Wall games** **Dance -Romans CW**	**Striking and Fielding** **Cricket** **Outdoor Adventure**	**Athletics** **Sports Day practice** **Dance -Water CW**

St. Norbert's Voluntary Aided Catholic Academy Year Five Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Science	**Forces (Physics)**	**Earth and Space (Physics)**	**Properties of Materials (Chemistry)**	**Life Cycles (Animals) (Biology)**	**Reversible and Irreversible Changes (Chemistry)**	**Plant – Life Cycles and Reproduction (Biology)**
History		**World War II**		**Mayans**		**Stone Age to the Iron Age**
Geography	**Enough for Everyone Natural resources**		**All Around the World Hemispheres and Tropics**		**Exploring Eastern Europe**	
PSHE/P4C	Values: Respect, friendliness **Created and Loved by God** Religious Understanding Module 1 Unit 1	Values: Friendliness, Honesty, Diversity **Created and Loved by God** Me, My Body, My Health 1 Unit 2	Values: Self-discipline, Trust **Created and Loved by God** Emotional Wellbeing Module 1 Unit 3 Life Cycles Module 1 Unit 4	Values: Cooperation, Patience **Created and Love Others** Life Cycles Module 1 Unit 4 Personal Relationships Module 2 Unit 2	Values: Patience, Self-belief **Created and Love Others** Life Online – Module 2 Unit 3 Keeping Safe Module 2 Unit 4	Values: Courtesy, and Aspiration. **Created to Live in Community** Religious Understanding Module 3 Unit 1 Living in the Wider World Module 3 Unit 2
Music	**The orchestra** Explore instrument families and their place in the orchestra. Develop and understanding of time signatures through conducting.	**Film Music** Explore and understand a wide dynamic range.	**The Blues** Understand how chords are formed, creating an accompaniment to their piece.	**Jazz** Develop the skill of playing by ear through improvising, developing a sense of shape and character and exploring a wider dynamic range.	**Swing** Compose a melody using known note values, introducing semiquavers.	**Funk** Read and perform melodies using pitch notation within an octave range.
Art and Design	Painting **Street Art Artists: Keith Haring , Banksy** street artists		Printing and mixed media **Artists- Hokusai (link to modern Japanese artist Yayoi Kasuma)**		Drawing **Artists- William Morris/ May Morris**	
Design Technology		**Textiles** Make, do and mend/ Recycle a garment (History)		**Mechanical** Can you create a boat that can withstand a small storm?(Science)		**Food** Celebrating culture and seasonality (Geography)

French	French monster pets	Space exploration - in French	French monster pets	Space exploration - in French	French monster pets	Space exploration - in French
Computing	Sharing Information	WWII Movie trailer	Video Editing - StopMotion	Chatbot selection - Scratch	Vector Drawing	Controlling Devices – Crumble
PE	Dance – Eco Dance CW Invasion Games: Netball/ Tag-Rugby	Dance WII -CW Gym – Movement	Gym – Shape & Balance Flight Games: Netball	Gym – Movement Games: Basketball/ Hockey/ Football	Striking and Fielding Rounders Net & Wall Games Tennis Striking and Fielding	Booster Swimming Athletics - Sports Day P Outdoor adventure

St. Norbert's Voluntary Aided Catholic Academy Year Six Curriculum Map

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2

Science	**Light** (Physics)	**Electricity** (Physics)	**Circulatory System/ Health** (Biology)	**Living Things/ Classification** (Biology)	**Evolution (inc. fossils)** (Biology)	**Inheritance and Variation** (Biology)
History		**Ancient Greece**		**Leisure and Entertainment**		**The Shang Dynasty of Ancient China**
Geography	**Mountains**		**Trade and Economics**		**Amazing Americas**	
PSHE/P4C	Values: Respect, friendliness **Created and Loved by God** Religious Understanding Module 1 Unit 1	Values: Friendliness, Honesty, Diversity **Created and Loved by God** Me, My Body, My Health 1 Unit 2	Values: Self-discipline, Trust **Created and Loved by God** Emotional Wellbeing Module 1 Unit 3 Life Cycles Module 1 Unit 4	Values: Cooperation, Patience **Created and Love Others** Life Cycles Module 1 Unit 4 Personal Relationships Module 2 Unit 2	Values: Patience, Self-belief **Created and Love Others** Life Online – Module 2 Unit 3 Keeping Safe Module 2 Unit 4	Values: Courtesy, and Aspiration. **Created to Live in Community** Religious Understanding Module 3 Unit 1 Living in the Wider World Module 3 Unit 2
Music	**Ostinato** Compose and notate a rhythmic and melodic ostinato.	**Scales** Explore scales, arpeggios and chords. Sing as part of a choir with a sense of ensemble and performance.	**Trailblazers** Read and perform from rhythm notation in up to four parts, identifying note names, expanding on known rhythm notation.	**Samba Music** Further develop an understanding of syncopated rhythms.	**Hip-hop/Folk** Explore hip-hop composing new lyrics to a known song. Explore folk songs through composition.	**Transition project** Plan, compose, and notate an 8 or 16 beat melody in ternary form. Accompany composition with chords.
Art and Design	**Painting & Mixed Media** (Collage) **Artist: Robin Brooks- (link to O'Keefe landscapes)**		**Drawing** (Still Life) **Artists- Willem Claesz-Heda, Cezanne (Link to Nicole Dyer)**		**Sculpture & 3D** (Ceramic) **Artists: Various craft makers and designers (could include Grayson Perry,**	
Design Technology		**Textiles** To make a phone case that can hold		**Mechanical/ Electrical** What message will your billboard send? (Science/Computing)		**Food** Come dine with me (Science)
French	**French sport and the Olympics**	**French football champions**	**In my French house**	**Planning a French holiday**	**Visiting a town in France**	**French sport and the Olympics**

Computing	**Combining software**	**Combining software**	**Designing, programming and debugging**	**Designing, programming and debugging**	**Spreadsheet Modelling- Part 1**	**Spreadsheet Modelling- Part 2 – School Play**
PE	**Dance – Dance through the decades** **Invasion games** **Football/ Netball**	**Dance –** **Electricity -CW** **Gym**	**Gym –** **Rivers & Mountains** **Net & Wall** **Volleyball**	**Net and ball Games** **Gym – Counter balance/tension**	**Striking & Fielding** **Athletics**	**Booster Swimming** **Striking and Fielding** **Outdoor adventure** **Sports Day practice**