



# Knowledge Progression



# KEY KNOWLEDGE

## ART & DESIGN



	Autumn	Spring	Summer
Reception	<p>Know colour names</p> <p>Know the names of pencil, crayon, felt tip, whiteboard pen, chalk and when to use them</p>	<p>Know the difference between painting, drawing, printing, collage, textiles and sculpture</p> <p>Papers and fabrics can be used to create art including tearing, cutting and sticking</p> <p>Materials can be easier to mould and shape like dough and harder to shape like wire</p> <p>Know that ideas and designs can be adapted, changed and improved</p>	<p>Know the primary colours are red, yellow and blue</p> <p>A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth.</p> <p>Know different materials have different properties and can be used for different purposes</p> <p>A painting of a place is called a landscape</p> <p>To know that you can gain inspiration and ideas from other artists</p>
Year 1	<p>Primary and secondary colours and how to mix them.</p> <p>Collage is an art technique where different materials are layered and stuck down to create artwork.</p>	<p>A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another.</p> <p>A motif is a symbol in printing and is a simplified version of a complex object eg. Flower, shell.</p> <p>Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard.</p>	<p>A mural is any piece of artwork painted or applied directly on a wall, ceiling or other permanent surfaces.</p> <p>James Rizzi</p>
Year 2	<p>Primary and secondary colours and how to mix them.</p> <p>Vincent Van Gogh/Kandinsky</p>	<p>Landscape is a piece of art reflecting a place not a person</p> <p>Different brush techniques create different effects within a piece</p>	<p>Portraits and poses - represent the human form. (shading)</p> <p>How to select the best materials for purpose.</p>

# KEY KNOWLEDGE



<p><b>Year 3</b></p>	<p>Analogous (next to each other on colour wheel) and complementary (opposite on colour wheel) colours. Secondary and tertiary colours, warm colours and cool colours.</p> <p>Making 'slip' (clay and water mix to join clay) Shape form and pattern- meanings. Technique for making pinch pots. How to join clay.</p>	<p>Artists studied- Mark Reed; <i>Coil Shell</i>, by Lucy Unwin; <i>Dark at Heart</i>, by Peter Randall-Page; and the <i>Chintz Series</i>, by Peter Garrard.</p> <p>A two coloured print can be made in different ways- Ink roller using two different colours, full print then masking areas of the printing block before printing.</p> <p>Sketches are quick drawings usually using pencils.</p>	<p>A mosaic is a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials.</p> <p>Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading.</p> <p>A loom is a piece of equipment that is used for making fabric by weaving wool or thread. Weaving involves interlacing pieces of thread or yarn.</p> <p>An embellishment is a decorative detail or feature added to something to make it more attractive.</p>
<p><b>Year 4</b></p>	<p>Artist study - sketching to develop an idea over time Layering watercolour colours (translucent paint), made bolder and stronger by layering.</p> <p>Warp and weft are terms for the two basic components used in loom weaving.</p> <p>Weaving - weft threads which are woven in and out of tight warp threads. Evolution of weaving throughout the ages</p>	<p>Pen and ink techniques including: hatching, cross-hatching, random lines.</p> <p>-Light tones created when lines or dots are drawn further apart and dark tones are created when lines or dots are drawn closer together.</p> <p>-Landscape painting study including <i>View of Toledo</i>, by El Greco; <i>Wanderer above the Sea of Fog</i>, by Caspar David Friedrich; <i>Road before the Mountains</i></p> <p>- Different printmaking techniques including monoprinting, engraving, etching, screen printing and lithography (focusing on animal patterns and textures)</p>	<p>-Similarities and differences between artwork including the subject matter, style and use of colour, texture, line and tone.</p> <p>- 3-D form from clay include coiling, pinching, slab construction and sculpting.</p> <p>-Carving, slip and scoring can be used to attach extra pieces of clay. Mark making can be used to add detail to 3-D forms.</p> <p>- Motifs can be figurative, vegetal, abstract or geometric. Islamic art features geometric motifs, which are made from regular shapes. - Study artists use of geometric patterns on grids made from shapes, including circles, equilateral triangles and squares.</p>

# KEY KNOWLEDGE



<h2>Year 5</h2>	<p>Know methods for creating pottery such as rolling, smoothing, coiling, joining and carving. Know how to manipulate the substance to create the required effect</p> <p>Know that art is subjective and how to mimic the expressionist style. Know that Edvard Munch is a significant artist of this movement</p>	<p>Know techniques to make pieces look 3D such as crosshatching Know what shading and toning is</p> <p>Know that a range of materials can be employed in different manners to aid the effectiveness of the piece</p> <p>Know that a piece needs to be developed upon through planning, trying, improving, sketching and self-analysis</p>	<p>Know what continuous line drawing is and the main protagonists of this such as Picasso and Rembrandt</p> <p>Know what a still life is and associated artists - Monet, Michelangelo and van Gogh</p> <p>Understand that natural materials can be manipulated in a number of ways for artistic endeavour. Mimic contemporary artists who employ these skills</p>
<h2>Year 6</h2>	<p><b>Significant Black Artists e.g.</b></p> <p>Perspective, abstraction, figurative and conceptual art.</p> <p>Using a vanishing point helps to create landscapes with perspective</p> <p>Mood boards and montages collect ideas</p>	<p><b>Significant environmental artists e.g</b></p> <p>How to use carving, modelling, casting and constructing to create a 3D sculpture</p> <p>Stencilling Techniques</p> <p>Impressionism and Expressionism and the differences between them</p>	<p>One, Two and Three Point Perspective Mixed media artwork using paint, paper, fabric, wood and found or decorative objects</p> <p><b>Significant contemporary artists</b></p> <p>Pop Art Materialism/Medium Characteristics of distortion and abstraction Abstraction by line, colour and shape Orphism Significant abstract painting artists</p>

# KEY KNOWLEDGE

## COMPUTING



	Autumn	Spring	Summer
Reception	<p>Smart Rules Know that if they see something online that makes that sad, scared or worried, they should tell an adult straight away</p> <p>People use digital devices for many reasons, including playing games, communicating, finding information and watching videos</p>	<p>Smart Rules Digital technology is used in all parts of everyday life. Some technology is used to communicate with other people</p> <p>Know that software is the programs we use on computers and mobiles</p> <p>Smartphones, tablets, laptops, computers and floor robots are all types of computing hardware.</p>	<p>Smart Rules Data can be collected and shown using digital technology.</p> <p>Technological toys need instructions to operate in a particular way. Errors in instructions can be checked and fixed.</p>
Year 1	<p>Online safety - personal information, where to get help (Tell an adult) Safe passwords when logging on How to log on, open a program, save work. Shutting down the laptop correctly</p>	<p>Algorithms - giving instructions. Directional language - forward back left right Program and debug a route using bee bots Give one step instructions to make a picture move, change shape, change speed</p>	<p>Data handling - creating a pictograph, answering questions from data Word processing - open, save, close programs</p>
Year 2	<p>SMART rules Do the right thing</p> <p>Recognise how to use the internet safely</p>	<p>SMART rules <b>Algorithms</b> <b>Programming and debugging</b> how does this differ from Y1? What new knowledge?</p>	<p>SMART rules Using data - <b>needs to be more specific</b></p>
Year 3	<p>Online safety- SMART. Sharing content online- safe and unsafe. Children recognise the importance of a secure password and not sharing this. They understand the importance of staying safe and of their own conduct when online. They know and can explain more than one way of reporting unacceptable content or contact online.</p>	<p>Know the ways the internet can be used for communication. Name different methods of communication and describe appropriate conventions for different media.</p> <p>Children can turn a real-life situation into an algorithm for a program by deconstructing it into manageable parts.</p>	<p>Know how to carry out simple searches to retrieve digital content. Understand they are connecting to the internet and using world-wide search engines. Be aware that not all content on the internet is true or accurate.</p> <p>Know how to present data using a selection of software.</p>

# KEY KNOWLEDGE



	<p>Coding- a coding algorithm will follow instructions exactly as they are input. How to input data to write a code or algorithm. Use timers to achieve repetition effects Read code in order to predict an outcome or to identify where an error might occur and need debugging.</p>	<p>Children can identify an error in their code and fix it.</p>	<p>Choose software appropriate for a given task.</p>
Year 4	<p>SMART rules Scams - emails, adverts Reporting online concerns</p> <p>Coding and debugging Creating algorithm to move a character, change their appearance or make them speak If/when statements</p>	<p>Understand how to manipulate text and pictures within a word document Format images Spell check Include a hyperlink</p>	<p>Using searching website/tool effectively Filtering results to access most relevant information Understand that not all information on the internet is safe and/or true.</p>
Year 5	<p>SMART rules - Online safety To know what the SMART rules are and how to apply these to situations involving us and others to help keep us safe.</p> <p>How to use the internet effectively and evaluate digital content. To know that the internet is made up of a vast network of computers and other devices.</p>	<p>Sequence selection, repetition in programmes. To know how to use search engines effectively to gain the information that we need and decipher the content we encounter.</p> <p>Coding and debugging. Use logical reasoning to explain algorithms. Create programmes to achieve a specific goal. To know how to alter programmes children have created as to achieve a specific goal.</p>	<p>To know the most effective program to use to present data</p> <p>To understand that different software programs can be used to achieve different aims.</p>
Year 6	<p>Online Safety - SMART rules Know a range of ways to report concerns and inappropriate behaviour in a variety of contexts. Understand how mobile phones and networks operate. Understand how domain names are converted into IP addresses.</p>	<p>Digital Literacy, Word, PPT, Spreadsheets Using online tools Thinking through consequences of their actions Understand how to consider effectiveness of digital content.</p>	<p>How to design a program, write and debug a program using a second programming language based on their own ideas. How to sequence, selection, repetition, and variables in programs. Understand that coding is the use of programming languages.</p>

# KEY KNOWLEDGE

## DESIGN & TECHNOLOGY



	Autumn	Spring	Summer
Reception	<p>Know the safety rules of carrying and using scissors, washing hands before cooking</p> <p>To know that different materials have different purposes such as construction kits for modelling and ingredients for baking</p>	<p>Vehicles and machines use wheels and axles to help them move</p>	<p>There are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet.</p> <p>Food comes from different sources including animals for meat, fish, eggs and dairy. Or from plants such as fruit and vegetables</p>
Year 1	<p>A structure should have strong, sturdy supports that are joined so that they do not move.</p> <p>Two products can be compared by looking at a set of criteria and scoring both products against each one.</p> <p>A strength is a good quality of a piece of work. A weakness is an area that could be improved.</p>	<p>A wheel is a circular object that is connected to an axle that makes vehicles and machines move.</p> <p>An axle is a rod that is connected to the centre of a wheel, which allows it to turn. A chassis is the frame of a vehicle.</p> <p>Axles and wheels can be attached to chassis in different ways: an axle fixed to a chassis has freely moving wheels, whereas a freely moving axle has fixed wheels.</p>	<p>Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day.</p> <p>Knives are used for slicing and chopping, a grater is used for grating, a vegetable peeler is used for peeling and a masher is used for crushing.</p> <p>Some foods come from animals, such as meat, fish and dairy products. Other foods come from plants, such as fruit, vegetables, grains, beans and nuts.</p>
Year 2	<p>A healthy diet should include meat or fish, starchy foods (such as potatoes or rice), some dairy foods, a small amount of fat and plenty of fruit and vegetables.</p> <p>Explain how closely their finished products meet their design criteria and say what they could do better in the future.</p> <p>Food comes from two main sources: animals and plants.</p>	<p>Different materials are more appropriate than other for specific tasks.</p> <p>Joining techniques to create freestanding structures</p> <p>Strengthening techniques for structures</p>	<p>Sewing is used to join fabrics together - cut, stitch and join.</p> <p>Push and pull - looking at levers and pulleys.</p> <p>Evaluate products - what went well, what could be improved</p>

# KEY KNOWLEDGE



<p><b>Year 3</b></p>	<p>Balanced diet, main food groups.          Safe use of electrical appliances for cooking.          Design criteria are the exact goals a project must achieve to be successful.          Asking questions can help others to evaluate their products</p>	<p>Particular products have been designed for specific tasks, such as nail clippers, the spinning top and the cool box.          Levers consist of a rigid bar that rotates around a fixed point, called a fulcrum. They reduce the amount of work needed to lift a heavy object.          Sliders move from side to side or up and down, and are often used to make moving parts in books.</p> <p>Cams are devices that can convert circular motion into up-and-down motion. Specific tools can be used for cutting, such as saws. Wood can be joined using glue, nails, staples, or a combination of these.          Safety rules must be followed to prevent injury from sharp blades.          Materials for a specific task must be selected on the basis of their properties.</p> <p>Asking questions can help others to evaluate their products, such as asking them whether the selected materials achieved the purpose of the model.</p>	<p>A greenhouse is a building where plants can grow in a warm and protected environment. Shell structures are hollow, 3-D structures with a thin outer covering, such as a box. Frame structures are made from thin, rigid components, such as a tent frame. Adding diagonal struts adds strength and stability.          A hot glue gun can join materials, including wood, some plastics, metal, fabric and paper. Safety rules must be followed to prevent burns.          Materials, such as glass and plastic are suitable for making greenhouse roofs and walls because they are transparent, waterproof and hardwearing</p>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>- Decay can be prevented or delayed by preservation methods, such as drying, salting, pickling, canning, pasteurising, refrigerating or freezing the food.</li> <li>- Food packaging: locate and understand 'use by' date and 'best before' date</li> <li>- Packaging has changed over time and significant people who have impacted this</li> <li>- Cooking techniques - baking, boiling, frying, grilling and roasting.</li> </ul>	<ul style="list-style-type: none"> <li>- William Morris was a British textile designer</li> <li>-William Morris' motifs consisted of leaves, flowers, fruits and birds.</li> <li>-A hem runs along the edge of a piece of cloth or clothing. It is made by turning under a raw edge and sewing to give a neat and quality finish.</li> <li>-Stitches include running stitch, cross stitch and blanket stitch.</li> <li>-Embroidery stitches, such as scatter stitches, satin stitch and back stitch, embellish fabric.</li> </ul>	<ul style="list-style-type: none"> <li>- Mechanisms can be used to add functionality to a model (sliders or levers, linkages, gears, pulleys and cams)</li> <li>- Simple machines including pulleys, levers, wheels and axles and inclined planes can be combined to make a machine that can move heavy objects.</li> <li>- A prototype is a first example of a machine or product, which is created to see if a design will work</li> </ul>

# KEY KNOWLEDGE



<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>- Architecture is the design of buildings and structures</li> <li>- The considerations that need to be made related to architecture such as structural integrity, rigidity and strength.</li> <li>- Architectural advancements over time and the materials that were used for different buildings.</li> </ul>	<p>Pulley systems - weight distribution, looking at how gravity has an effect on this. Using more pulley wheels gives a mechanical advantage.</p> <ul style="list-style-type: none"> <li>- A pulley system creates a mechanical advantage that can be used for design</li> <li>-A target market is the specific demographic a product is designed for and they are used</li> <li>- A design goes through a process and the final design needs to be aesthetically pleasing.</li> </ul>	<ul style="list-style-type: none"> <li>- cooking skills -peeling, chopping, dicing, tasting and evaluating.</li> <li>- A recipe helps people recreate the desired product effectively</li> <li>- Recipes can be adapted to use different ingredients.</li> </ul> <p>Dependent of country-of-origin, seasonality of fruit and vegetables is only at certain times of the year.</p>
<p><b>Year 6</b></p>	<p>Know how to use utensils and equipment including heat sources to prepare and cook food.</p> <p>Understand about seasonality in relation to food products and the source of different food products.</p> <p>Know and use relevant technical and sensory vocabulary.</p>	<p>Understand how to strengthen, stiffen and reinforce 3-D frameworks.</p>	<p>3-D textile product is made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Understand how fabrics can be strengthened, stiffened and reinforced where appropriate.</p>

# KEY KNOWLEDGE

## GEOGRAPHY



	Autumn	Spring	Summer
Reception	<p>There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather pattern</p> <p>All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen</p>	<p>Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship</p>	<p>Maps and photographs can be used to show key features of the local environment</p> <p>Geographical information can be used to make tally charts and pictograms</p> <p>Fieldwork includes going on walks and visits to collect information about the environment</p> <p>To know that UK is made up of England, Scotland, Wales and Northern Ireland.</p> <p>A map is a picture or drawing of an area of land or sea</p> <p>Globes and maps can show us the location of different places around the world.</p>
Year 1	<ul style="list-style-type: none"> <li>-Geography is learning about the world around us.</li> <li>-The 7 continents</li> <li>-Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator.</li> <li>-The equator is an imaginary line</li> <li>-The four countries on the UK and their capitals.</li> <li>-Physical features are naturally created features of the Earth. - sea, mountain, valley etc.</li> <li>-Human features are man-made - bridge, house, church etc.</li> <li>-Settlements - features of a city/town/village.</li> <li>-What a coastline is.</li> </ul>	<ul style="list-style-type: none"> <li>-A map is a picture or drawing of an area of land or sea that can show human and physical features.</li> <li>-A key is used to show features on a map.</li> <li>-A map has symbols to show where things are located.</li> <li>-An aerial photograph or plan perspective shows an area of land from above.</li> <li>- Places can be compared by size, amenities, transport, location, weather and climate.</li> <li>-Kuala Lumpur is the capital city of Malaysia.</li> </ul>	<ul style="list-style-type: none"> <li>Compass points - NESW</li> <li>Maps revision - comparison of old and new.</li> <li>Litter and pollution have a harmful effect on the areas where we live, work and play.</li> </ul>

# KEY KNOWLEDGE



<p>Year 2</p>	<ul style="list-style-type: none"> <li>-Compass directions - key vocab - north south east and west.</li> <li>-The equator is an imaginary line around the Earth.</li> <li>-It is warmer the closer you are to the equator</li> <li>- Countries of the UK</li> </ul>	<ul style="list-style-type: none"> <li>-Maps and atlases can be used to find specific places</li> <li>-Maps show different features</li> <li>Whitby is a coastal town in Yorkshire.</li> <li>-Humans and physical features have an impact on a coastal environment (erosion)</li> <li>-Erosion is the wearing of rocks over time</li> </ul>	<p>Revising the key knowledge of the KS1 curriculum in geography lessons this term.</p>
<p>Year 3</p>	<ul style="list-style-type: none"> <li>-Continents, countries, counties.</li> <li>-The difference between human and physical geography.</li> <li>-Climate zones <b>which ones?</b> and related weather.</li> </ul>	<ul style="list-style-type: none"> <li>- 8 points on a compass</li> <li>- A volcano is a physical feature, typically a mountain or hill, that has a crater or vent through which lava and gas erupt or have erupted.</li> <li>- A volcano can be active, dormant or extinct.</li> <li>-Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other.</li> <li>- Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</li> <li>-The Earth is made of four different layers.</li> <li>-The crust is a thin layer of solid rock that is broken into large pieces called tectonic plates.</li> <li>-Significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean</li> <li>-A tsunami is a series of waves in the sea or ocean, caused by an earthquake, volcanic eruption or other underwater explosion.</li> </ul>	<p>Revising and embedding the key knowledge of the Y3 curriculum in geography lessons this term.</p>

# KEY KNOWLEDGE



<h2>Year 4</h2>	<ul style="list-style-type: none"> <li>- Significant mountains and mountain ranges: Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines.</li> <li>-Altitudinal zonation describing different climates and types</li> <li>-Compass points (8 points - Cardinal and Intercardinal)</li> <li>-4 &amp; 6 figure grid reference</li> <li>-Tropic of Capricorn and Cancer</li> <li>-Contrasting climates (north/south America &amp; UK)</li> <li>-Features of the UK - lakes, rivers, forests, islands, canals, railways - Canals and railways are used to connect key human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>-River stages</li> <li>-River is a body of water that flows downhill, usually to the sea. The place where a river starts is called the source.</li> <li>-Tributaries are small rivers or streams that flow into larger rivers or lakes.</li> <li>- Meanders are bends in rivers.</li> <li>-The place where a river flows into the sea is called the mouth.</li> <li>- Significant rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan, local rivers</li> <li>-Types of mountain</li> <li>- Mountains are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards.</li> </ul>	<p>Revising and embedding the key knowledge of the Y4 curriculum in geography lessons this term.</p>
<h2>Year 5</h2>	<ul style="list-style-type: none"> <li>- 4&amp;6 figure grid references are used to provide specific locations for people</li> <li>- The physical and human features of Greece, to understand that these differ from other countries and areas.</li> </ul>	<ul style="list-style-type: none"> <li>- to know the features of urban and rural areas and how these would look different on an OS map.</li> <li>- Looking at capitals and countries of Asia and using maps to support this work.</li> <li>- Locate Asia and China on a map.</li> <li>- Beijing is the capital of modern-day China.</li> <li>- Know that mandarin is spoken in China.</li> <li>- There are time zones and time changes across the world.</li> <li>- The characteristics of the environment that supported ancient life to flourish.</li> </ul>	<ul style="list-style-type: none"> <li>- Land is used in the UK for different things - allotments, farming, building etc.</li> <li>- Land in the UK is used for different types of farming such as pastoral, mixed and arable. To know that this isn't the same everywhere and some of the contributing factors for this</li> <li>- Climate zones across the world. <b>Which ones?</b></li> <li>- Physical features of North and South America</li> <li>- To know what farming looks like in North and South America and then how food is transported.</li> <li>- Food is transported and the effect this can have on the environment.</li> </ul>

# KEY KNOWLEDGE



<h2>Year 6</h2>	<ul style="list-style-type: none"><li>- Biome is a biogeographical unit that has formed in response to a physical environment</li><li>- Lines of Latitude and Longitude - invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.</li><li>- Scale on a map</li><li>- Scale and Distance</li><li>- contours and symbols - A geographical area can be understood by using grid references</li><li>- Climate change and how it effects biomes around the world.</li><li>- Trade around the world</li><li>- Collecting and analysing data in the local area in response to a hypothesis</li></ul>	<ul style="list-style-type: none"><li>- Polar Climates</li><li>- Polar Day and Night</li><li>- Polar Oceans - The polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and iceberg.</li><li>- Polar Landscapes</li><li>- Natural Resources</li><li>- Indigenous People</li></ul> <p>Case Study - Tourism in Antarctica - Tourism is an industry that involves people travelling for recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.</p>	<p>Geographical interconnections are the ways in which people and <b>things (which ones?)</b> are connected.</p>
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# KEY KNOWLEDGE

## HISTORY



	Autumn	Spring	Summer
Reception	<p>Stories, books and pictures are used to help people to find out about people and events from the past.</p> <p>Passage of time vocabulary-yesterday, last week, before, long ago</p> <p>Objects from the past can look different to objects from the present.</p> <p>What a significant event or celebration could be, relating to themselves e.g Christmas Guy Fawkes</p>	<p>Some people are significant because they changed aspects of the world - <b>who do you study?</b></p>	<p>Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Link to King's Coronation</p>
Year 1	<p>History is anything that has happened in the past.</p> <p>The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.</p> <p>Sequencing words, such as first, next, finally, then and after that,</p> <p>Chronological order is placing things in order of when they happened</p> <p>A family tree is a diagram that shows the relationship between people in several generations of a family.</p> <p>Significant people - Guy Fawkes, Mary Seacole</p>	<p>Significant historical events include those that cause great change for large numbers of people.</p> <p>The Great Fire of London was a major fire that destroyed a large area of London in 1666.</p> <p>The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire.</p> <p>Samuel Pepys Diary - significant person.</p>	<p>The Victorian era describes the time during the reign of Queen Victoria 1837-1901.</p> <p>Victorian schools - lessons, classrooms, teachers, punishment</p> <p>Artefacts are items from the past that tell us what life used to be like</p> <p>Significant person - Samuel Wilderspin</p>
Year 2	<p>A timeline shows the events in a person's life in order</p> <p>Modern significant people. Memorials.</p> <p>Time words - year, decade and century.</p> <p>Significant people: Rosa Parks, Emeline Pankhurst, Joseph Lister, Neil Armstrong. Captain James Cook. Christopher Columbus.</p> <p>Dawson's model for deciding if someone is significant.</p>	<p>Significant person: Grace Darling</p> <p>- Grace Darling rescued a distressed ship</p> <p>- RNLI is an organisation to save people at sea</p> <p>Case study of Whitby - jobs in the past.</p>	<p>History of British monarchs - Henry VIII, Queen Victoria, Queen Elizabeth I and II.</p> <p>Timelines of British monarchy.</p>

# KEY KNOWLEDGE



	Categories of significant people (activist, artist, scientist, explorer)		
<p><b>Year 3</b></p>	<p>BC and AD Prehistoric Stone Age is defined as the time stone tools were used, Bronze age- bronze tools, iron age-iron tools. Lives changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p>	<p>-Mary Anning was a palaeontologist She discovered the first complete fossil. -The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term.  -Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79. -The archaeological site of Pompeii is historically significant because it provides a large amount of information about Roman life.  -Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p>	<p>-Historical questions begin with statements, such as 'how', 'why' and 'to what extent' -Roman town includes the use of the forum for decision-making; shops and marketplaces for trade; family life, -Before the Romans arrived there were no towns in Britain. Romans built towns on a grid system. All towns in the Roman Empire were similar and contained a forum, basilica, temples and bath houses.  A rebellion is an act of resistance against government or authority. Boudicca was the warrior queen of the Celtic Iceni tribe. She rebelled against the Roman Empire Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. It stretched across the north of England  The Romans built roads to link up Roman towns and so that the army could move around easily. Nine significant Roman emperors -The myth of Romulus and Remus and the creation of Rome on the 21st April 753 BC. -The Vindolanda tablets were found at Roman fort near Hadrian's Wall.  -Key dates in Roman history include: 55-54 BC when Julius Caesar invaded Britain twice</p>

# KEY KNOWLEDGE



			but unsuccessfully; AD 43 when Roman emperor, Claudius, invaded and conquered Britain; AD 410 when Roman rule ended in Britain.
Year 4	<ul style="list-style-type: none"> <li>-Roman withdrawal from Britain</li> <li>-Chronology of invasions</li> <li>-Anglo-Saxon: invasion, kingdoms, beliefs and customs; religion; everyday life in Anglo-Saxon Britain</li> <li>-Viking invasion: everyday life in Viking Britain; significant people - King Athelstan; Alfred the Great</li> <li>-Norman invasion: legacy</li> <li>-AD 410 Romans left Britannia</li> <li>-AD410 Picts and Scots invade England</li> <li>-AD 449 Anglo Saxons invade England</li> <li>-AD 793 raid Lindisfarne and continue to invade England over the next 60 years</li> </ul>	Retrieval practice of Y3 and 4 knowledge for this term.	<ul style="list-style-type: none"> <li>-Features of civilisations (cities, inventions, languages, writing, hierarchy, infrastructure, trade, religion, arts and culture)</li> <li>-Study the following civilisations - Ancient Sumer; Ancient Egypt; Indus Valley civilisation</li> <li>-Study artefacts;</li> <li>-Timelines Ancient Sumer4500BC, Ancient Egypt 3100BC, Indus Valley 2500BC</li> <li>-Study the end of ancient civilisations</li> <li>-Similarities (all developed next to rivers to provide water, transport and irrigation systems. All invented new things to advance their society) and differences (Kings in Sumer/Pharaohs in Egypt, Indus planned their city whereas Sumer/Egypt grew over time. between the civilisations)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>- Ancient Chinese tribes fought for power and rule.</li> <li>- Know some reasons why tribes were successful and thrived over others</li> <li>- Know that a society has a hierarchy and the different classes within this hierarchy</li> <li>- Analysis of sources - how we know this information</li> <li>- Bronze ages, materials used and how accessible these were - bronze, jade, silk</li> <li>Know the materials used in ancient China, their uses and who these were available to</li> </ul>	<ul style="list-style-type: none"> <li>-Know the history of land use in the UK and why people were encouraged to grow their own food to support the war effort</li> <li>- there were food shortages</li> <li>- food shortages affected morale, the ability to live and the ability to fight successfully</li> </ul>	<ul style="list-style-type: none"> <li>- The location of Greece and key historical landmarks</li> <li>- Ancient Greece has had a lasting effect on modern life and societies</li> <li>- Ancient Greece was a society that valued education, philosophy and advancements socially and technologically</li> <li>- The first democracy was created in Athens</li> </ul>

# KEY KNOWLEDGE



<p><b>Year 6</b></p>	<p>Ancient African Civilisations            Britain and the Maafa            -Triangular Slave Trade and the impact it had on humans            -Life of Caribbean plantations and being able to use evidence to support.            -Benefits of enslavement for Britain            -Abolition of Slavery and life afterwards.            -Black people in the 20<sup>th</sup> Century - the reasons why black people came to live and work in Britain, the contributions that they made to society and the difficulties that they faced as black people in a predominantly white country</p>	<p>-Significant Individuals - Ernest Shackleton, Roald Amundsen            -Polar Expeditions and their significance for future exploration.            -The Titanic - consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p>	<p>-Causes of WW1 and the long- and short-term consequences.            -Key Events during WW1 and children can use timelines to demonstrate the chronology and links.            -Consequences of WW1 in Britain - War, oppression, conflict can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.            -Causes of WW2            -Significant Event - Battle of Britain            -Impact on British Civilians            -Significant Person- Anne Frank            -Leaders have changed the course of history in a variety of ways - decisions of leaders in WW2.            -Post War Britain and the impact of war.</p>
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# KEY KNOWLEDGE

## MODERN FOREIGN LANGUAGES



	Autumn	Spring	Summer
Year 3	<p>Salutations: Saying hello. Asking and giving your name. Asking and sharing how you are feeling. Saying goodbye.</p> <p>- the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite).</p>	<p>Les couleurs et les nombres- up to 10 colours in French. 1-10 French</p> <p>- five common French verbs/activities; spell these five verbs.</p>	<p>Les animaux: - ten animals in French with their correct indefinite article/determiner. Use and become more familiar with the high-frequency 1st person conjugated verb ‘je suis’ (I am), En Classe: 12 classroom objects with their indefinite article/determiner.</p>
Year 4	<p><u>Les couleurs et les nombres</u> Spelling of ten colours Spelling of 1-10</p> <p><u>Je me presente</u> Count to 20 Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Where they live. Their nationality and understand basic gender agreement rules</p>	<p><u>La famille</u> -The members, names and various ages of either their own or a fictional family in French. -Counting to 100 and saying a person's age Understand the concept of the possessive adjectives ‘mon’, ‘ma’ and ‘mes’ in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s’appeler (to be called) and avoir (to have).</p> <p><u>Les habitats</u> The key elements animals and plants need to survive in their habitat. Examples of the most common habitats for plants and animals and give a named example of these habitats. Tell somebody which animals live in these different habitats. Tell somebody which plants live in these different habitats.</p>	<p><u>Les fruit</u> Name and recognise 10 fruits Spell the fruits Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.</p> <p><u>Les Romains</u> The key facts and key people involved in the history of the Roman Empire. - the days of the week in French and learn how these are related to the Roman gods and goddesses. Tell somebody in French what the most famous Roman inventions were. - The negative form in French.</p>

# KEY KNOWLEDGE



<h2>Year 5</h2>	<p><b>En Classe</b></p> <ul style="list-style-type: none"> <li>- Replace an indefinite article/determiner with a possessive adjective.</li> <li>- write what they have and do not have in their pencil case in French</li> <li>- Words for common classroom items.</li> <li>- To employ 'et' to support a list.</li> </ul> <p><b>La Famille</b></p> <ul style="list-style-type: none"> <li>- Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>- Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> <li>- Names for different family members.</li> <li>- Words are masculine, feminine or plural and this effects spellings and determiners.</li> </ul>	<p><b>Les Legumes</b></p> <ul style="list-style-type: none"> <li>- 10 vegetables in French.</li> <li>- simple vocabulary to facilitate a role play about buying vegetables from a market stall.</li> <li>- Ask for one kilo or a half kilo</li> </ul> <p><b>Les Saisons</b></p> <ul style="list-style-type: none"> <li>- the words for the four seasons in French.</li> <li>- a short phrase for each season in French.</li> <li>- Say which season is their favourite in French</li> <li>- Use the conjunctions 'et' and 'car'.</li> </ul>	<p><b>Les Vetements</b></p> <ul style="list-style-type: none"> <li>- The words for different items of clothing.</li> <li>- Adjectives to describe these clothing</li> <li>- The verb PORTER in French</li> </ul> <p><b>Les Jeux Olympiques</b></p> <ul style="list-style-type: none"> <li>- To know how to transfer known facts into spoken sentences.</li> <li>- The nouns in French for key sports in the current Olympic games.</li> <li>- Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</li> <li>- Use of de la, de l' and du when you say you play a sport in French.</li> </ul> <p>To know words for different sports in French.</p>
<h2>Year 6</h2>	<p><b>Au Café'</b></p> <ul style="list-style-type: none"> <li>-Order from a selection of foods from a French menu.</li> <li>-Order from a selection of drinks from a French menu.</li> <li>-Order a French breakfast</li> <li>-Order typical French snacks.</li> <li>-Ask for the bill.</li> </ul> <p><b>As Tu un Animal</b></p> <ul style="list-style-type: none"> <li>- spell the eight nouns (including the correct article for each) for pets in French.</li> <li>-Tell somebody in French if they have or do not have a pet.</li> <li>-Ask somebody else in French if they have a pet.</li> <li>-Tell somebody in French the name of their pet.</li> <li>- The connectives ET ("and") or MAIS ("but")</li> </ul>	<p><b>Chez Moi</b></p> <ul style="list-style-type: none"> <li>-State where they live</li> <li>-Spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li> <li>-Tell somebody in French what rooms they have or do not have in their home.</li> <li>-Ask somebody else in French what rooms they have or do not have in their home.</li> </ul> <p><b>La Date</b></p> <ul style="list-style-type: none"> <li>- Spell the seven days of the week.</li> <li>- Spell the twelve months of the year.</li> <li>- Spell numbers 1-31.</li> <li>- The date of their birthday in French</li> </ul>	<p><b>A L'Ecole</b></p> <ul style="list-style-type: none"> <li>- The vocabulary for school subjects.</li> <li>-Say what subjects they like and dislike at school.</li> <li>-Say why they like/ dislike certain school subjects.</li> <li>-Tell the time (on the hour) in French.</li> </ul> <p><b>La Seconde Guerre Mondiale</b></p> <ul style="list-style-type: none"> <li>- The countries and languages involved in WW2.</li> <li>- The differences were in city and country life during the war.</li> <li>- Home as an evacuee living in the countryside</li> </ul>

# KEY KNOWLEDGE

## MUSIC



	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> <li>- Sounds can be made by repeatedly clapping or tapping the same sounds.</li> <li>- Range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories</li> </ul>	<ul style="list-style-type: none"> <li>- perform songs, rhymes, poems and stories</li> <li>- sounds are used to represent feelings, images or stories.</li> <li>- Loud, quiet, soft, fast, slow. How can this make them feel?</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures and symbols that represent the sounds that instruments make.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>- beat</li> <li>- rhythm and pitch</li> </ul>	<ul style="list-style-type: none"> <li>-tempo and dynamics</li> <li>- pulse</li> </ul>	<ul style="list-style-type: none"> <li>- improvisation - exploring sounds</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>- music can tell us things about the past</li> <li>- songs and chants by heart</li> </ul>	<ul style="list-style-type: none"> <li>- music makes the world a better place</li> <li>- music impacts on feelings</li> </ul>	<ul style="list-style-type: none"> <li>- rhythm</li> <li>- beat</li> </ul>
Year 3	<p>Musical notation. Follow a rhythm. Perform using percussion instruments. Play notes.</p>	<p>Musical notation. Follow a rhythm Crochet Minim Quaver Rest</p>	<p>Musical notation. Follow a rhythm Crochet Minim Quaver Rest</p>
Year 4	<ul style="list-style-type: none"> <li>- Three songs from memory and who sang them or wrote them.</li> <li>- The style of the five songs.</li> <li>-The style indicators of that song (musical characteristics that give the song its style), the lyrics, texture, dynamics, tempo, rhythm and pitch.</li> <li>- the main sections of a song (introduction, verse, chorus etc).</li> <li>Name of instruments</li> </ul> <p>Understand how to effectively sing as part of an ensemble/choir</p>	<ul style="list-style-type: none"> <li>- to improvise a melody to a piece of music within set parameters</li> <li>- to play a glockenspiel</li> <li>- notation - letter names, symbols, audio etc. for composition</li> </ul>	<ul style="list-style-type: none"> <li>- Music through time has changed with fashion/preferences of the time.</li> <li>-pulse, rhythm and pitch work together: Pulse: Finding the pulse - the heartbeat of the music Rhythm: the long and short patterns over the pulse Pitch: High and low sounds that create melodies</li> </ul>

# KEY KNOWLEDGE



<h2>Year 5</h2>	<ul style="list-style-type: none"> <li>- The lyrics: what the songs are about, any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>- Identify the main sections of the songs (intro, verse, bridge, chorus).</li> <li>- Name some of the instruments they heard in the songs</li> <li>- The historical context of chosen songs</li> </ul>	<ul style="list-style-type: none"> <li>- Pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>- The role of a conductor/ composer in creating a piece of music for a group to follow</li> <li>- lyrics of songs can affect listeners emotions.</li> </ul>	<ul style="list-style-type: none"> <li>- Improvisation is making up your own tunes spontaneously</li> <li>- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>- using one or two notes confidently is better than using five</li> <li>- If you improvise using the notes you are given, you cannot make a mistake</li> <li>- Three well-known improvising musicians</li> </ul>
<h2>Year 6</h2>	<ul style="list-style-type: none"> <li>- Five songs from memory, who sang or wrote them, when they were written and why?</li> <li>- The style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about:             <ul style="list-style-type: none"> <li>- The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>- Timbre It is what makes a musical note sound different from another one.</li> <li>- Some of the instruments used in the songs</li> </ul> </li> <li>- Know and talk about that fact that we each have a musical identity</li> </ul>	<ul style="list-style-type: none"> <li>-A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol</li> </ul>	<ul style="list-style-type: none"> <li>- Using one, two or three notes confidently is better than using five</li> <li>- the riffs and licks from Challenges so they can be used in the improvisation</li> <li>- To know three more well-known improvising musicians</li> </ul>

# KEY KNOWLEDGE

## PHYSICAL EDUCATION



	Autumn	Spring	Summer
Reception	- space, start, stop, run, hop, jump, skip, balance, walk, roll, warm up, cool down strength	- body names, copy, repeat, directional language, apparatus, rocking, rolling, landing	-roll, target, bounce, catch, dribble, kick, throw, score, tag, take turns co-ordination
Year 1	<p>Fitness - know how the body responds to exercise.</p> <p>Dance -</p> <p>Gymnastics - barrel roll, straight roll, forward roll. Balances - pike, straddle, dish tuck, arch, star.</p> <p>Yoga -</p>	<p>Fundamentals -</p> <p>Sending and receiving -</p> <p>Ball skills -</p> <p>Send and receive -</p>	<p>Target games -</p> <p>Invasion -</p> <p>Net and wall -</p> <p>Athletics -</p>
Year 2	<p>Fitness - speed, strength, balance and agility.</p> <p>Dance (delivered through RE also)</p> <p>Gymnastics - balance and coordination.</p> <p>Yoga - balance and sequence of poses.</p>	<p>Fundamentals - team building and basic skills.</p> <p>Sending and receiving - using a range of throwing techniques, underarm and overarm and trying to hit targets. This leads into balls skills.</p>	<p>Target games - team sports / sportsmanship.</p> <p>Invasion - (netball)</p> <p>Net and wall</p> <p>Athletics - teaching skills for running, jumping and throwing.</p>

# KEY KNOWLEDGE



<p><b>Year 3</b></p>	<p>Components of fitness- speed, stamina, strength, coordination, balance, agility.</p> <p>Fundamentals- how to accelerate and decelerate.</p> <p>Dance- use of counting and rhythm. Canon, unison, formation and levels.</p> <p>Yoga- yoga poses and techniques.</p>	<p>Swimming- entering the water. Safety around the water. Travel, float and submerge.</p> <p>Ball skills- a variety of throwing techniques - catching with one and two hands as well as dribbling with feet and hands.</p> <p>Dodge ball- simple tactics to the game to outwit their opponent.</p> <p>Gymnastics- rolling, jumping and balancing, terms 'extension' and 'body tension.'</p>	<p>Swimming- strokes on front and back. Different kicking and arm actions.</p> <p>Athletics- running, jumping and throwing techniques to achieve their greatest possible speed, distance or accuracy - measure, time and record scores.</p> <p>Tennis- ready position, racket control and hitting a ball. The scoring system and skills, simple strategies and tactics to outwit the opposition.</p>
<p><b>Year 4</b></p>	<p><b>Fitness</b> Techniques to improve balance, sprinting and agility and increase strength. Warm-up/cool down Stretching muscles</p> <p><b>Dance</b> The impact of high/low moves to create levels. Choreography is designing a dance to music.</p> <p><b>Swimming</b> Strokes on front and back. Different kicking and arm actions. Pool safety</p>	<p><b>Dodgeball</b> tactics to use within a game. Throwing and catching techniques Evasive manoeuvres. The rules of the game</p> <p><b>Tennis</b> Stroke technique - leading to greater accuracy Rules of the game, decision making, ready position.</p> <p><b>Swimming</b> Strokes on front and back. Different kicking and arm actions. Pool safety</p>	<p><b>Rounders</b> - The rules of the game including how to get someone out of the game. Tactics - both fielding and batting. Throwing, catching, running - the best technique for each fielding position</p> <p><b>Yoga</b> Body awareness Yoga poses and techniques that will help them to connect their mind and body.</p> <p><b>OAA</b> - map reading - expectations/ rules of each activity - safety rules</p> <p><b>Athletics</b> Sprinting techniques, jumping for distance, push throwing, power, control</p>

# KEY KNOWLEDGE



<p><b>Year 5</b></p>	<p><b>Gymnastics -</b>          - inverted movements to include cartwheels and handstands.          - canon and synchronisation and matching and mirroring.</p> <p><b>Yoga -</b>          - yoga poses and techniques that will help them to connect their mind and body.          - Body awareness          - a range of poses to create a flow for others</p> <p><b>Football -</b>          - the principles and tactics of defending and attacking          - successful dribbling requires close control of the ball to keep the ball away from defenders.          - the most successful dribblers will use both feet</p>	<p><b>Dance -</b>          - movement is used to communicate ideas and issues, and their own feelings and thoughts.          - The historical and cultural origins of different dances.</p> <p><b>Tennis -</b>          - specific skills such as a forehand, backhand, volley and underarm serve.          - when different strokes should be deployed</p> <p><b>OAA -</b>          - The importance of contributing ideas and take others' ideas on board to solve problems          - to orientate a map          - to navigate a map and apply to surroundings</p> <p><b>Tag Rugby -</b>          - Defensive strategies          - Attacking techniques          - The rules of the game          - Throwing backwards</p>	<p><b>Cricket -</b>          - Correct position of hands on the bat          - Bowling techniques          - fielding positions and the placement of players          - the rules of the game</p> <p><b>Dodgeball -</b>          - tactics when working as a team          - the different skills and tactics that can be deployed within the game</p> <p><b>Athletics -</b>          - the process to improve on a best time/distance          - the mechanics for performance e.g. process for throwing a javelin</p> <p><b>Rounders -</b>          - the different roles to the game and associated responsibilities          - the rules of the game          - the importance of 4<sup>th</sup> base for the fielding team</p>
<p><b>Year 6</b></p>	<p><b>Gymnastics:</b>          - the strategy to do a straddle, forwards and backwards roll.          - counter balance and counter tension          - inverted movements          - Sequencing</p> <p><b>Football:</b></p>	<p><b>Basketball:</b>          - techniques to evade defenders          - techniques to mark a player          - techniques of dribbling          - the rules and tactics of the game          - techniques to improve accuracy when shooting baskets</p> <p><b>Dance:</b></p>	<p><b>Athletics:</b>          - the importance of pacing a run through a long distance race          - the method of refining techniques to improve on a best time/distance (small gains)</p> <p><b>Rounders:</b></p> <p>Throwing and catching, bowling, tracking and fielding, batting,</p>

# KEY KNOWLEDGE



	<p>- The correct technique for: Dribbling, passing, ball control, turning, goalkeeping, receiving</p> <p><b>Fitness:</b></p> <ul style="list-style-type: none"> <li>- methods to improve speed, stamina, strength, coordination, balance and agility</li> </ul>	<p>- canon, unison, formation, dynamics, character, emotion, transitions, matching &amp; mirroring.</p> <p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>-Stroke technique</li> <li>- strategies to maximise movement on court</li> <li>- the ready position</li> <li>-match play, changing speed, rules, stamina, flexibility.</li> </ul> <p><b>Tag Rugby:</b></p> <ul style="list-style-type: none"> <li>- Passing techniques - backwards</li> <li>- the offside rule</li> <li>- scoring structure</li> <li>- effective tag manoeuvres</li> </ul>	<p><b>OAA:</b></p> <ul style="list-style-type: none"> <li>- The importance of contributing ideas and take others' ideas on board to solve problems</li> <li>- to orientate a map</li> <li>- to navigate a map and apply to surroundings</li> </ul>
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# KEY KNOWLEDGE

## RELIGIOUS EDUCATION



	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> <li>- Nativity story.</li> <li>- Diwali and the associated celebrations</li> <li>- special times relating to celebrations</li> </ul>	<p>Chinese new year and how some people celebrate Chinese New year.</p> <p>Easter story</p> <p>Christians celebrate Easter</p> <p>Special people-families, church family</p>	<ul style="list-style-type: none"> <li>- church can be a special place for some people</li> <li>- they are called Christians</li> </ul>
Year 1	<p>Harvest - A Christian celebration where thanks is given to god for the food that the farmers harvest.</p> <ul style="list-style-type: none"> <li>-Diwali - A Hindu and Sikh celebration.</li> <li>- how people celebrate Diwali.</li> <li>- Story of Rama and Sita.</li> </ul>	<p>Milad un Nabi - A Muslim celebration commemorates the birth of the Prophet Muhammad.</p> <ul style="list-style-type: none"> <li>- That Prophet Muhammad (PBUH) is important to Muslims</li> <li>- Mosque is a special place for Muslims</li> </ul> <p>Purim - A Jewish festival that commemorates the strength of the Jewish people.</p> <ul style="list-style-type: none"> <li>- Jewish people visit a synagogue</li> <li>- The story of Esther</li> <li>- People celebrate Purim in different ways</li> </ul>	<p>Naam Karan - A Sikh baby naming ceremony.</p> <ul style="list-style-type: none"> <li>- Sikhs visit a Gurdwara</li> <li>- Guru Granth Sahib is the holy book</li> <li>- The baby is named at the temple</li> </ul> <p>Esala Perahera - A Buddhist festival also known as the Festival of the Tooth</p> <ul style="list-style-type: none"> <li>- Celebrated in Kandy, Sri Lanka</li> <li>- Lasts 10 days</li> </ul>
Year 2	<p>Losar - Buddhism-</p> <ul style="list-style-type: none"> <li>-meditation symbols of religion - lotus flower, wheel of life (Dharma wheel)</li> </ul> <p>Christianity -</p> <ul style="list-style-type: none"> <li>story of birth of Jesus,</li> <li>advent wreath,</li> <li>Christingles.</li> </ul>	<p>Navratri (Hinduism)</p> <ul style="list-style-type: none"> <li>- compare with other stories</li> </ul> <p>Hannukkah (Judasim)</p>	<p>Anand Karaj (Sikhism) - look at different celebrations - weddings and compare.</p> <p>Juma'ah (Islam) - 5 pillars of Islam.</p>
Year 3	<p>Hinduism-</p> <ul style="list-style-type: none"> <li>-The story of Ganesh and how he gets his new head.</li> <li>- How Ganesh Chaturthi is celebrated.</li> </ul> <p>Sikhism-</p>	<p>Buddhism- Vesak- The birth of Buddha,</p> <ul style="list-style-type: none"> <li>- Key Beliefs of Buddhists.</li> <li>-Meditation as a method of enlightenment.</li> </ul> <p>Christianity- Lent.</p>	<p>Judaism- Shavuot.</p> <ul style="list-style-type: none"> <li>-The festival of Shavuot is celebrated 50 days (seven weeks) after Passover.</li> <li>- celebration of the gift of the Torah and the Ten Commandments</li> </ul>

# KEY KNOWLEDGE



	<ul style="list-style-type: none"> <li>-the Sikh religion was begun by Guru Nanak.</li> <li>Importance of the Gurdwara.</li> <li>Importance of Langar</li> </ul>	<ul style="list-style-type: none"> <li>- Fasting is going without something for a period of time</li> <li>- Christians fast before Lent</li> <li>- It last for 40 days.</li> <li>- During Holy Week, Christians remember Jesus' crucifixion on Good Friday and celebrate his rising from the dead three days later on Easter Sunday.</li> </ul>	<ul style="list-style-type: none"> <li>- Jews visit the synagogue, studying the Torah scrolls (sometimes all night) and possibly eating cheesecake.</li> <li>-Shavuot is also a harvest festival</li> </ul> <p>Islam- Hajj. The Hajj is a pilgrimage Muslims make to the holy city of Mecca. Pilgrims spend five days praying and worshipping both in Mecca and the surrounding desert. Every Muslim adult does this once (link to 5 pillars).</p>
Year 4	<p>Hinduism - Janmashtami</p> <ul style="list-style-type: none"> <li>- Key Hindu gods and why they are important in Hinduism (<b>which ones?</b>)</li> <li>- The story of Krishna</li> <li>- The similarities between the story of the birth of Krishna to the birth of Jesus</li> </ul> <p>Buddhism - Kathina</p> <ul style="list-style-type: none"> <li>- Some people become monks to follow the teachings of Buddha in the truest sense</li> <li>- Monks shave their hair and wear the same clothes.</li> <li>- 10 rules that monks follow.</li> </ul>	<p>Sikhism- Vaisakhi</p> <ul style="list-style-type: none"> <li>-people take Amrit to show their coming of age</li> <li>-the similarities between the Amrit ceremony to adult Christian confirmation or Jewish bar or bat mitzvah ceremonies.</li> <li>-The 5 Ks of Sikhism</li> <li>-Vaisakhi celebrations</li> </ul> <p>Christianity - Holy week and Easter</p> <ul style="list-style-type: none"> <li>- Make links between stories</li> <li>- The importance of Eucharist, Palm Sunday, the symbol of the cross,</li> </ul>	<p>Judaism - Shabbat</p> <ul style="list-style-type: none"> <li>- People respond differently in different situations.</li> <li>- Jews celebrate Shabbat - resting on the 7<sup>th</sup> day and the biblical root of this</li> </ul> <p>Islam - Eid al-Adha</p> <ul style="list-style-type: none"> <li>- Eid ul-Adha comes at the end of Hajj and the activities that take place during it.</li> <li>In the story of Ibrahim and Isma'il, understand how Ibrahim was willing to sacrifice his son to follow Allah's commands. Recognise the importance of charity to Muslims.(link to 5 pillars Zakat)</li> </ul>
Year 5	<p>Christianity -</p> <ul style="list-style-type: none"> <li>- Christians believe in one God (monotheistic) but that this can be seen three ways - the Father, the Son and the Holy Spirit</li> <li>- Jesus went to Heaven alone and left his disciples on Earth to continue to spread his message</li> <li>-Pentecost is an important event in the Christian calendar</li> </ul>	<p>Sikhism -</p> <ul style="list-style-type: none"> <li>-The Golden Temple, Amritsar is important to Sikhs</li> <li>-Guru Arian Gurpleb is important to Sikhs</li> <li>-There are rules that must be followed when visiting the Golden Temple</li> </ul> <p>Hinduism -</p> <ul style="list-style-type: none"> <li>-Know where Hinduism is most commonly practised</li> </ul>	<p>Islam -</p> <ul style="list-style-type: none"> <li>Fasting means no food or drink passes your mouth when the sun is up</li> <li>Muslims fast during the month of Ramadan (link to 5 pillars -Sawm)</li> <li>Know that Eid al-Fitr is the celebration of the end of Ramadan</li> </ul> <p>Buddhism -</p> <ul style="list-style-type: none"> <li>- The Four Noble Truths</li> <li>- The Noble Eightfold path of Buddhism</li> </ul>

# KEY KNOWLEDGE



	<p>Judaism -</p> <ul style="list-style-type: none"> <li>-Jews remember Passover and there is a celebration</li> <li>- Seder meal is taken</li> <li>- Exodus is a large number of people leaving a place</li> <li>- Jews celebrate the Exodus of Jews from Egypt</li> <li>-Moses led the Exodus</li> </ul>	<p>-Know that Holi is a religious festival and how this is celebrated by Hindus and the importance of colour to this.</p> <p>-Holi is linked to the winter harvest</p>	<p>- Key stories from Buddhism (<b>which ones</b>) and how they link to modern life</p>
<p>Year 6</p>	<p>Sikhism - Bandi Chhor Divas</p> <ul style="list-style-type: none"> <li>- The story of Guru Hargobind.</li> <li>- Prisoner Release Day</li> <li>- what Freedom means and what this looks like</li> <li>- Amnesty International campaign for freedom</li> </ul> <p>- Christianity - Sunday</p> <ul style="list-style-type: none"> <li>-Christians worship God</li> <li>- The Bible is the holy book</li> <li>- Christians worship in church</li> <li>- Key features of a church</li> <li>- Sunday is the holy day</li> </ul>	<p>Parinirvana - Buddhism</p> <ul style="list-style-type: none"> <li>- Key events in Buddha's Life</li> <li>- the concept of Karma and the Know about the Wheel of Life</li> <li>- The differences between the beliefs of Christians, Hindus, Sikhs, Jews, Muslims and Humanists to Buddhist beliefs about life after death.</li> <li>- Funerals, celebrations and rituals</li> </ul> <p>Lailat al Miraj - Islam</p> <ul style="list-style-type: none"> <li>- Muhammad's Night journey</li> <li>- Know there is one god - Allah</li> <li>- Key prophets</li> <li>- The importance of sacred stories in Islam</li> <li>- Sacred means holy</li> </ul>	<p>Rosh Hashanah and Yom Kippur - Judaism</p> <ul style="list-style-type: none"> <li>- Traditional Rosh Hashanah Food</li> <li>- Days of Repetance</li> <li>- Yom Kippur and features of the celebration</li> <li>- The features of synagogues</li> </ul> <p>Kumbh Mela - Hindusim</p> <ul style="list-style-type: none"> <li>- Hindu Myths</li> <li>- Cycle of birth and rebirth in Hinduism</li> <li>- Reincarnation is the same as rebirth</li> <li>- Life of Naga Sadhu - significant figure</li> </ul>

# KEY KNOWLEDGE

## RSHE



	Autumn	Spring	Summer
Reception	Protective behaviours Private parts-penis, vagina, anus, mouth Networks Making friends Kind behaviour Stop it please	Families and people who care for me - form positive relationships Show sensitivity to their own and other people's needs	Keeping healthy-food, exercise, water, washing, sun safety
Year 1	Protective behaviours Private parts - penis vagina anus mouth Who can I tell if I feel unsafe? Network Kind and unkind behaviour in school and online Feelings and emotions People in our family - all families are different	We have similarities and differences I am unique People who help in our school, community, local area. Jobs in the community Looking after the environment	Keeping healthy - food, exercise, washing, cleaning teeth and sun safety Ways to manage feelings when things go wrong Age restrictions to keep safe online
Year 2	Protective Behaviours - networks. how to ask for help if you don't feel safe. Correct terminology for body parts. (which ones?) The qualities of a good friend Similarities and differences between people.	Belonging to a community - A community is a group of people within the same space who live and work together roles within a community. Rights and responsibility within school and the wider community.  Money and work - understanding money (also link in maths) Budget is how to look after your money the difference between need and want.	Physical health and mental wellbeing - How to ask for help. The importance of sleep, brushing teeth, eating a balanced diet and exercise. Medicines are dangerous and should only be used when you are ill  Growing and changes -There are a wide range of feelings - Things change as you grow up
Year 3	Protective behaviours- network, my body, my choice- touching, private parts- the PANTS rule safe and unsafe contact, rights and responsibilities.	Belonging to a community- Reasons for rules and law. Importance of abiding by the law what happens if rules and laws are broken What are human rights  Rights of children	Physical health and mental wellbeing Daily life is about choices Health and unhealthy choices eg food, exercise. Healthy balanced diet Regular exercise can improve our mental health

# KEY KNOWLEDGE



	<p>Online safety- smart rules, passwords, sharing content online, digital footprint.</p>	<p>Know that every right has a responsibility. The internet be used positively for leisure, school and work.          Images online can be changed and adapted          Strategies to recognise whether something they see online is true or accurate.          If a game is suitable to play or website is age appropriate.          Safe internet sites when searching on the Internet</p> <p>Money and work          People can have and different sectors eg teachers, business, people, charity work          People can have more than one job          Stereotypes exist relating to work and they can be challenged          Own interests, skills and achievements and how these can link to future jobs.</p>	<p>Things can affect feelings both positively and negatively.          Strategies to talk about feelings.          Feelings can change over time.</p> <p>Growing and changing          everyone is an individual and has valuable contributions to make          interests form part of persons identity          own personal strengths and what they are proud of.          common challenges and the strategies to overcome</p> <p>Keeping safe          typical hazards at home and in school          fire safety at home including the need for smoke alarms          the importance of following safety rules from adults          how to keep safe in local environment e.g. road, rail water and firework safety.</p>
<p>Year 4</p>	<p>Families and friendships -          healthy friendships and mutual respect          communicating safely online,          How to tell someone if you are worried about online safety</p> <p>Safe relationships -          the difference between hurtful behaviour and bullying,          Potential risks online and how to spot them,          Strategies to manage pressures from dares</p> <p>Respecting ourselves and others -          similarities and difference and discussing them sensitively</p>	<p>Belonging to a community -          we are part of various communities,          individuals/groups who support communities,          shared responsibilities towards those in need</p> <p>Media literacy and digital resilience -          digital footprints is our online presence,          organisations use personal information          the risks and benefits of buying online</p> <p>Money and work -          Methods for keeping money safe          The factors to think about when making decisions about money</p>	<p>Growing and changing -          physical and emotional changes in puberty,          external genitalia changes in boys and girls          The importance of personal hygiene during puberty          Girls have periods</p> <p>Keeping safe -          medicines and household products can be harmful          drugs common to everyday life and safety around these</p>

# KEY KNOWLEDGE



	<p>Protective Behaviours - Rights and responsibilities                  safe and unsafe feelings                  safe and unsafe secrets                  their network and how to use it</p>	<p>Physical health and mental wellbeing - maintaining a balanced lifestyle, oral hygiene and dental care</p>	
<p><b>Year 5</b></p>	<p>The terms discrimination, racism, stereotypes and examples of these within society                  Who we can talk to if we feel we need to                  Identify what is special about us as a method to develop self-esteem</p> <p>Protective behaviours                  Safe and unsafe secrets                  The rights of the child                  Personal network</p>	<p>Human behaviours have an effect on the environment. Pollution, air quality and active travel                  Reasons people make choices despite the harmful effects on the environment                  sustainability and how to make sustainable choices                  The parameters/ rules for respectful debate and discussion</p>	<p>Different types of bullying and that bullying can occur in a number of different ways                  Bullying is a repeated occurrence.                  Conflict will be encountered and strategies to resolve issue and deal with this respectfully                  Friendships have ups and downs</p>
<p><b>Year 6</b></p>	<p>Protective behaviours                  Safe and unsafe secrets                  The rights of the child                  Personal network                  How to challenge discrimination and stereotypes</p> <p>Know how to evaluating media sources; sharing things online</p> <p>Influences and attitudes to money                  money and financial risks</p>	<p>People are attracted to others                  Difference between romantic relationships; civil partnership and marriage</p> <p>Strategies to manage pressure                  consent is allowing someone to do something with your permission                  Consent can be withdrawn at any time</p> <p>The importance of expressing opinions and respecting other points of view, including discussing topical issues</p>	<p>Factors that affect mental health and ways to take care of it                  Ways to manage change                  Ways to navigate loss and bereavement                  Strategies to manage time online</p> <p>Humans reproduce and babies are born                  A male and female are needed to reproduce</p> <p>How to keep personal information safe                  regulations and choices                  Some laws about drug use                  Drugs can be portrayed in different ways in the media</p>

# KEY KNOWLEDGE

## SCIENCE



	Autumn	Spring	Summer
Reception	<p>To know the basic body parts different body parts are used for different things To know that washing and drying hands especially after using the toilet and before eating can prevent the spread of harmful germs</p> <p>To know the weather can change through the day, week and month. Seasonal changes. To know the vocabulary to describe different weather conditions</p> <p>Objects are made from different materials and have different properties Some objects float and some objects sink.</p>	<p>Some light sources need batteries and some need electricity to work</p> <p>Some materials are magnetic. Some metals are magnetic and some are not.</p> <p>Plants and trees are living things. They can be identified according to their features, Plants need water, sunlight and air to survive. Living things (plants) grow and change and decay over time</p> <p>Objects can be compared and grouped according to their shape, colour, material or use</p>	<p>Shadows are made by the sunlight/light source blocked.</p> <p>Animals are living things. There are different types of animal. Parent and baby mammals Different animal groups have some common body parts Animals eat different kinds of food Animals need food, water, air and shelter to survive</p>
Year 1	<p><u>Everyday Materials</u> A material is what an object is made from. Natural materials. Manufactured materials A property is a quality a material has</p> <p><u>Animals including humans</u> Basic body parts and their uses. (which ones?) The five senses.</p>	<p><u>Seasonal Changes</u> Different types of weather. Simple equipment can be used for measuring weather - thermometer, precipitation, temperature, wind speed (Beaufort scale) Day length is longer in the summer months and shorter in the winter months. The Sun provides Earth with heat and light. There are four seasons. The four seasons. Seasonal changes in nature - trees (deciduous and evergreen) and animals (lifecycles).</p>	<p><u>Living Things and Habitats</u> Living things need to be cared for in order for them to survive. They need water, food, warmth and shelter. Plant parts - fruit, stem, leaf, flower, root Seeds and bulbs Leaf parts - margin blade, stalk, vein Types of leaf - simple, palmate, compound, lobed, needle-like Common wild plants - dandelion, daisy buttercup, stinging nettle, bluebell, bramble Importance of plants for food, shelter and materials Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants.</p>

# KEY KNOWLEDGE



			Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals.
<b>Year 2</b>	<p><b>Animals including Humans</b> Human Survival - Stages of growth (embryo, birth, juvenile, growth, adult, reproduction), human lifecycle. Hand washing and respiratory hygiene prevent the spread of germs</p> <p><b>Living Things and Habitats</b> There are different habitats and understand that animals (inc humans need food, water and space) living and non-living. Life processes. (MRS GREN) Omnivore. A food chain is the transfer of energy through plants and animals. Producer, consumer predator and prey.</p>	<p><b>Everyday Materials</b> Use of materials - use of everyday materials. <b>Man-made / natural materials.</b> Names of different materials and their properties. Words to describe materials - Squash, bend, twist. Transparent, translucent and opaque.</p> <p><b>Plants</b> Parts of a plant (How is this different to Y1?) - dissect means to cut something up to see its parts What a plant needs to grow. (Link to MRS GREN) Plants need light, water, temp, soil.</p>	<p><b>Animals including Humans</b> what animals need to survive (water, air, food and shelter). Offspring grow into adults.</p> <p><b>Further information to be added when the science unit is published</b></p>
<b>Year 3</b>	<p><b>Animals including Humans</b> Living things needs for survival. Balanced diet-human nutrition and energy comes from food.</p> <p>Endoskeleton, exoskeleton. Names of major bones. Muscles allow movement. Major muscle groups.</p>	<p><b>Forces and magnets</b> Contact and non- contact forces. Forces work as opposites and can make things move. (poles)</p> <p><b>Friction and magnetism</b> Friction is greater on a rougher surface. Identify parts of magnet Identify magnetic materials. (iron, colbalt, nickel and steel). Magnetism is a non- contact force. A navigational compass will always point north.</p>	<p><b>Plants</b> Plant nutrient and reproduction. Parts of a flower (<b>specific</b>) Pollination is the process where pollen grains are transferred A pollinator is an animal that pollinates flowering plants. Some plants are pollinated by the wind.</p> <p>Different plants have different needs depending on their habitat eg cacti. Plants have a life cycle. How to group plants according to their features.</p>

# KEY KNOWLEDGE



		<p><u>Rocks</u>                      -There are three main types of rock - sedimentary, igneous and metamorphic.                      - Different rocks and soils have different properties                      - Porous, permeable, impermeable, hard, soft</p>	
Year 4	<p><u>Digestive system</u>                      Producers and consumers: herbivores, carnivore, omnivore.                      Ecosystems support living things.                      Food chains and webs                      Digestive system within humans including the names and purposes of the organs.                      Names of teeth, their structure and their uses</p> <p><u>Sound</u>                      Sound travels in waves from a sound source, through a medium to our eardrum.                      Parts of the ear                      Definitions of volume and pitch and the units they are measured in                      Sound can be muffled by certain materials</p>	<p><u>States of Matter</u>                      Properties of solids, liquids and gases.                      Particle theory.                      Materials can change state                      How to measure temperature accurately</p> <p><u>Grouping and Classifying</u>                      Classification including single-stage, multi-stage and serial ordering.                      classification keys are used to group animals and plants                      Classification of living things: invertebrates, vertebrates, plants</p>	<p><u>Electrical Circuits and Conductors</u>                      Sources of electricity.                      Electricity is dangerous and how to use it safely.                      Circuits are made up of components                      The components of a simple circuit                      Materials that conduct electricity, plugs and the future of electricity including programmable technologies.</p>
Year 5	<p><u>Forces and Magnets</u>                      A contact and non-contact force is with examples                      Forces act differently on different planets                      Mechanisms can be manipulated to provide a mechanical advantage                      Associated terminology and measurements - Newtons, gears, pulley, advantage, lever, weight, mass</p> <p><u>Earth and Space</u>                      The order of the planets                      Planets and stars are spherical</p>	<p><u>Living Things and Habitats</u>                      The different elements within a food chain                      Different parts of a plant involved in reproduction                      The habitat and physical environment impacts on food chains                      Impact of humans on food chains</p> <p><u>Animals including humans</u>                      Humans change over time                      The key changes in humans at different stages of life                      Different animals have different periods of gestation</p>	<p><u>Properties and Changes of Materials</u>                      Changes can reversible or irreversible                      The causes of key changes in materials                      Materials can be separated through sieving, evaporating and filtration</p> <p><u>Living Things and their Habitats</u>                      Know the different animal classes and features of their life cycles                      Metamorphosis</p>

# KEY KNOWLEDGE



	<p>An orbit is where an object travels around another          The Earth orbits the Sun          The Moon orbits the Earth          The phases of the Moon</p>		
<p><b>Year 6</b></p>	<p><u>Animals including humans:</u>          The main parts of the human circulatory system          The functions of the heart, blood vessels and blood.          The role of the circulatory system is to transport oxygen, water and nutrients around the body.          The impact of diet, exercise, drugs and lifestyle on the way their body's function          Nutrients and water are transported within animals, including humans.</p> <p><u>Electricity:</u>          A circuit needs a power source, such as a battery or cell, with wires connected to both the positive and negative terminals. Other components include lamps, buzzers or motors.          A switch can be open or closed.          Voltage is measured in volts (V) and is a measure of the difference in electrical energy between two parts of a circuit.          An electric current is the flow of electric charge around a circuit.</p>	<p><u>Living things and their animals:</u>          How to classify into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals;          Plants and animals are classified based on specific characteristics.</p> <p><u>Light:</u>          Light appears to travel in straight lines and explain that objects are seen because they give out or reflect light into the eye          We see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes          Shadows have the same shape as the objects that cast them.</p>	<p><u>Evolution and Inheritance:</u>          Scientists classify living organisms into broad groups according to their characteristics.          Scientists compare fossilised remains from the past to living species that exist today to hypothesise how living things have evolved over time.          An adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche.          Adaptations evolve by natural selection. Favourable traits help an organism survive and pass on their genes to subsequent generations.          Know that animals that sexually reproduce generate new offspring of the same kind by combining the genetic material of two individuals.          Each offspring inherits two of every gene, one from the female parent and one from the male parent.</p>

# KEY KNOWLEDGE



## VGPS

	Autumn	Spring	Summer
Reception	<p>Little Wandle Phase 2 grapheme recognition Relate this to writing individual letters Understand what a CVC word is to write using blending and segmenting knowledge</p>	<p>Little Wandle phase 3 grapheme recognition Knowledge of graphemes including some digraphs Understand what a word and a caption is to write</p>	<p>Little Wandle phase 4 grapheme recognition Relate this to writing digraphs and some tricky words Understand what a word, caption and sentence is to write Finger spaces Capital letters Full stop</p>
Year 1	<p>Verb, Noun, Adjective. Coordinating conjunctions Simple sentence Compound sentence Capital letters Fulls stops Question marks Exclamation mark</p>	<p>Verb, Noun, Adjective. Coordinating conjunctions Simple sentence Compound sentence Capital letters Fulls stops Question marks Exclamation mark Plurals - s and es Add the prefix un- and the suffixes -ing, -ed, -er, -est, -s or -es where no change is needed in the spelling of root words.</p>	<p>Verb, Noun, Adjective. Coordinating conjunctions Simple sentence Compound sentence Capital letters Fulls stops Question marks Exclamation mark Plurals - s and es, ed endings. Add the prefix un- and the suffixes -ing, -ed, -er, -est, -s or -es where no change is needed in the spelling of root words.</p>
Year 2	<p>Capital letters, commas and full stops. Question marks and exclamation marks. All the w's. List sentences, commas in lists. Short sentences. Commas for contractions.</p>	<p>Capital letters, commas and full stops. Question marks and exclamation marks. All the w's. List sentences, commas in lists. Short sentences. Commas for contractions and apostrophes for possession</p>	<p>Capital letters, commas and full stops. All the w's. List sentences, commas in lists. Short sentences. Commas for contractions and apostrophes for possession</p>

# KEY KNOWLEDGE



	<p>Adjectives, nouns, verbs and adverbs. Expanded noun phrases, coordinating and subordinating conjunctions (and, for, but because and so) Simple and compound sentences</p>	<p>Adjectives, nouns, verbs and adverbs. Expanded noun phrases, conjunctions (and, for, but because and so) Suffixes and prefixes Preposition Statement, command, instruction and question. Simple and compound sentences Suffixes -ment, -ness, -ful, -less, -ly.</p>	<p>Adjectives, nouns, verbs and adverbs. Expanded noun phrases, conjunctions (and, for, but because and so) Suffixes and prefixes Preposition Statement, command, instruction and question. Simple and compound sentences Suffixes -ment, -ness, -ful, -less, -ly.</p>
Year 3	<p>Word classes- recap noun, adjective, verb, conjunctions. New-Adverb and preposition. Punctuation- apostrophes for possession and contraction.  Expanded noun phrases.</p>	<p>Direct speech punctuation. Adverb and preposition Expanded noun phrases. Main and subordinate clauses (conjunctions, FANBOYS) Verb phrase and adjectival phrase.</p>	<p>Prepositional phrases. Direct speech.</p>
Year 4	<p>-Know how to extend a range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) -Understand the present perfect form of verbs in contrast to the past tense --Appropriate use of nouns or pronouns for clarity and cohesion and to avoid repetition -Conjunctions, adverbs and prepositions to express time and cause using fronted adverbials -Commas after fronted adverbials -Possessive apostrophe with plural nouns</p>	<p>Understand how to punctuate direct speech</p>	
Year 5	<p>Relative clauses start with a relative pronoun Adverbs that indicate degrees of possibility Suffixes can change nouns or adjectives into verbs</p>	<p>Paragraphs are used to create cohesion Brackets, commas or dashes indicate parenthesis</p>	<p>Brackets, commas or dashes indicate parenthesis Commas are used to avoid ambiguity</p>

# KEY KNOWLEDGE



<h2>Year 6</h2>	<p>Words are related by meaning as synonyms and antonyms Ellipsis Colon, semi-colon and dashes to mark boundary between independent clauses. Subjunctive Form The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Subject Object Active Passive How hyphens can be used to avoid ambiguity</p>	
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