



Ewelme Church of England (VA) Primary School

Ready Respectful Responsible Reflective Resilient

CURRICULUM HANDBOOK

Reviewed: Summer 2022

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Ewelme Church of England (VA) Primary School Curriculum Handbook

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Introduction: Our curriculum intent

The aim of our curriculum is to develop in the children the qualities outlined by our school rules, values and mission statement so that they are:

- **Ready**

Children are ready for the next step, phase and stage in their education and ready for life in modern Britain.

- **Respectful**

Children are respectful of others' beliefs, traditions and points of view and respectful members of their community.

- **Responsible**

Children have a sense of responsibility for their own learning and behaviour and are responsible citizens of their local communities and the wider world.

- **Resilient**

Children are resilient to challenges and set-backs and resilient in their beliefs and values.

- **Reflective**

Children are reflective about themselves and the world around them.



In reception, children follow a play-led curriculum and are continuously assessed to form a profile of their achievements and progress towards the Early Learning Goals. They are provided a broad range of opportunities to develop, and eventually meet, the requirements of the 2022 EYFS statutory framework.

In key stage 1, the children are taught...	In Key stage 2, the children are taught...
Phonics English (inc. reading, writing, spelling and grammar) Maths History Geography Science Religious Education Personal, Social, Health Education Physical Education Design and Technology Art Computing Music	English (inc. reading, writing, spelling and grammar) Maths History Geography Science Religious Education Personal, Social, Health Education Physical Education Design and Technology Art Computing Languages (French) Music (Ukeleles)

Children at Ewelme are always ready for their learning because of their excellent attendance, good behaviour and positive attitudes towards school.

A well structured and progressive curriculum, alongside strong teaching, means they are ready for the next stage and phase in their education, and by the time they reach the end of Key Stage 2, they are 'secondary ready'.

Furthermore, the curriculum and teaching ensure that they are ready for life in modern Britain.

Ready Resilient

Children at Ewelme demonstrate resilience in their learning and in a range of contexts within the school community.

The challenging nature of their work nurtures resilience because they are consistently required to overcome challenges and think hard to solve problems or complete tasks.

The school works hard to foster responsibility and independence which, in turn, grows the children's capacity for resilience.

The children are also taught to be resilient in their beliefs, standing strong against negative influences.

Children at Ewelme are respectful towards one another and all members of the school community.

The R.E. curriculum, alongside the social, moral, spiritual and cultural education, PSHE and P4C, promotes tolerance and respect towards different beliefs, faiths and traditions, within the local community, within the UK, and around the world.

Respectful



Our vision for Ewelme C.E.
Primary School

**"Let perseverance finish
its work so that you may
be mature and complete,
not lacking anything."
James 2:4**



Reflective

Children at Ewelme are reflective about themselves and the world around them.

They understand, through effective marking and feedback approaches, what they are good at and how to improve further, or make more progress, in the future.

They are given a range of opportunities to reflect on themselves, their beliefs and how these are manifested in their behavior, as well as the world around them, including in collective worship and through the R.E., P4C and PSHE curriculum and SMSC education.



Responsible



Children at Ewelme are encouraged to be responsible in a variety of ways.

Links with the local community encourage children to become responsible citizens in their immediate context, while the curriculum promotes the development of responsible global citizens.

PSHE helps the children to take responsibility for their own safety and personal development, and the safety and happiness of others. A good range of opportunities are provided by the school for children to take on responsibility, for example as play leaders, school councillors and in classroom monitor roles.

Marking and feedback encourage pupils to take responsibility for their own learning and progress.

Introduction: Our curriculum

At Ewelme C.E. (VA) Primary School class teachers plan inspiring termly topics that immerse pupils in a range of historical, geographical or scientific themes, which in turn enrich their learning in other areas of the curriculum. Most topics/themes last approximately 12 weeks, meaning each year group has at least three main topics/themes and mixed year groups have 6 over two years.

Below is a brief introduction to how each subject is taught at Ewelme, followed by more detailed medium and long term overviews and plans showing how key skills develop and progress from reception up to Year 6. This document should be read in conjunction with the Teaching and Learning and Assessment policies, as well as the Staff Handbook, which outlines in more detail the 'Ewelme Way: Our foundations of good practice'.

- English: *Curriculum Requirements and skills progression, page 16*

English lessons or reading sessions happen daily for every class to ensure the children are always **ready** for the next step, phase and stage of their learning.

Class teachers immerse the pupils in a wide range of rich texts that act as models for their own work. The books selected are linked to their overarching topic, and come from a wide range of authors and genres. The selected texts also reflect a wide range of socio-economic, geographical, cultural and racial contexts in order to develop in the children a **respectful** and **reflective** attitude towards people from different backgrounds, and with different traditions, attitudes and beliefs to their own. The pupils then use these texts to begin to imitate features in their own writing. Finally, the pupils innovate and apply what they have learnt into their own, entirely independent pieces of writing. Each unit of writing lasts between 3 and 6 weeks. The grammar and punctuation requirements for each year group are taught explicitly during these three stages of work.

Pupils are able to increase their independence, **resilience** and **responsibility** by accessing a range of resources that can help them with their writing, including dictionaries, thesauri, word mats etc.

Phonics is taught every day in reception and Year 1 and *spelling* is taught regularly in KS2. In Key Stage 1, the 'Floppy's Phonics' scheme is followed. Floppy's Phonics is a rigorous and systematic synthetic phonics program, validated by the Department for Education. As part of their phonics learning, the children take home two books; one reflecting the phoneme/s that they are working on at that time in their phonics sessions and a fully decodable, levelled reader that matches their phonics knowledge and reading ability.

Ewelme School follows the continuous cursive style of handwriting, which is taught and practised regularly. Pupils in Year 4 upwards work in a blue handwriting pen. Pupils in Year 3 can earn a 'pen licence' if their handwriting is of a sufficient standard.

In *reading*, pupils work in small groups to read, discuss and explore texts that are appropriate to their fluency and understanding and have regular opportunities to practise other key skills, such as reading comprehension and decoding, and develop a lifelong love of books.

- **Maths:** *Curriculum Requirements and skills progression, page 38*

Maths is taught every day.

Teachers use the 'White Rose Maths' resources to guide their long, medium and short term planning in maths. These resources have been created in conjunction with the National College for Excellence in the Teaching of Maths (NCETM) and promote varied fluency in each area of maths, along with problem solving and reasoning skills. They also set out the small, incremental steps that pupils need to master as they develop skills, knowledge and understanding, meaning pupils are always **ready** for next step in their learning.

Across the school, teachers use concrete resources to support pupils' understanding of mathematical concepts in order to build their independence and **resilience**.

- **Science:** *Curriculum requirements and skills progression, page 86*

Science is taught every week. Science is about developing enquiring minds and a scientific approach to problem solving, through predicting, testing and analysing the results of those tests. This helps our pupils to develop the ability to be **reflective** about what they have observed or discovered and consider its implications.

The new curriculum, introduced in 2014, offers greater opportunities to develop scientific knowledge and conceptual understanding, as well as understanding the uses and implications of science today and for the future. The central aim is to build up a knowledge of biology, chemistry and physics. Working scientifically is key to the understanding of nature, processes and methods of science for each year group. It runs through all strands of science and is not taught in isolation.

Situated, as we are, in Oxfordshire with its vibrant scientific and technological industries close at hand, we believe it is important our pupils leave us with a passion for, and good standard of knowledge and understanding of science and STEM subjects more broadly so that they are **ready** to build up their knowledge and skills further at secondary school and ready to pursue this area into their later employment if they wish.

- **Computing:** *Curriculum requirements and skills progression, page 109*

Computing is an essential part of allowing children to discover new skills and develop their understanding of the world. At Ewelme, we focus on a wide range of skills including using emails, the internet and a range of publishing programs, as well as coding, programming and how to stay safe online, meaning our pupils are **ready** with the necessary skills for the work place, and society, of the present and future and are **responsible** and **respectful** in the way they navigate the online world.

To support the teaching of computing, teachers and pupils have access to a range of resources including Chromebooks, laptops and tablets. Purple Mash is used as the basis of Computing, a learning platform that provides high quality resources, activities and tutorials.

- **RE:** *Curriculum requirements and skills progression, page 140*

RE is taught in-line with the Oxfordshire Agreed Syllabus. At Ewelme we teach Religious Education using the Oxford Dioceses Board of Education's Scheme of Work. This scheme shares the belief that RE makes a strong contribution to the education of each child by encouraging them to develop skills of critical thinking and analysis, allowing them to be **reflective** about their own and others beliefs and faith, as well as developing **respectful** attitudes to other beliefs and traditions and **resilience** in their own values. RE is taught through an enquiry-based approach and, whilst the study of Christianity will form the main component of the Programme of Study, RE will also involve learning about three or four other religions. Developing tolerance and respect for other religious beliefs and traditions will help pupils be **ready** for life in modern, multi-cultural Britain.

- **Art:** *Curriculum Requirements and skills progression, page 104*

Each pupil has an art sketch book for their planning and artistic experimentation and art is linked, as much as possible, to each year group's overarching theme or topic.

We believe that creativity, inspiration and challenge are essential to the development of our children. Our Art and Design curriculum aims to develop a deep understanding and appreciation of the role creativity has played; both culturally and historically. We provide high quality teaching and learning in drawing, painting and sculpture to enable children to create their own works of art, craft and design, using a range of different media. Children will also learn about significant artists and makers throughout history.

- **PE:** *Curriculum Requirements and skills progression, page 202*

At Ewelme School we want all children to LOVE BEING ACTIVE and to be advocates of leading a healthy, active lifestyle and understand the importance of their physical and mental health. Our PE curriculum aims to provide all children with a high quality, diverse and stimulating PE offer which develops their physical, personal, social and thinking skills. Through play, PE lessons, physical activity and competition we aim for every child to feel motivated to achieve their personal best and to gain confidence and physical competence to be active throughout their lives.

The 5Rs (being 'ready', 'respectful', 'responsible', 'reflective' and 'resilient') are explicitly taught through PE lessons.

- **Languages (French):** *Curriculum Requirements and skills progression, page 197*

French lessons are delivered on a weekly basis to all classes in Key Stage 2 (Years 3-6) by class teachers. They immerse the pupils in the French language throughout lessons, enabling them to develop their French understanding, speaking and writing.

- **History** *Curriculum Requirements and skills progression, page 129*

Ewelme School, built and opened in 1437 by Alice Chaucer, is steeped in its own history and the children are very aware of the historic importance of their surroundings. This naturally leads the children to being very inquisitive about the history of Britain, as well as global history. Therefore, topics taught across the school are often chosen based on a history focus. For example, 'War and Peace' in Year 5 and 6 is a history-led topic exploring the events of various conflicts.

Throughout the school, pupils develop a good chronological understanding and are able to understand the history that has shaped their current existence. They achieve this by learning about significant periods in British and global history (such as World War 2 and the Viking and Anglo Saxon invasions of Britain) as well as Ancient civilisations (such as the Greeks and Romans) and how key themes have changed throughout history (for instance, how streets have changed in appearance and usage from Roman Britain to the modern era).

Using a range of relevant experiences, artefacts and other primary and secondary sources, inspires the pupils to apply historical skills and independently draw conclusions or inferences.

- **Geography** *Curriculum Requirements and skills progression, page 120*

Some topics taught across the school are based on a geography focus. For example, 'Rainforests' taught in Year 2 is a geography-led topic that develops pupils locational knowledge and understanding and **respect** of different cultures around the world.

Whilst at Ewelme School, the pupils are equipped with a knowledge of diverse people and places. Pupils develop their locational knowledge (such as learning the names of the continents and oceans of the world, identifying the equator and tropics etc.); their map and geographical enquiry skills; and their understanding of human and physical geography (such as urban development, natural features such as mountains, rivers etc.).

The experiences that the pupils at Ewelme School have through geography, including carrying out fieldwork, partaking in trips associated with their topics and having an exposure to a wide range of reading materials, inspires the pupils to have a curiosity and fascination about the world.

- **PSHE:** *Curriculum Requirements and skills progression, page 207*

PSHE is a key component of our curriculum and in promoting our school values of being **ready, respectful, responsible, resilient** and **reflective**. Our PSHE curriculum is based on resources and ideas provided by the PSHE Association and aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Our PSHE curriculum also fulfils the school's statutory duty to provide Relationship and Sex Education to all pupils from Reception to Year 6. The content and context of this element of the curriculum is carefully tailored to the year group and age range taught so pupils are introduced to new ideas, concepts, information and language at the appropriate stage and age.

- **Music and the performing arts:** *Curriculum Requirements and skills progression, page 200*

In music we encourage children to listen to and enjoy music of different styles, and to be able to appreciate the main elements of music including rhythm, pitch and composition.

In key stage 1, class teachers lead weekly music sessions and all children in Year 1 and 2 participate in the KS1 Music Festival held at Bayards Hill Primary School in Oxford.

In Key stage 2, all pupils learn an instrument. They are taught the ukulele by a specialist teacher from the Oxfordshire Music Service. Peripatetic music tutors also provide 1:1 piano and wind instrument lessons for pupils who wish to participate.

Beyond the music curriculum, the children are encouraged to develop their skills and enthusiasm for the performing arts in a number of ways.

Our school choir practices weekly and takes part, on a rolling bi-annual basis, in the Festival of Voices concert at Dorchester Abbey and the Big Christmas Sing at Oxford Town Hall. It also regularly performs in assemblies and at services, attended by parents, at the church.

Every two years a whole-school production is staged at the village hall with parents invited to come along and watch. Our most recent show, in July 2022, was 'Shakespeare Rocks', a light-hearted musical based on the life of Tudor playwright William Shakespeare. In the 'off years', the children are invited to participate in a whole-school talent show in the summer term which, again, parents are invited to attend.

Curriculum development teams 2022-23

Literacy curriculum development team

Subject areas: Phonics, reading, writing

Members: Yvonne Smith (phonics, Early Years and reading lead), Tom Codd (writing lead), Lynsey McCleish (phonics and reading governor), Chris Sexon (writing governor)

STEM curriculum development team

Subject areas: Science, computing, design technology, maths

Members: Joe Ottaway (HT and maths lead), Briony Lea (science and computing lead), Mandy Rowley (DT lead), Caspar Breuker (science governor), Tom Lethaby (computing and DT governor)

Physical development and performing and creative arts curriculum development team

Subject areas: PE, dance, music and art

Members: Mandy Rowley (art and music lead), Tom Lethaby (music and art governor), Joe Ottaway (PE lead), Emma Seymour (specialist PE teacher)

Humanities curriculum development team

Subject areas: History, geography, RE, PSHE and French

Members: Tom Codd (humanities lead), Joe Ottaway (HT and RE and PSHE lead), Briony Lea (French lead), Chris Sexon (humanities governor), Caspar Breuker (French governor), Nick Armitage (RE and PSHE governor)












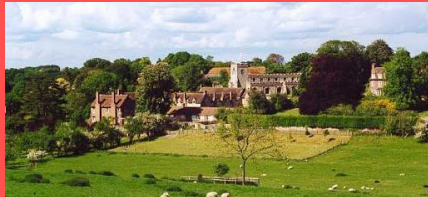



Ewelme Church of England (VA) Primary School

Ready Respectful Responsible Reflective Resilient

ANNUAL TOPIC CYCLE and OVERVIEW OF TRIPS AND EXPERIENCES








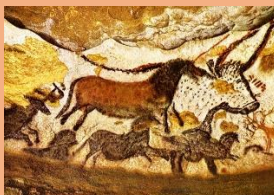
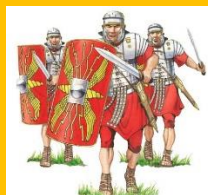




Whole-school topic cycle

YEAR A

Year group	Autumn Sept – Dec 2023	Spring Jan – Apr 2024	Summer May – July 2024	
R/1	Dinosaurs and Us 	The Seasons 	In the Country 	
2	Castles 	The Rainforest 	Great Fire of London 	Inventors and Explorers 
3/4	Rivers 	Ancient Egypt 	Our village 	
5/6	Amazing Americas 	Earth and Space 	Off with their heads! 	

Whole-school annual topic cycle

YEAR B

Year group	Autumn Sept – Dec 2022	Spring Jan – Apr 2023		Summer May – July 2023
R/1	Animals and Toys 	Whatever the Weather 		About Town 
2	Castles 	The Rainforest 	Great Fire of London 	Inventors and Explorers 
3/4	Prehistoric 	The Romans 		Anglo-Saxons 
5/6	The Victorians 	Ancient Greece/ Democracy 		War and Peace 

Overview of trips and experiences



Year group		Autumn		Spring		Summer	
		YEAR A	YEAR B	YEAR A	YEAR B	YEAR A	YEAR B
Year R/1	Trips		Sutton Courtenay Environmental Education Centre			Harcourt Arboretum	Wallingford Museum
	Visitors/workshops	Atomic Tom - dinosaurs		Freshwater Theatre Company – Weather and the Seasons	Wacky Weather workshop – Bright Sparks Science		
	Curriculum days/special events			KS1 music festival			Elmer Day
	Places of worship	St Mary's, Ewelme		Dorchester Abbey			
Year 2	Trips			Living Rainforest Watercress Beds		Cotswold Wildlife Park	
	Visitors/workshops	Peter Ryding castles workshop Visit from Father Stephen in RE		Fire service			
	Curriculum days/special events	Science Week workshops		KS1 music festival		Explorers Day	
	Places of worship	Church – linked to RE work on 'symbols'				Synagogue – focus on Shabbat	
Year 3/4	Trips		Ufton Court – Stone Age experience	Ashmolean Egyptians Exhibit	Dorchester Abbey – Romans workshop	Watercress Beds	
	Visitors/workshops	Science Workshop			Peter Ryding roman soldier workshop		Saxon Visitor
	Curriculum days/special events						
	Places of worship	Hindu Temple Visit					Christ Church Cathedral
Year 5/6	Trips			Residential Winchester Science Centre	Residential Oxfordshire Dance Festival	Ufton Court: Tudor Day	
	Visitors/workshops				Invite local councillor to talk		Peter Ryding talk/workshop
	Curriculum days/special events		Victorian School Day		Greek day 'Running the country day'		Evacuee Day
	Places of worship				Sri Guru Sabha Gurdwara, Reading		Oxford Mosque



Ewelme Church of England (VA) Primary School

Ready Respectful Responsible Reflective Resilient

SUBJECT OVERVIEWS and SKILLS AND KNOWLEDGE PROGRESSION

Years R-6

English



Progression in speaking and listening skills Reception to Year 6.....	17
Progression in reading Reception to Year 6 (How?; Interventions and Additional Support; Assessments; Skills Progression and Coverage)	21
An overview of texts and genres of writing Year R – Year 6	25
Progression in writing Reception to Year 6	32

Progression in speaking and listening Year 1 to Year 6

Objective	Reception	Year 1	Year 2	Years 3 /4	Years 5 / 6
Listen and respond appropriately to adults and their peers	<ul style="list-style-type: none"> - 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 (C&L); Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (C&L) 	<ul style="list-style-type: none"> - Look at who's talking to them. - Follow instruction whilst busy with another task. - Be able to follow 2 to 3 part spoken instructions e.g. get your coat, then choose a partner and line up by the door. - Understand how or why questions. 	<ul style="list-style-type: none"> - Understand complex 2 or 3 part instructions including more abstract/imaginative situations e.g. choose a character from one story, talk to your partner about how they feel at the end of the story. - Understand key points they need to focus on in order to answer a question or follow an instruction. 	<ul style="list-style-type: none"> - Listen to information, work out what is the important information they need to convey to their audience. - Be specific when asking for clarification. - Infer meanings and make predictions from what's said and how it is said. 	<ul style="list-style-type: none"> - Understand sarcasm - Understand different types of questions – open, closed, rhetorical - Understand and use phrasal verbs appropriately e.g. 'putting up with' - Understand and enjoy jokes and recognise simple idioms.
Ask relevant questions to extend their understanding and knowledge	<ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding (C&L); 	<ul style="list-style-type: none"> - Understand and answer how, what and why questions, with obvious, straight-forward answers. 	<ul style="list-style-type: none"> - Ask lots of questions to find out specific information including how and why. - 'Dig deeper' when questioning others to extend their knowledge. - Respond appropriately to the answers to their questions. 	<ul style="list-style-type: none"> - Ask question to seek additional information for clarification. - Beginning to understand that there is a logical sequence to asking questions. 	<ul style="list-style-type: none"> - Understand and use different question types i.e. open / closed/ rhetorical. - Keep conversations going with a range of people by asking relevant questions relating to the previous remark.
Use relevant strategies to build their vocabulary	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&L) 	<ul style="list-style-type: none"> - Understand that words can be put into categories e.g. animals, transport, characters 	<ul style="list-style-type: none"> - Begin to choose from a range of imaginative and descriptive words in sentences. 	<ul style="list-style-type: none"> - Use dictionaries and thesaurus, word study, clines, collocations etc. to make better word choices. 	<ul style="list-style-type: none"> - Explore sophisticated vocabulary that has multiple meanings and use mostly accurately but with occasional error.

		<ul style="list-style-type: none"> - Recognise objects, characters and animals from a description. - Use words more specifically to make their meaning clear 	<ul style="list-style-type: none"> - Be able to infer what a new word means by context. - Be able to use classroom resources to support language choices 		<ul style="list-style-type: none"> - Be able to select the most appropriate resource to support vocabulary choices.
Articulate and justify answers, arguments and opinions	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&L); 	<ul style="list-style-type: none"> - Show that they can use language to reason and persuade e.g. 'I think.....because....' 	<ul style="list-style-type: none"> - Use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then. 	<ul style="list-style-type: none"> - Use language for a range of different reasons e.g. complimenting, clarifying, explaining, justifying, criticising, negotiating etc. - Link points made with appropriate conjunctions and connecting phrases to provide a coherent thread. 	<ul style="list-style-type: none"> - Negotiate an agreement explaining other possible outcomes and options. - Realise when people don't understand fully and try to help them e.g. offering clarification, rephrasing, expansion etc.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&L); Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C&L); 	<ul style="list-style-type: none"> - List events with some detail - Retell favourite stories - Describe events. These may not always be joined together or in the correct order. 	<ul style="list-style-type: none"> - Describe their own experiences in detail and in the correct order. - Tell a story with important key components in place. - Use conjunctions to link their ideas together. 	<ul style="list-style-type: none"> - Select appropriate detail and chronology to include in their descriptions, explanations, narratives – increasingly aware of the need for brevity or extension. 	<ul style="list-style-type: none"> - Tell elaborate entertaining stories which are full of detailed descriptions - Use appropriate language that is detailed to describe experiences that may have happened some time ago or are planned for the future making verb choices that accurately reflect the time-frame.
Maintain attention and participate actively in	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering 	<ul style="list-style-type: none"> - Start conversations with other people and join in with group conversations 	<ul style="list-style-type: none"> - Take turns to talk, listen and respond in two-way conversations and groups. 	<ul style="list-style-type: none"> - Vary the tone of their voices to make story 	<ul style="list-style-type: none"> - Manage and organise collaborative tasks with little

collaborative conversations, staying on topic and initiating and responding to comments	their own ideas, using recently introduced vocabulary (C&L); - 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 (C&L);	listening and responding to ideas expressed by others.		telling exciting and come to life. - Understand the interests of the listener, e.g. 'guess who I saw yesterday'	adult supervision. - Use appropriate expression and tone for the purpose and the audience.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&L); - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C&L);	- Use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.	- Use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.	- Select and use appropriate language for a range of people in different situations. This is important for building friendships, e.g. complimenting or criticising, clarifying and negotiating.	- Use speculative and hypothetical language to explore a range of ideas and situations - Negotiate an agreement explaining other options and possible outcomes.
Speak audibly and fluently with an increasing command of Standard English	- 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.	- Produce speech that is clear and easy to understand, though may have some immaturities e.g. pronunciation of certain sounds and some grammatical errors	- Use speech that is usually clear and easily understood by others. Have a growing awareness of grammatically accurate Standard English.	- Use grammatically accurate standard English - Recognise the difference between formal and informal language.	- Select and use sophisticated language patterns and structures including in formal situations, demonstrating a good command of Standard English.
Participate in discussions,	Participate in small group, class and one-to-one discussions, offering their	- Join in and organise role play with friends.	- Use an imaginative range of descriptive words when engaged in role play.	- Speak clearly, fluently and accurately in a range	- Participate confidently in debate, understanding and sustaining the

presentations, performances, role play, improvisations and debates	own ideas, using recently introduced vocabulary (C&L)	<ul style="list-style-type: none"> - Play cooperatively and pretend to be someone else talking. - Re-tell favourite stories. 	<ul style="list-style-type: none"> - Use speech that is consistently clear and easy to understand when presenting to others. 	<ul style="list-style-type: none"> of collaborative situations offering relevant contributions to the task - Vary their tone of voice to make role play/information more exciting. 	<ul style="list-style-type: none"> conversations and demonstrating a range of debating skills. - Instigate, participate and improvise appropriately in collaborative tasks
Gain, maintain and monitor the interest of the listener(s)	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (C&L).	<ul style="list-style-type: none"> - Initiate conversations with others, understanding they need to look at the audience when they are speaking. - Give details that they know are important and will influence the listener. 	<ul style="list-style-type: none"> - Begin to be aware of what the listener knows already and make checks while telling the story. - Take turns to talk, listen and respond in two-way conversations and groups. 	<ul style="list-style-type: none"> - Add detail or leave information out according to how much is already known by the listener. - Understand the interests of the listener and respond appropriately. 	<ul style="list-style-type: none"> - Tell elaborate entertaining stories using expression and tone of voice to engage the listener. - Incorporate detail to engage and inform the listener across tasks that aren't always straightforward chronologies e.g. aside, flashback, counter-argument etc.
Consider and evaluate different viewpoints, attending to and building on the contributions of others.	Make comments about what they have heard and ask questions to clarify their understanding (C&L); Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (C&L)	<ul style="list-style-type: none"> - Listen to others, taking account of their opinions. - Take turns to speak to and with others 	<ul style="list-style-type: none"> - Listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why' - Begin to recognise and value the opinions of others 	<ul style="list-style-type: none"> - Join in discussions using appropriate and relevant vocabulary. - Keep conversations going with a range of people by making relevant comments or by asking questions and acknowledging other viewpoints. 	<ul style="list-style-type: none"> - Explore and explain situations and concepts to identify and evaluate the merits of other options and possible outcomes. - Negotiate agreement by sharing ideas and information, giving and receiving advice, offering an opinion and taking notice of the opinion of others.
Select and use appropriate	Express their ideas and feelings about their experiences using full	<ul style="list-style-type: none"> - Use words more specifically to make their meaning clear. 	<ul style="list-style-type: none"> - Use language they hear other people using and 	<ul style="list-style-type: none"> - Use formal or informal 	<ul style="list-style-type: none"> - Select and use the appropriate formality of

registers for effective communication.	sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (C&L).	- Show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet.	begin to be aware of current peer language. - Begin to understand that they need to use different styles of talk with different people.	language where appropriate in familiar situations to ensure the listener understands	language depending on the audience. - Explain features of own and others' language use, showing understanding of the effect of varying language for different purposes and situations
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Reading strategies, interventions and resources - Reception to Year 6

	R	1	2	3	4	5	6
How?	Daily synthetic phonics teaching – Floppy’s Phonics			Catch-up phonics 4x weekly as required			
	Children provided with banded, phonically decodable reading books – Oxford Reading Tree						
	Weekly 1:1 reading with an adult for all pupils			Weekly 1:1 reading with an adult for <ARE			
	Story Sacks taken home	Weekly reading homework					
			Weekly reading comp				Weekly whole-class reading lessons
	Weekly guided reading in groups					Weekly whole-class guided reading	
Interventions and additional support	Extra phonics sessions			Dyslexia Gold			
	Talk Boost		Project X Code			Small-group comprehension support	
						‘New Reading, New Thinking’ inference intervention	
Assessments	Salford Reading Age						
	Progress in Reading Assessment (PIRA) – Autumn (Y1-5), Spring and Summer (Y1, 3-5)						Previous KS2 SATs papers
			Previous KS1 SATs paper - Spring				
	Development Matters	Phonics Screening and Y2 re-screening					
			KS1 Reading Assessment		KS2 Reading Assessment		

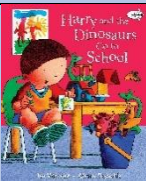
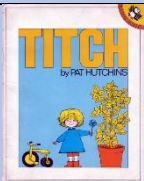

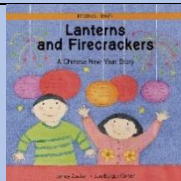
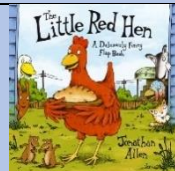
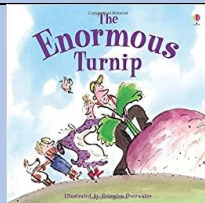
Skills progression and coverage	Reception	Year 1	Year 2	Years 3 and 4	Years 5 and 6
Decoding	Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> *listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> *listening to 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 	<ul style="list-style-type: none"> *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 *making comparisons within and across books
Familiarity with texts	Introduced to age appropriate stories, non-	*becoming very familiar with key stories, fairy stories and	*becoming increasingly familiar with and retelling a	*increasing their familiarity with a wide	*increasing their familiarity with a wide range of books,

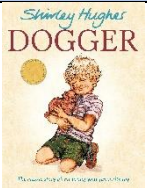
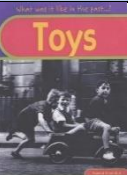
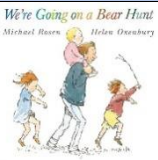
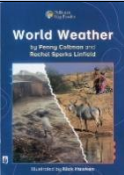

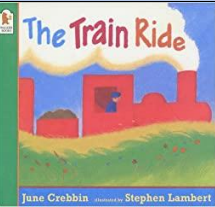
	fiction, rhymes and poems through books and during role-play.	traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases	wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing
Poetry and Performance		*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	
Understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding

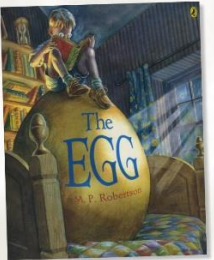
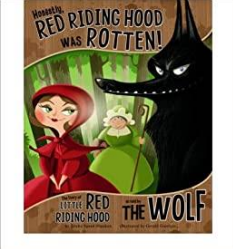
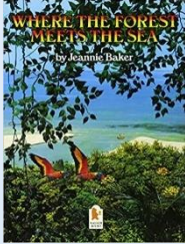
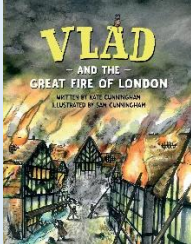

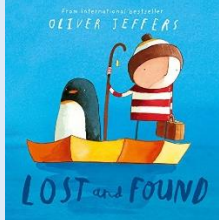
		read and correcting inaccurate reading	information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference		*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	Anticipate – where appropriate – key events in stories	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial Intent				*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction	Introduce age appropriate non-fiction books linked to the children's current learning; Use and understand recently introduced vocabulary during		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction

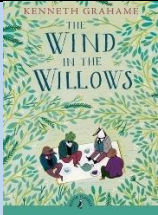
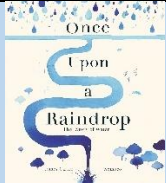
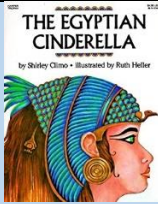
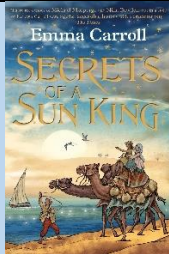
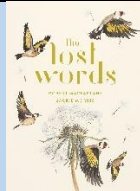
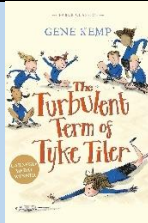
	discussions about non-fiction books and during role-play.				
Discussing Reading	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	<ul style="list-style-type: none"> *participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views

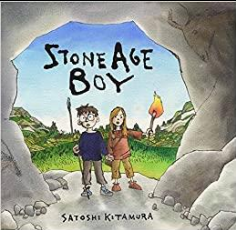
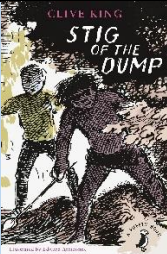
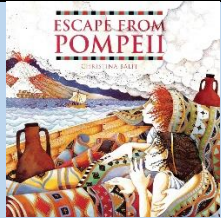
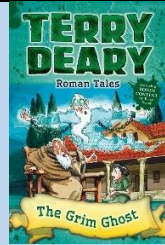
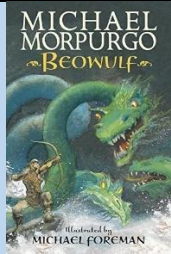
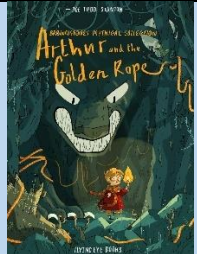
Overview of Texts and Genres of Writing

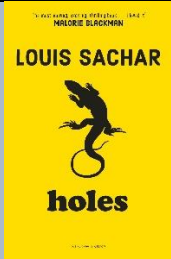
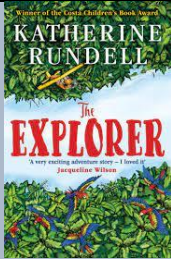

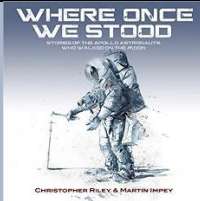
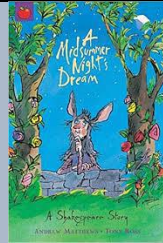
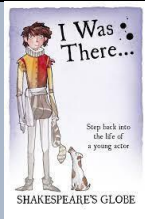
Year R/1 – Cycle A		Autumn		Spring		Summer	
	Topic/theme	Dinosaurs and Us		The Seasons		In the Country	
	Core text	 Harry and the Dinosaurs go to School – Ian Whybrow	 Titch Pat Hutchins	 Seasons come, Seasons go – Patricia Hegarty	 Lanterns and Firecrackers – Jonny Zucker	 Little Red Hen	 The Enormous Turnip
	Fiction opportunities	Writing to entertain: Sentence writing - favourite part of the story	Writing to entertain: class narrative - using different objects	Writing to entertain: narrative – own version using tree or other object	Writing to entertain: retell the story of the animals of the Chinese Zodiac	Writing to entertain: message to a character in the story	Writing to entertain: retell event from a different view point
	Non-fiction opportunities	Writing to inform: recount of first day at school	Writing to inform: labels of pictures from the story	Writing to inform: lists of changes seen in each season	Writing to inform: leaflet about Chinese New Year	Writing to inform: letter to Little Red Hen	Writing to inform: newspaper report retelling the story
	Poetry opportunities	List poem: using emotions	Shape poems: using big bigger biggest	Rhyme: make up own tree rhyme using a known tune	Poem: write a poem using sounds from the firecrackers and fireworks	Rhyme: learn and perform Little Red Hen rap	Poems with repeated phrases.
	Opportunities for consolidation	Class display: ...and the Go to Ewelme School	Posters: make and label a poster showing objects that are big, bigger, biggest	Performance: perform new rhyme to other classes	Invitations: to a Chinese new Year celebration	Instructions: how to make bread	Instructions: How to grow a turnip
	Skills	Basic sentence construction	Regular past tense	Conjunctions <i>and, but</i> Adjectives	Using capital letters Adverbs	Suffixes –s, -es, -ed, -ing, -er, -est Prefix –un	Prepositions, similes, ? !
	Additional class texts	Whiffy Wilson The wolf who wouldn't go to school – Caryl Hart	Dinosaur Atlas – Tony Gibbons	The Winter King and the Summer Queen – Mary Lister	The Turtle who danced with the crane – Stan Cullimore	Traditional tales	


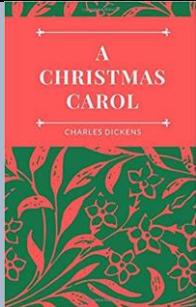
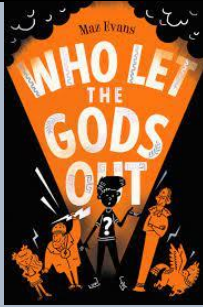


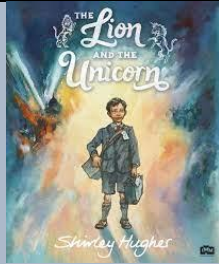
Year R/1 – Cycle B		Autumn		Spring		Summer	
	Topic/theme	Animals and Toys		Whatever the Weather		About Town	
	Core text	 Dogger - Shirley Hughes	 Toys – Kamiri Khanduri	 We're going on a bear hunt - Michael Rosen	 World Weather – Penny Coltman	 This is our House - Michael Rosen	 The Train Ride – June Crebbin
	Fiction opportunities	Writing to entertain: character description	Writing to entertain: toy descriptions	Writing to entertain: narrative – 'We're going on a...hunt'	Writing to entertain/inform: weather report script	Writing to entertain: description of their house	Writing to entertain: description of their journey
	Non-fiction opportunities	Writing to inform: lost poster	Writing to inform: toy timeline labels	Writing to inform: postcard from the Bear in the cave	Writing to inform: labels for weather reports	Writing to inform: instructions - how to build a cardboard house	Writing to inform: tickets and posters
	Poetry opportunities	List poem: using favourite toys	Shape poems: toys	Repetition: repeated patterns or lines.	Poems: using weather	Poems from other cultures	Poems using train sounds
	Opportunities for consolidation	Message: to a character in the story	Timeline: toys through the ages	Signs: showing the way to the bear cave	Weather charts	Rules for their homes	Story with repeated phrases
	Skills	Basic sentence construction	Punctuating sentences. Capital letters, finger spaces, full stops.	Conjunctions <i>and</i> , <i>but</i> Adjectives	Using exclamation marks. Adverbs	Suffixes –s, -es, -ed, -ing, -er, -est Prefix –un	Prepositions ? !
	Additional class texts	Haratio's Bed – Camilla Ashforth	Start up history – Toys – Stewart Ross	Seasons – Rodney Martin	The lonely scarecrow – Tim Preston	Start up History, Homes – Stewart Ross	Noisy poems – Jill Bennett

Year 2		Autumn		Spring		Summer	
	Topic/theme	Castles		The Rainforest	Great Fire of London	Explorers and Inventors	
	Core text	 The Egg by M Paterson George	 Honestly, Little Red Riding Hood is Rotten	 Where the forest meets the Sea	 Vlad and the Great Fire of London	 Manfish	 Lost and Found
	Fiction opportunities	Writing to entertain: setting description	Writing to entertain: traditional tale from a different point of view	Writing to entertain: innovate a journey through the rainforest	Writing to entertain: diary entry (a new animal to retell events)	Writing to entertain: adventure story linked to underwater	Writing to entertain: dilemma - should the boy leave the penguin?
	Non-fiction opportunities	Writing to inform: recount (finding an egg in the school garden)	Writing to inform: instructions on how to trick Little Red Riding Hood	Writing to inform: how people can save the rainforest	Writing to inform: non-chronological report about the fire	Writing to inform: biography/autobiography (recount their own lives like Jacques Cousteau)	Writing to inform: film and book report
	Poetry opportunities	Riddles / jokes / nonsense sentences	Traditional rhymes Oral performance of 'Magic Horse'	Acrostic and alliterative poetry about animals	Calligram poem based on fire.	Free verse poems	Poem analysis: compare different structures etc.
	Opportunities for consolidation	Instructions: how to look after a dragon	Setting / character description.	Recount: visit to a rainforest	Instructions: fire safety	Book review, description	Instruction writing, writing a quest narrative
	Skills	Basic sentence construction + types, punctuation ?!	Basic sentence construction, Punctuation , ' , '	Past tense, expanded noun phrases,	Progressive tense, adverbs, irregular past tense	Conjunctions: because, when, if, that, or	Parts of speech, compound words, irr. adjectives
	Additional class texts	The Dragon Snatcher; The Dragon; Dragonology	Three little wolves and the big bad pig; Into the Forest;	The Great Kapok Tree; Fantastic Flying Journey;	The Dark; La Luna; The Story of the Great Fire	Dougal's Deep Sea diary; The Big book of the Blue;	The way back home; Great Adventurers

Year 3 and 4 - Cycle A		Autumn		Spring		Summer	
	Topic/theme	Rivers		Ancient Egyptians		Our Village	
	Core text	 The Wind in the Willows Kenneth Grahame	 Once Upon a Raindrop: The Story of Water	 The Egyptian Cinderella /Cinderboy (BB)	 Secrets of a Sun King by Emma Carroll	 The Lost Words/ Heard it in the Playground Allen Ahlberg	 The Turbulent Term of Tyke Tyler Gene Kemp
	Fiction opportunities	Writing to entertain: character description	Writing to entertain: comparative setting description (the source and the sea)	Writing to entertain: comparing fairy tales/ interviews	Writing to entertain: narrative sequel	Writing to entertain: setting description	Writing to entertain: character/ plot description and predictions
	Non-fiction opportunities	Writing to persuade: should Mole be adventurous?	Writing to inform: explanation text of The Water Cycle	Writing to inform: instructions (DT link)	Writing to inform: informative posters	Writing to inform: biographies	Writing to inform: TV/radio report on the bell-tower incident
	Poetry opportunities	Concrete Poems	Narrative Poem	Haiku	Ozymandias (Shelley)	Learning and performing	Cinquain poems
	Opportunities for consolidation	Report: Mr. Toad and the police	Persuasive Poster: Saving water	Instructions - Mummification	Report: Newspaper report on Howard Carter	Free Verse: based on the lost words	Argument and opinion: Is Tyke wrong to help Danny?
	Skills	Nouns and Pronouns	Verb tenses and irregular verbs	Adjectives with antonyms	Adverbs/fronted adverbials	Conjunctions and commas	Inverted commas/ apostrophes
	Additional class texts	The Rhythm of the Rain Grahame Baker-Smith, Song of the River Joy Cowley, Hiawatha		The Search for Tutankhamen Jane Shutter (BB) The Ancient Egyptians Fiona MacDonald		Light and Dark Jack Challoner(BB- x-over with science) The Writing on the Hearth	

Year 3 and 4 - Cycle B		Autumn		Spring		Summer	
	Topic/theme	Prehistoric Britain		Romans		Anglo-Saxons	
	Core text	 Stone Age Boy Satoshi Kitamura	 Stig of the Dump Clive King	 Escape from Pompeii Christina Balit	 The Grim Ghost Terry Deary	 Beowulf Michael Morpurgo	 Arthur and the Golden Rope
	Fiction opportunities	Writing to entertain: narrative (reverse the story)	Writing to entertain: playscript of chapter 5/ alternative POV	Writing to entertain: TV episode (cliff-hanger)	Writing to entertain: narrative (additional chapter)	Writing to entertain: myths and legends	Writing to entertain: narrative – sequel
	Non-fiction opportunities	Writing to inform: non-chronological report (life of hunter gatherers)	Writing to inform: biography (Clive King)	Writing to inform: report about the eruption of Vesuvius	Writing to inform: instructions (orders for a Roman soldier)	Writing to persuade: Why Grendel's mother did/didn't deserve revenge	Writing to inform: recount - Arthur's diary
	Poetry opportunities	Free Verse (The Quarry)	Narrative poem (The Invasion)	Humorous Poems	Monologues	kennings (similes and metaphors)	Acrostic
	Opportunities for consolidation	Descriptions: Characters and settings	Persuasive letter: Tree decoration	Summarising	Book review: intended audience	Instructions: how to make a pouch	Themes: What are common themes in myths and legends?
	Skills	Nouns and Pronouns	Verb tenses and irregular verbs	Adjectives with antonyms	Adverbs/fronted adverbials	Conjunctions and commas	Inverted commas/ apostrophes
	Additional class texts	The First Drawing Mordecai Gerstein (x-over with Art) Prehistoric Britain (Usborne History of Britain) Ug - Raymond Briggs		Romulus and Remus, Julius Caesar (Shakespeare), Hysterical Historical Poems: The Romans Brian Moses, The Captive Celt Terry Deary		The Princess who Hid in a Tree: An Anglo-Saxon Story	

Year 5 and 6 Cycle A		Autumn		Spring		Summer	
	Topic/theme	Amazing Americas		Earth and Space		Off with their heads!	
	Core text	 Holes by Louis Sachar	 The Explorer by Katherine Rundell	 Cosmic by Frank Cottrell Boyce	 Where We Once Stood by Christopher Riley and Martin Impey	 A Midsummer Night's Dream by Andrew Matthews	 I Was There... Shakespeare's Globe by Valerie Wilding
	Fiction opportunities	Writing to entertain: diary writing in character	Writing to entertain: narrative – Amazon adventure stories	Writing to entertain: narrative - alternative chapter writing	Writing to entertain: setting description	Writing to entertain: playscript (alternative scene)	Writing to entertain: narrative – writing in the 3 rd person
	Non-fiction opportunities	Writing to inform: newspaper reports	Writing to discuss: deforestation	Writing to persuade: letters in role	Writing to inform: recounts of space exploration	Writing to persuade: advertising AMND	Writing to inform: Tudor letters
	Poetry opportunities	Native American poetry	Rainforest poems (description)	Space acrostics	Free verse – solar system	Performance poetry (Henry VIII)	Shakespearean sonnets
	Opportunities for consolidation	Setting description of Camp Green Lake	Postcards from the rainforest	Instructions – preparing for blast off	Explanation – orbits	Character description from AMND	Review of a Shakespeare play
	Skills	Relative clauses	Brackets, dashes, commas (parenthesis)	Formal and informal voice/tone	Cohesion	Colons and semi-colons	Subjunctive form
	Additional class texts	When Jessie Came Across the Sea by Amy Hest	The Undefeated by Kwame Alexander	Curiosity: The Story of a Mars Rover by Markus Motum	Hidden Figures by Margot Shetterley	Treason by Berlie Doherty	Diver's Daughter by Patrice Laurence

Year 5 and 6 Cycle B		Autumn		Spring		Summer	
	Topic/theme	Victorians		Ancient Greece/ Democracy		World War II	
	Core text						
		Street Child by Berlie Doherty	A Christmas Carol by Charles Dickens	Who Let the Gods Out? by Maz Evans	The Island Armin Greder	Goodnight Mister Tom by Michelle Magorian	The Lion and the Unicorn by Shirley Hughes
	Fiction opportunities	Writing to entertain: setting descriptions of Victorian scenes	Writing to entertain: playscripts (additional scene)	Writing to entertain: myths (rewriting the Labours of Heracles)	Writing to entertain: 3 rd person narrative	Writing to entertain: character description	Writing to entertain: 1 st person narrative
	Non-fiction opportunities	Writing to inform: biographies of Victorian figures	Writing to discuss: film reviews of versions of 'A Christmas Carol'	Writing to persuade: Greek holiday leaflets	Writing to discuss: balanced argument (Athens or Sparta?)	Writing to persuade: letters from Tom	Writing to inform: recount of an evacuee
	Poetry opportunities	'My Shadow' by Robert Louis-Stevenson	Free verse – A Victorian Christmas	Greek acrostics	'What's democracy?' – free verse	World War II poetry studies	
	Opportunities for consolidation	Comparing themes of 'Street Child' and 'Oliver Twist'	Diary from a character's perspective	Instructions – a Greek recipe	Letter from a Greek leader	Newspaper report – the break of WWII	Invitation to a VE party
	Skills	Using a thesaurus, expanded noun phrases	Perfect form of verbs	Passive verbs	Cohesive devices	Relative clauses and cohesion	Commas to mark clauses; colons and semi-colons
	Additional class texts	Oliver Twist by Charles Dickens	Gaslight by Eloise Williams	Myths in 30 Seconds by Anita Ganeri	The Arrival by Shaun Tan	War Horse by Michael Morpurgo	My Secret War Diary by Marcia Williams

Progression in Writing (Reception – Year 3)

	Reception	Year 1	Year 2	Year 3
Phonic and Whole word spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt
Other word building spelling		<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	Write simple phrases and sentences that can be read by others.	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	Write recognisable letters, most of which are correctly formed;	• sit correctly at a table, holding a pencil comfortably and	• form lower-case letters of the correct size relative to one another	• use the diagonal and horizontal strokes that are needed to

		<p>correctly</p> <ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<p>join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting
Contexts for Writing		<ul style="list-style-type: none"> • Non-fiction: labels, captions, signs, notices, instructions, rules, lists, recounts, information leaflets, non-chronological reports, letters • Fiction: fantast, traditional and with patterned language • Poetry: rhyme and rhythm, playing with words, descriptive, classic 	<ul style="list-style-type: none"> • Non-Fiction: instructions, detailed information texts, explanation, non-chronological report, recounts • Fiction: familiar settings, traditional tales, extended stories, character and setting descriptions • Poetry: nonsense and limerick, classics, patterns on a page (rhyme, rhythm, acrostic, shape poems), descriptive (imagery – simile) 	<ul style="list-style-type: none"> • Non- Fiction: Information texts, non-chronological reports • Writing showing different viewpoints: diaries, letters, opinions, reviews, persuasion • Fiction: settings and character descriptions, playscripts, narrative – action, suspense, quest, adventure, myths • Poetry: classics, performance, language play and imagery
Planning Writing		<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing		<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot

				<ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing		<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Performing Writing		<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary		<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar		<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form 	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an'

		<ul style="list-style-type: none"> • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession 	<ul style="list-style-type: none"> • word families based on common words (solve, solution, dissolve, insoluble)
Punctuation		<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> • using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology		letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Progression in Writing (Years 4 – 6)

	Year 4	Year 5	Year 6
Phonic and Whole word spelling	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
Handwriting	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Contexts for Writing	<ul style="list-style-type: none"> Non- Fiction: Explanation, information texts, variety of persuasion texts including structured viewpoint, newspaper reports, issues/dilemmas Fiction: stories in imaginary worlds Poetry: imagery, form, classics Differing cultural and historical settings – character and setting descriptions, scene/section/chapter writing. 	<ul style="list-style-type: none"> Non-Fiction: Recounts including viewpoints/bias Fiction: extended narratives, myths and legends (including building setting, character, action, building suspense and tension) Poetry: Classical poetry Film narrative Persuasion – extended argument 	<ul style="list-style-type: none"> Differing genre – how to start/ construct/ make links within differing genre – including use of mood, tone, atmosphere, suspense etc. Journalistic and report writing – demonstrating balance, bias and viewpoints Biographies and autobiographies Arguments – persuasions moving in to creating balanced arguments

Planning Writing	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
Punctuation	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently
Grammatical Terminology	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Maths



Progression of skills and knowledge in maths, Year R – 6 40

Reception

Number and calculations

Measurements

Geometry

Statistics

Reception 63

Overview of the year

Reception – Autumn term

Reception – Spring term

Reception – Summer term

Year 1 67

Overview of the year

Year 1 – Autumn term

Year 1 – Spring term

Year 1 – Summer term

Year 2	75
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Overview of the year

Year 2 – Autumn term

Year 2 – Spring term

Year 2 – Summer term

Year 3/4	75
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Overview of the year

Year 3/4 – Autumn term

Year 3/4 – Spring term

Year 3/4 – Summer term

Year 5/6	79
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Overview of the year

Year 5/6 – Autumn term

Year 5/6 – Spring term

Year 5/6 – Summer term

Progression in skills and knowledge – Reception-Year 6

Reception:

Number	Measure, shape and spatial thinking
<i>Matching and sorting objects</i> <i>Comparing amounts</i> <i>Representing and comparing 1, 2 and 3.</i> <i>Composition of 1, 2 and 3</i> <i>Representing and comparing numbers to 5</i> <i>Composition of 4 and 5</i> <i>Count up to 6, 7, 8, 9 and then 10</i> <i>Comparing numbers to 10</i> <i>Begin to learn and recognise bonds to 10</i> <i>Begin to count and recognise numbers beyond 10</i> <i>Combine two amounts</i> <i>Make matching pairs</i> <i>Recognise zero</i> <i>Count one more and one less</i> <i>Adding more, taking away</i> <i>Doubling of small numbers</i> <i>Share and group objects</i> <i>Begin to recognise even and odd numbers</i>	<i>Compare size, mass and capacity</i> <i>Recognise circles and triangles</i> <i>Use simple positional language</i> <i>Recognise shapes with 4 sides</i> <i>Recognise some simple 3D shapes</i> <i>Begin to explore time</i> <i>Begin to measure and compare length and height</i> <i>Match, rotate and manipulate shapes</i> <i>Visualise and build</i> <i>Mapping</i>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value: Counting	<ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward <p>Autumn 1</p>	<ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number <p>Autumn 1 Autumn 3</p>	<ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 count backwards through zero to include negative numbers <p>Autumn 1 Autumn 4</p>	<ul style="list-style-type: none"> count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 count forwards and backwards with positive and negative whole numbers, including through zero <p>Autumn 1</p>	
Place Value: Represent	<ul style="list-style-type: none"> identify and represent numbers using objects and pictorial representations read and write numbers to 100 in numerals read and write numbers from 1 to 20 in numerals and words. <p>Autumn 1 Autumn 4 Spring 2 Summer 4</p>	<ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words identify, represent and estimate numbers using different representations, including the number line <p>Autumn 1</p>	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words <p>Autumn 1</p>	<ul style="list-style-type: none"> identify, represent and estimate numbers using different representations 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 <p>Autumn 1</p>	<ul style="list-style-type: none"> read, write, (order and compare) numbers to at least 1 000 000 and determine the value of each digit read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <p>Autumn 1</p>	<ul style="list-style-type: none"> read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit <p>Autumn 1</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Recall, Represent, Use	<ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 <p>Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 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 <p>Autumn 2</p>	<ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers <p>Autumn 2</p>	<ul style="list-style-type: none"> estimate and use inverse operations to check answers to a calculation <p>Autumn 2</p>	<ul style="list-style-type: none"> use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy <p>Autumn 2</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Calculations	<ul style="list-style-type: none"> add and subtract one-digit and two-digit numbers to 20, including zero <p>Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers <p>Autumn 2</p>	<ul style="list-style-type: none"> add and subtract numbers mentally, including: <ul style="list-style-type: none"> 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 <p>Autumn 2</p>	<ul style="list-style-type: none"> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate <p>Autumn 2</p>	<ul style="list-style-type: none"> 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 <p>Autumn 2</p>	<ul style="list-style-type: none"> perform mental calculations, including with mixed operations and large numbers use their knowledge of the order of operations to carry out calculations involving the four operations <p>Autumn 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition & Subtraction: Solve Problems	<ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ <p>Autumn 2 Spring 1</p>	<ul style="list-style-type: none"> solve problems with addition and subtraction: <ul style="list-style-type: none"> ➤ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ➤ applying their increasing knowledge of mental and written methods <p>Autumn 2</p>	<ul style="list-style-type: none"> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction <p>Autumn 2</p>	<ul style="list-style-type: none"> solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why <p>Autumn 2</p>	<ul style="list-style-type: none"> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p>Autumn 2</p>	<ul style="list-style-type: none"> solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why <p>Autumn 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Recall, Represent, Use		<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot <p>Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables <p>Autumn 3</p>	<ul style="list-style-type: none"> 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 <p>Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> 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 (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) <p>Autumn 4</p>	<ul style="list-style-type: none"> identify common factors, common multiples and prime numbers use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p>Autumn 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Calculations		<ul style="list-style-type: none"> calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs <p>Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> 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 <p>Autumn 3 Spring 1</p>	<ul style="list-style-type: none"> multiply two-digit and three-digit numbers by a one-digit number using formal written layout <p>Spring 1</p>	<ul style="list-style-type: none"> 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 and 1000 <p>Autumn 4 Spring 1 Summer 1</p>	<ul style="list-style-type: none"> 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 <p>Autumn 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division: Solve Problems	<ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Summer 1</p>	<ul style="list-style-type: none"> solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p>Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> 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 <p>Spring 1</p>	<ul style="list-style-type: none"> 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 <p>Spring 1</p>	<ul style="list-style-type: none"> solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p>Autumn 4 Spring 1</p>	<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division <p>Autumn 2</p>
Multiplication & Division: Combined Operations					<ul style="list-style-type: none"> solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign <p>Spring 1</p>	<ul style="list-style-type: none"> use their knowledge of the order of operations to carry out calculations involving the four operations <p>Autumn 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Recognise and Write	<ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity <p>Summer 2</p>	<ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity <p>Spring 4</p>	<ul style="list-style-type: none"> 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 <p>Spring 5</p>	<ul style="list-style-type: none"> count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. <p>Spring 3</p>	<ul style="list-style-type: none"> 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 and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$] <p>Spring 2</p>	
Fractions: Compare		<ul style="list-style-type: none"> Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>Spring 4</p>	<ul style="list-style-type: none"> recognise and show, using diagrams, equivalent fractions with small denominators compare and order unit fractions, and fractions with the same denominators <p>Summer 1</p>	<ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions <p>Spring 3</p>	<ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number <p>Spring 2</p>	<ul style="list-style-type: none"> use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 <p>Autumn 3</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions: Calculations		<ul style="list-style-type: none"> write simple fractions for example, $\frac{1}{2}$ of 6 = 3 <p>Spring 4</p>	<ul style="list-style-type: none"> add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] <p>Summer 1</p>	<ul style="list-style-type: none"> add and subtract fractions with the same denominator <p>Spring 3</p>	<ul style="list-style-type: none"> 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 <p>Spring 3</p>	<ul style="list-style-type: none"> 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, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] <p>Autumn 3</p>
Fractions: Solve Problems			<ul style="list-style-type: none"> solve problems that involve all of the above <p>Spring 5 Summer 1</p>	<ul style="list-style-type: none"> 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 <p>Spring 3</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Recognise and Write				<ul style="list-style-type: none"> recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$ <p>Spring 4 Summer 1</p>	<ul style="list-style-type: none"> read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents <p>Spring 3</p>	<ul style="list-style-type: none"> identify the value of each digit in numbers given to three decimal places <p>Spring 1</p>
Decimals: Compare				<ul style="list-style-type: none"> 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 <p>Summer 1</p>	<ul style="list-style-type: none"> round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places <p>Spring 3</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decimals: Calculations & Problems				<ul style="list-style-type: none"> 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 <p>Spring 4</p>	<ul style="list-style-type: none"> solve problems involving number up to three decimal places <p>Summer 1</p>	<ul style="list-style-type: none"> 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 <p>Spring 1</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions, Decimals and Percentages				<ul style="list-style-type: none"> solve simple measure and money problems involving fractions and decimals to two decimal places <p>Spring 3 Spring 4 Summer 1</p>	<ul style="list-style-type: none"> recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 <p>Spring 3</p>	<ul style="list-style-type: none"> associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts <p>Spring 1 Spring 2</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ratio and Proportion						<ul style="list-style-type: none"> • 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. <p>Spring 6</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algebra	<ul style="list-style-type: none"> solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ 	<ul style="list-style-type: none"> recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems 	<ul style="list-style-type: none"> solve problems, including missing number problems 			<ul style="list-style-type: none"> 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. <p>Spring 3</p>

Note – although algebraic notation is not introduced until Y6, algebraic thinking starts much earlier as exemplified by the ‘missing number’ objectives from Y1/2/3

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Using Measures	<ul style="list-style-type: none"> compare, describe and solve practical problems for: <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ lengths and heights ➤ mass/weight ➤ capacity and volume ➤ time (hours, minutes, seconds) <p>Spring 3 Spring 4 Summer 6</p>	<ul style="list-style-type: none"> 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 = <p>Spring 5 Summer 4</p>	<ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) <p>Spring 4 Summer 4</p>	<ul style="list-style-type: none"> Convert between different units of measure [for example, kilometre to metre; hour to minute] estimate, compare and calculate different measures <p>Autumn 3 Spring 2 Summer 3</p>	<ul style="list-style-type: none"> convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling <p>Summer 1 Summer 4 Summer 5</p>	<ul style="list-style-type: none"> 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 <p>Spring 4</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Money	<ul style="list-style-type: none"> recognise and know the value of different denominations of coins and notes <p>Summer 5</p>	<ul style="list-style-type: none"> 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 <p>Autumn 3</p>	<ul style="list-style-type: none"> add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Spring 2</p>	<ul style="list-style-type: none"> estimate, compare and calculate different measures, including money in pounds and pence <p>Summer 2</p>	<ul style="list-style-type: none"> use all four operations to solve problems involving measure [for example, money] <p>Summer 1</p>	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Time	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> solve problems involving converting between units of time 	<ul style="list-style-type: none"> use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa
	Summer 6	Summer 3	Summer 2	Summer 3	Summer 4	Year 5 Summer 4

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement: Perimeter, Area, Volume			<ul style="list-style-type: none"> measure the perimeter of simple 2-D shapes <p>Spring 4</p>	<ul style="list-style-type: none"> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares <p>Autumn 3 Spring 2</p>	<ul style="list-style-type: none"> 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 (cm^2) and square metres (m^2) and estimate the area of irregular shapes estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] <p>Autumn 5 Summer 5</p>	<ul style="list-style-type: none"> 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 (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] <p>Spring 5</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: 2-D Shapes	<ul style="list-style-type: none"> recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles] <p>Autumn 3</p>	<ul style="list-style-type: none"> identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line 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 shapes and everyday objects <p>Spring 3</p>	<ul style="list-style-type: none"> draw 2-D shapes <p>Summer 3</p>	<ul style="list-style-type: none"> compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify lines of symmetry in 2-D shapes presented in different orientations <p>Summer 5</p>	<ul style="list-style-type: none"> distinguish between regular and irregular polygons based on reasoning about equal sides and angles. use the properties of rectangles to deduce related facts and find missing lengths and angles <p>Summer 2</p>	<ul style="list-style-type: none"> draw 2-D shapes using given dimensions and angles compare and classify geometric shapes based on their properties and sizes illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius <p>Summer 1</p>
Geometry: 3-D Shapes	<ul style="list-style-type: none"> recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] <p>Autumn 3</p>	<ul style="list-style-type: none"> recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. compare and sort common 3-D shapes and everyday objects <p>Spring 3</p>	<ul style="list-style-type: none"> make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them <p>Summer 3</p>		<ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations <p>Summer 2</p>	<ul style="list-style-type: none"> recognise, describe and build simple 3-D shapes, including making nets <p>Summer 1</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Angles & Lines			<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° 	<ul style="list-style-type: none"> find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
			Summer 3	Summer 5	Summer 2	Summer 1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry: Position & Direction	<ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns <p>Summer 3</p>	<ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) <p>Spring 3 Summer 1</p>		<ul style="list-style-type: none"> 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 <p>Summer 6</p>	<ul style="list-style-type: none"> 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 <p>Summer 3</p>	<ul style="list-style-type: none"> 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 <p>Autumn 4</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics: Present and Interpret		<ul style="list-style-type: none"> interpret and construct simple pictograms, tally charts, block diagrams and simple tables <p>Spring 2</p>	<ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables <p>Spring 3</p>	<ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs <p>Summer 4</p>	<ul style="list-style-type: none"> complete, read and interpret information in tables, including timetables <p>Autumn 3</p>	<ul style="list-style-type: none"> interpret and construct pie charts and line graphs and use these to solve problems <p>Summer 3</p>
Statistics: Solve Problems		<ul style="list-style-type: none"> 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 <p>Spring 2</p>	<ul style="list-style-type: none"> solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables <p>Spring 3</p>	<ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>Summer 4</p>	<ul style="list-style-type: none"> solve comparison, sum and difference problems using information presented in a line graph <p>Autumn 3</p>	<ul style="list-style-type: none"> calculate and interpret the mean as an average <p>Summer 3</p>

Reception – Overview of the year:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				

Reception – Autumn term:

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Getting to Know You</p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p>			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

Reception – Spring term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing zero Comparing numbers to 5 Composition of 4 & 5			6, 7 & 8 Combining 2 amounts Making pairs			Counting to 9 & 10 Comparing numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-shapes Patterns		

Reception – Summer term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even & Odd			Deepening Understanding Patterns and Relationships		
Spatial Thinking	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

Year 1 – Overview of the year:

	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	Number: Place Value (within 10)				Number: Addition and Subtraction (within 10)				Geometry: Shape	Number: Place Value (within 20)		Consolidation
Spring	Number: Addition and Subtraction (within 20)				Number: Place Value (within 50) (Multiples of 2, 5 and 10 included)			Measurement: Length and Height		Measurement: Weight and Volume		Consolidation
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation

Credit: White Rose Maths

Year 1 Autumn Term:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><u>Number: Place Value</u> Count to <u>ten</u>, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to <u>10</u> in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>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.</p>				<p><u>Number: Addition and Subtraction</u> Represent and use number bonds and related subtraction facts <u>within 10</u></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers <u>to 10</u>, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>				<p><u>Geometry: Shape</u> Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p>	<p><u>Number: Place Value</u> Count to <u>twenty</u>, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Count, read and write numbers to <u>20</u> in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>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.</p>		Consolidation

Credit: White Rose Maths

Year 1 Spring Term:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number: Addition and Subtraction</u> Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$				<u>Place Value</u> Count to <u>50</u> forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to <u>50</u> in numerals. Given a number, identify one more or one 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. <u>Count in multiples of twos, fives and tens.</u>			<u>Measurement: Length and Height</u> Measure and begin to record lengths and heights. <u>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</u>		<u>Measurement: Weight and Volume</u> Measure and begin to record mass/weight, capacity and volume. <u>Compare, describe and solve practical problems for 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]</u>		Consolidation

Credit: White Rose Maths

Year 1 Summer Term:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number: Multiplication and Division</u> Count in multiples of twos, fives and tens. 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.			<u>Number: Fractions</u> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <u>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</u> <u>Compare, describe and solve practical problems for: 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]</u>		<u>Geometry: position and direction</u> Describe position, direction and movement, including whole, half, quarter and three quarter turns	<u>Number: Place Value</u> 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. Given a number, identify one more and one 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, most, least.		<u>Measurement: Money</u> Recognise and know the value of different denominations of coins and notes.	<u>Measurement: Time</u> 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. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)		Consolidation

Credit: White Rose Maths

Year 2 – Overview of the year:

	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	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: <u>Multiplication</u> and Division	
Spring	Number: Multiplication and <u>Division</u>		Statistics		Geometry: Properties of Shape			Number: Fractions		Measurement: Length and Height	Consolidation	
Summer	Geometry: Position and Direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature		Investigations		

Year 2 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number – Place Value</u> Read and write numbers to at least 100 in numerals and in words. 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. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.			<u>Number – Addition and Subtraction</u> 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; adding three one-digit numbers. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 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. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.					<u>Measurement: Money</u> 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.	<u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. <u>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</u> <u>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</u> <u>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</u>		

Credit: White Rose Maths

Year 2 Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.		Statistics 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.		Geometry- properties of shape 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.			Number – fractions Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.			Measurement: <u>length and height</u> Choose and use appropriate standard units to estimate and measure <u>length/height in any direction</u> (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using <u>rulers, scales, thermometers and measuring vessels</u> <u>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</u>	Consolidation

Credit: White Rose Maths

Year 2 Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Position and Direction</u> Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences			Problem solving and Efficient methods.		<u>Measurement: Time</u> 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. Compare and sequence intervals of time.		<u>Measurement: Mass, Capacity and Temperature</u> <u>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</u> <u>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</u>			Investigations	

Credit: White Rose Maths

Year 3/4 – Overview of the year:

	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	Number: Place Value				Number: Addition and Subtraction				Number: Multiplication and Division			
Spring	Number: Multiplication and Division	Measurement: Length, Perimeter and Area		Number: Fractions				Y3: Measurement: Mass and Capacity		Consolidation		
								Y4: Number: Decimals				
Summer	Number: Decimals (including Money)		Measurement: Time		Statistics		Geometry: Properties of Shape (including Y4 Position and Direction)			Consolidation		

Credit: White Rose Maths

Year 3/4 Autumn Term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 3	Number: Place Value Count from 0 in multiples of 4, 8, 50 and 100; Find 10 or 100 more or less than a given number. Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words. Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones). Compare and order numbers beyond 100. Solve number problems and practical problems involving these ideas.				Number: Addition and Subtraction Estimate the answer to a calculation and use inverse operations to check answers. Add and subtract numbers mentally, including: a 3-digit numbers and ones; a 3-digit number and tens; a three digit numbers and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.				Number: Multiplication and division 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.			
Year 4	Number: Place Value Count in multiples of 6, 7, 9, 25 and 1000. Count backwards through zero to include negative numbers. Identify, represent and estimate numbers using different representations. 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. Find 1000 more or less than given number. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). Order and compare numbers beyond 1000. 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.				Number: Addition and Subtraction Estimate and use inverse operations to check answers to a calculation. Add and subtract numbers with up to four digits, using formal written methods of columnar addition and subtraction where appropriate. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.				Number: Multiplication and division Recall and use multiplication and division facts for multiplication tables up to 12x12. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³). Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.			

Credit: Adapted from 'White Rose Maths: Mixed Age Progression'

Year 3/4 Spring Term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Year 3	Number: Multiplication and division 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.		Measurement: Length, perimeter and area Measure, compare, add and subtract lengths (m/cm/mm). Measure the perimeter of simple 2- D shapes.		Number: Fractions 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.				Measurement: Mass and Capacity Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).		
Year 4	Number: Multiplication and division Solve problems involving multiplying and adding, including the distributive law to multiply two-digit numbers by one digit, integar scaling problems and harder correspondence problems such as n objects are connected to m objects.		Measurement: Length, perimeter and area Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Convert between different units of measure (for example, kilometre to metre).		Number: Fractions Recognise and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator. 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.				Decimals: Count up and down in hundredths; recognise that hundredths arise from dividing an object into 100 equal parts and in dividing tenths by 10.		

Credit: Adapted from 'White Rose Maths: Mixed Age Progression'

Year 3/4 Summer Term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Year 3	Number: Decimals (including money) Add and subtract amounts of money to give change, using both £ and p in practical contexts.			Measurement: Time 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.		Statistics: 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?'] using information presented in scaled bar charts and pictograms and tables.		Geometry: Properties of Shape 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. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them.			
Year 4	Number: Decimals (including money) Recognise and write decimal equivalents to any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{3}$. 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.			Measurement: Time 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.		Statistics: 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.		Geometry: Properties of Shape (including Position and Direction) Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. 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. Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/right and up/down.			

Credit: Adapted from 'White Rose Maths: Mixed Age Progression'

Year 5/6 Yearly 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	Number: Place Value		Number: Four Operations					Number: Fractions				
Spring	Y5: Number: Fractions	Number: Decimals and Percentages				Y5: Number: Decimals		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Statistics	
	Y6: Number: Ratio					Y6: Number: Algebra						
Summer	Geometry: Properties of Shape	Geometry: Position and Direction	Y5: Four Operations consolidation			Y5: FDP consolidation		Y5: Measure consolidation		Consolidation		
			Y6: SATS			Investigations						

Credit: White Rose Maths

Year 5/6 Autumn Term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 5	Number: Place Value Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000. Count forwards and backwards with positive and negative whole numbers, including through zero. Read, write, order and compare numbers up to at least 1,000,000 and determine the value of each digit. Read roman numerals to 1000 (M) and recognise years written in Roman numerals. Interpret negative numbers in context. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 or 100000. Solve number problems and practical problems that involve all of the above.		Number: Four operations Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. 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. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. 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 (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³). Multiply numbers up to 4-digits by 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 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 and 1000.					Number: Fractions Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, $\frac{1}{2} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$]. Compare and order fractions whose denominators are all multiples of the same number. 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.				

Year 6	<p>Number: Place Value</p> <p>Read, write, order and compare numbers up to at least 10,000,000 and determine the value of each digit.</p> <p>Round any whole number to a required degree of accuracy.</p> <p>Use negative numbers in context, and calculate intervals across zero.</p> <p>Solve number and practical problems that involve all of the above.</p>	<p>Number: Four operations</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Use their knowledge of the order of operations to carry out calculations involving the four operations.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Identify common factors, common multiples and prime numbers.</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p> <p>Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.</p> <p>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.</p> <p>Divide numbers up to 4 digit by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p>	<p>Number: Fractions</p> <p>Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.</p> <p>Compare and order fractions, including fractions >1.</p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$].</p> <p>Divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$].</p>
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Credit: Adapted from 'White Rose Maths: Mixed Age Progression'

Year 5/6 Spring Term:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 5	Number: Fractions Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example, $\frac{1}{2} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$]. 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.		Number: Decimals and percentages Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]. Recognise and use thousandths and relate them to hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with a denominator of 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.			Number: Decimals Solve problems involving number up to three decimal places.		Measurement: Converting units Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml]. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time.	Measurement: Perimeter, Area and Volume Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm^2 , m^2 estimate the area of irregular shapes.		Statistics Solve comparison, sum and difference problems using information presented in a line. Complete, read and interpret information in tables including timetables.	
Year 6	Number: Ratio Solve problems involving the relative sizes of two quantities where missing values can be found by		Number: Decimals and percentages Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$].			Number: Algebra Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically.		Measurement: Converting units Solve problems involving the	Measurement: Perimeter, Area and Volume Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when		Statistics Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice	

	<p>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.</p>	<p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p>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.</p>	<p>Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.</p>	<p>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 3 dp. Convert between miles and kilometres.</p>	<p>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 cm^3, m^3 and extending to other units (mm^3, km^3)</p>	<p>the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.</p>
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Credit: Adapted from 'White Rose Maths: Mixed Age Progression'

Year 5/6 Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Year 5	Geometry: Properties of Shape Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. 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. 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 and ½ a turn (total 180°) other multiples of 90°.		Geometry: Position and Direction 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.	Four operations: Consolidation of learning objectives covered in Autumn Term weeks 3-7			Fractions, decimals and percentages: Consolidation of learning objectives covered in Autumn Term weeks 8-12 and Spring Term weeks 1-5		Measure: Consolidation of learning objectives covered in Spring Term weeks 8-10		Further consolidation of identified priority areas	
Year 6	Geometry: Properties of Shape Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals		Geometry: Position and Direction Describe positions on the full coordinate grid (all four quadrants).	Y6 SATs		Consolidation of identified priority areas to aid secondary transition						

	and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.		
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Credit: Adapted from 'White Rose Maths: Mixed Age Progression'

Science

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Progression of skills and knowledge Y1-Y6	88

Subject Lead	
Briony Lea	
Why we learn Science at Ewelme C.E. Primary School	Cultural Capital
<ul style="list-style-type: none"> • To develop an understanding of ourselves – how our bodies work, develop and evolve. • To encourage a sense of awe, wonder and intrigue about the world we live in. • To instil a sense of being curious, inquisitive – to ask questions about why/how things are like they are. • To understand how science and engineering can help to shape our futures – career development, links to local businesses etc. • To conduct, lead and revise investigations. • To develop independent learning, analytical and enquiry skills. • To take risks, to challenge and become resilient learners. • To create cross-curricular links, particularly with mathematics. • To assess the validity of new facts and statistics presented to them based on scientific knowledge and understanding. • To highlight the importance of healthy living (including links to PSHE – diet, exercise, personal development and growth). • To understand why it can be useful to categorise animals, as well as using and designing classification keys, webs and food chains. 	<ul style="list-style-type: none"> • Investigations across a range of topics where children are reasoning and problem solving throughout their work. • A science week in Term 6, with a focus on investigation and scientific skills. • Opportunities to visit museums, scientific/engineering places of work, arboretums, the new centre for learning at Science Oxford. • Visitors to work with our pupils, including local businesses/engineering firms, STEM Ambassadors, Oxford University outreach departments. • Children to interact with a range of external agencies such as the local fire service when working on materials.

Yearly overview of Science units:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception/Y1 A	Humans and Dinosaurs		Seasons and Materials		Seeds and Plants	
Reception/Y1 B	Animals		Floating and Sinking		Trees	
Year 2	Uses of Everyday Materials		Plants/ Living Things and their habitats		Animals including Humans/ Teeth	
Year 3/4 A	Living Things and their Habitats/ Muscles and Skeletons		Light and Shadow		Electricity	
Year 3/4 B	Digestion/ States of Matter		Forces and Magnetism / Rocks		Sound / Plants	
Year 5/6 A	Living things and their habitats/ Forces		Earth and Space/ Electricity		Light	
Year 5/6 B	Evolution		Materials		Animals including Humans	

Yearly Knowledge and Skills taught in Science units

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception/Y1 A	Humans and Dinosaurs		Seasons		Seeds and Plants	
	<i>-identify and name a variety of common animals that are carnivores, herbivores and omnivores</i> <i>-identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i> <i>-(identify common appliances that run on electricity)</i>		<i>-Observe changes across the four seasons.</i> <i>-Observe and describe weather associated with the seasons and how day length varies</i>		<i>-identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers</i> <i>*observe and describe how seeds and bulbs grow into mature plants.</i>	
Working Scientifically	Explore senses (C&FT) -Be curious and talk about ideas for testing how things behave -(with help)Use senses to investigate and record -Talk about what they did and noticed	Sorting animals (I&C) -Be curious and ask about similarities and differences - Use senses to sort and match -Talk about how they sorted and matched	Weather (OoT) -Be curious and ask questions about things that change -Look closely and make simple observations) -Talk about what they did and noticed		Where do plants grow?(PS) -Recognise and ask questions about simple patterns -Use senses to observe and identify -Talk about what they did and what patterns they spotted	
Reception/Y1 B	Animals		Floating and Sinking		Trees	
	<i>-identify and name a variety of common animals including fish, amphibians, reptiles, birds, mammals and invertebrates</i> <i>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</i> <i>-(identify common appliances that run on electricity)</i>		<i>-distinguish between an object and the material from which it is made</i> <i>-describe the simple physical properties of a variety of everyday materials</i> <i>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i> <i>-compare and group together a variety of everyday materials on the basis of their simple physical properties</i>		<i>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>-identify and describe the basic structure of trees, including roots, stem/trunk, leaves and flowers</i>	
Working Scientifically	Researching animals (R) -Be curious and ask questions about their topic - With support use a source of information to answer -Check, does their answer make sense?		What floats? (C&FT) -Be curious and talk about ideas for testing how things behave -Use senses to investigate and record (with help)		Tree ID (I&C) -Be curious and ask about similarities and differences - Use senses to sort and match -Talk about how they sorted and matched	

		-Talk about what they did and noticed	
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Uses of Everyday Materials		Plants/ Living Things and their Habitats		Animals including Humans	
	<i>-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i> <i>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</i> <i>*-compare how things move on different surfaces</i> <i>*-recognise that they need light in order to see things and that dark is the absence of light</i>		<i>-identify and name a variety of plants and animals in their habitats, including microhabitats</i> <i>-Observe and describe how seeds and bulbs grow into mature plants.</i> <i>-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</i> <i>-Explore and compare the differences between things that are living, dead, and things that have never been alive</i>		<i>-Notice that animals, including humans, have offspring which grow into adults</i> <i>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i> <i>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i> <i>*-identify the different types of teeth in humans and their simple functions</i>	
Working Scientifically	Which materials are bendy? (I&C) -Decide what to observe to identify and sort things -sort by observable, behavioural features, recording observations with drawings/ diagrams/tables etc -identify and discuss the similarities and differences discovered		Where do plants grow best? (C&FT) -With help notice links between cause and effect. Identify variables to change and measure -Use senses to investigate and record (with help) -Talk about what they did and noticed	Do more birds come on sunny days? (OoT) -Decide what patterns to observe and measure and suggest how (with help) -Record in words or pictures or simple prepared formats -Identify and sequence the changes and talk about if the change was expected	Have older children lost more teeth?(PS) -Decide what patterns to observe /measure and suggest how -Use tables/tally charts to record -Identify simple patterns and talk about if the pattern was expected	What makes a healthy meal? (R) - Raise a question and describe how to answer (with support) -Describe and choose simple evidence sources to answer and support findings -Use evidence to provide a valid answer to the question

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 A	Living Things and their Habitats/Animals including Humans (Rivers)		Light (Ancient Egypt)		Electricity (Our Village)	
	<p><i>recognise that living things can be grouped in a variety of ways</i></p> <p><i>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</i></p> <p><i>recognise that environments can change and that this can sometimes pose dangers to living things.</i></p>	<p><i>describe the simple functions of the basic parts of the digestive system in humans</i></p> <p><i>construct and interpret a variety of food chains, identifying producers, predators and prey.</i></p>	<p><i>notice that light is reflected from surfaces</i></p> <p><i>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</i></p> <p><i>recognise that shadows are formed when the light from a light source is blocked by an opaque object</i></p> <p><i>find patterns in the way that the size of shadows change.</i></p>		<p><i>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</i></p> <p><i>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</i></p> <p><i>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</i></p> <p><i>recognise some common conductors and insulators, and associate metals with being good conductors.</i></p> <p><i>(identify common appliances that run on electricity)</i></p>	
Working Scientifically	<p>How can we group animals? (R)</p> <p>- Select appropriate questions for investigation</p> <p>-Explain the secondary sources they can use</p> <p>-Use evidence from different sources to explain answers</p>	<p>Which foods are easiest to digest? (C&FT)</p> <p>-Help to plan a fair test deciding on equipment and how to make observations/what to record</p> <p>-make records using a range of equipment</p>	<p>What happens to a shadow as the light source moves? (PS)</p> <p>-Decide what data to collect and the equipment to use</p> <p>-use equipment to collect data using standard measures</p> <p>-make records of observations using tables and bar charts</p>	<p>Which colour reflects light the best? (C&FT)</p> <p>-Help to plan a fair test deciding on equipment and how to make observations/what to record</p> <p>-make records using a range of equipment</p> <p>-use simple scientific language to describe simple relationships</p>	<p>How can we turn on a bulb? (PS)</p> <p>-talk about where patterns might be found and decide how to answer questions</p> <p>-record data appropriately and accurately</p> <p>-recognise the patterns in results</p>	<p>Which materials are conductors? (I&C)</p> <p>-Decide what equipment to use to sort/classify things</p> <p>- carry out simple tests to sort according to behaviour</p> <p>- record observations in simple tables</p> <p>- use scientific language to talk about</p>

	-Explain how using other sources improved the answers	-use simple scientific language to describe simple relationships	-talk about patterns using scientific lang.		-draw conclusions and evaluate how well patterns were IDed	how things are the same or different
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 B	Animals Including Humans/ States of Matter (Prehistory)		Forces and Magnetism / Rocks (Roman Britain)		Sound / Plants (Vikings and Anglo-Saxons)	
	<i>-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</i> <i>-identify that humans and some other animals have skeletons and muscles for support, protection and movement.</i>	<i>-compare and group materials together, according to whether they are solids, liquids or gases</i> <i>-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)</i>	<i>-notice that some forces need contact between two objects, but magnetic forces can act at a distance</i> <i>-observe how magnets attract or repel each other and attract some materials and not others</i> <i>-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</i> <i>-describe magnets as having two poles</i> <i>-predict whether two magnets will attract or repel each other, depending on which poles are facing.</i>	<i>-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</i> <i>-recognise that soils are made from rocks and organic matter</i>	<i>-identify how sounds are made, associating some of them with something vibrating</i> <i>-recognise that vibrations from sounds travel through a medium to the ear</i> <i>-find patterns between the pitch of a sound and features of the object that produced it</i> <i>-find patterns between the volume of a sound and the strength of the vibrations that produced it</i> <i>-recognise that sounds get fainter as the distance from the sound source increases.</i>	<i>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</i> <i>-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</i> <i>-investigate the way in which water is transported within plants</i> <i>-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i>
Working Scientifically	Why do we need a skeleton? (R) - Select appropriate questions for investigation -Explain the secondary sources they can use	Which chocolate melts the fastest? (C&FT) -Help to plan a fair test deciding on equipment and how to make	Which objects are magnetic? (I&C) -Decide what equipment to use to sort/classify things - carry out simple tests to sort according to behaviour	How can we identify rocks? (I&C) -talk about what criteria can be used to sort things -make keys and branching databases with 4+ items	Which instrument is the loudest? (C&FT) -decide what equipment will make the measurements as accurate as possible -begin to use and interpret data from dataloggers	How water travels around a plant (OoT) -decide what observations to make, how often and what equipment to use -make records and observations using tables and bar charts

	-Use evidence from different sources to explain answers -Explain how using other sources improved the answers	observations/what to record -make records using a range of equipment -use simple scientific language to describe simple relationships	- record observations in simple tables - use scientific language to talk about how things are the same or different	-evaluate how well their keys worked -draw simple conclusions about things that were sorted and classified	-eval. the effectiveness of fair testing including which variables were hard to control -draw simple conclusions	-talk about conclusions from changes observed - suggest ways to improve how observations were made
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 A	Living things and their habitats/Forces (Amazing Americas)		Earth and Space/ Electricity		Light (Off with their Heads)	
	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.	-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.	-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. <i>(Recognise that vibrations from sounds travel through a medium to the ear and therefore there is no sound travel through space, a vacuum.)</i>	-associate the brightness of a lamp or the volume of a 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.	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.	
Working Scientifically	How are living things classified at different levels? (I&C)	How fast do different objects fall? (C&FT) -plan a fair test selecting the most	Exploring the solar system (R) -select appropriate questions that can be researched scientifically	How does voltage effect buzzers and bulbs? (PS) -decide how detailed data needs to be and	How do shadows change over time? (OoT) -talk about <u>when</u> questions on changes can be answered by observation over time	

	<ul style="list-style-type: none"> -talk about known criteria for classification -decide what secondary sources of information to use -use secondary sources to identify -draw valid conclusions 	suitable variables to measure, change and keep the same -use equipment to accurately collect observations -draw valid conclusion based on the data	-understand the sources of data and consider if it is biased, opinion based, out of date or reliable -link finding from several sources -evaluate how well the question has been answered	what equipment to use -recognise the effect of sample size on reliability -Explain the cause and effect patterns using scientific vocabulary	-decide what equipment should be used to make observations as accurate as possible -record data appropriately presenting it in line graphs -recognise the effect of changing the time or number of observations -evaluate recording and use data to draw valid conclusions -talk about and explain changes using scientific knowledge and understanding	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 B	Evolution (The Victorians)		Materials (Democracy)		Animals including Humans (War and Peace)	
	recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago <i>describe in simple terms how fossils are formed when things that have lived are trapped within rock</i> 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.		-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.		-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including humans. -describe the changes as humans develop to old age.	
Working Scientifically	Explore connections between adaptation lead to evolution (R) -select appropriate questions that can be researched scientifically		Which separation methods work or different mixtures? (I&C)	What happens in irreversible changes create? (I&C)	How are exercise and heart rate connected? (C&FT) -plan a fair test selecting variables to	Different life cycles- bug spotting (PS) -decide how detailed

	-understand the sources of data and consider if it is biased, opinion based or reliable -link finding from several sources -evaluate how well the question has been answered	-decide on equipment and tests to use -use a series of tests to sort and classify -draw valid conclusions	-decide what secondary sources of information to use -use secondary sources to identify -draw valid conclusions	measure, change and keep the same -accurately record observations -draw valid conclusions	data should be and equipment to use -accurately collect observations -talk about and explain cause and effect patterns
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Scientific skills include: Pattern Seeking(PS), Observation over Time (OoT), Comparative and Fair Tests (C&FT), Identifying and Classifying (I&C) and Research (R). Each skill is covered in each class and is developed using a Plan-Do-Review format, which progresses in complexity and depth from class to class.

Coverage of units in Key Stage 1 and 2

Title	Key Stage 1	Key Stage 2
Working scientifically	Across all year groups scientific knowledge and skills should be learned by working scientifically.	
Biology	<p>Plants</p> <ul style="list-style-type: none"> Identify, classify and describe their basic structure. Observe and describe growth and conditions for growth. <p>Habitats</p> <ul style="list-style-type: none"> Look at the suitability of environments and at food chains. <p>Animals and humans</p> <ul style="list-style-type: none"> Identify, classify and observe. Look at growth, basic needs, exercise, food, teeth* and hygiene. <p>All living things*</p> <ul style="list-style-type: none"> Investigate differences. 	<p>Plants</p> <ul style="list-style-type: none"> Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> Look at resemblance in offspring. Look at changes in animals over time. Look at adaptation to environments. Look at differences in offspring. Look at adaptation and evolution. Look at changes to the human skeleton over time. <p>Animals and humans</p> <ul style="list-style-type: none"> Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. Look at the digestive system in humans. <ul style="list-style-type: none"> Look at the human circulatory system. <p>All living things</p> <ul style="list-style-type: none"> Identify and name plants and animals Look at classification keys. Look at the life cycle of animals and plants. Look at classification of plants, animals and micro-organisms. Look at reproduction in plants and animals, and human growth and changes. Look at the effect of diet, exercise and drugs.
Chemistry	<p>Materials</p> <ul style="list-style-type: none"> Identify, name, describe, classify, compare properties and changes. Look at the practical uses of everyday materials. 	<p>Rocks and fossils</p> <ul style="list-style-type: none"> Compare and group rocks and describe the formation of fossils. <p>States of matter</p> <ul style="list-style-type: none"> Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle. <p>Materials</p> <ul style="list-style-type: none"> Examine the properties of materials using various tests. Look at solubility and recovering dissolved substances. Separate mixtures. Examine changes to materials that create new materials that are usually not reversible.
Physics	<p>Light*</p> <ul style="list-style-type: none"> Look at sources and reflections. <p>Sound*</p>	<p>Light</p> <ul style="list-style-type: none"> Look at sources, seeing, reflections and shadows. Explain how light appears to travel in straight lines and how this affects seeing and shadows.

	<ul style="list-style-type: none"> • Look at sources. <p>Forces</p> <ul style="list-style-type: none"> • Describe basic movements. <p>Earth and space</p> <ul style="list-style-type: none"> • Observe seasonal changes. 	<p>Sound</p> <ul style="list-style-type: none"> • Look at sources, vibration, volume and pitch. <p>Electricity</p> <ul style="list-style-type: none"> • Look at appliances, circuits, lamps, switches, insulators and conductors. • Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials. <p>Forces and magnets</p> <ul style="list-style-type: none"> • Look at contact and distant forces, attraction and repulsion, comparing and grouping materials. • Look at poles, attraction and repulsion. • Look at the effect of gravity and drag forces. • Look at transference of forces in gears, pulleys, levers and springs. <p>Earth and space</p> <ul style="list-style-type: none"> • Look at the movement of the Earth and the Moon • Explain day and night
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Items marked * are not statutory.

Skills and knowledge progression – Year 1-6:

Working scientifically:

Key Stage 1	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> • Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.

Scientific vocabulary:

Year Group	New vocabulary
Chaucer (R/1)	<p>Working scientifically: <i>changes over time, comparing, results, describing, equipment, grouping, identify, patterns, record, sorting, test.</i></p> <p>Plants: <i>branches, bud, bulb, deciduous tree, evergreen tree, flowers, fruit, garden/flowering plants, leaves, petals, roots, seed, stem, trunk, wild plants.</i></p> <p>Animals, including humans: <i>amphibians, arms, birds, body parts, carnivores, ears, elbows, environment, eyes, face, fish, habitat, hair, head, hearing, herbivores, knees, legs, mammals, mouth, neck, omnivores, pets, reptiles, seeing, senses, smells, sounds, taste, teeth, touch.</i></p> <p>Everyday materials: <i>glass, hard/soft, liquid, metal, plastic, property, rock, rough/smooth, shiny/dull, solid, squashing, stretching, stretchy/stiff, twisting, water, waterproof/not waterproof, wood.</i></p>

	<p>Seasonal changes: autumn, dark, day length, days, hours, light, months, moon, shadow, spring, summer, sun, winter.</p>
Roet (2)	<p>Working scientifically: comparing, contrasting, data/results, observation, investigation.</p> <p>Living things and their habitats: adaptation, alive, characteristics, conditions, consumer, dead, excrete, feed, food chain, grow, habitat, heat, life processes, light, living/non-living, micro-habitat, move, ocean, pond, producer, rainforest, reproduce, respire, respond to stimuli, seashore, sound, touch, woodland.</p> <p>Plants: germination, insect pollination, nutrients, pollination, seed dispersal, wind pollination.</p> <p>Animals, including humans: adult, baby, bacteria, balanced diet, carbohydrates, child, circulation, dairy, exercise, fats, fibre, fitness, food groups, germs, growth, healthy, heart rate, infection, life cycle, minerals, nutrition, protein, teenager, toddler, unhealthy, vitamins.</p> <p>(Plus Teeth from Year 3 - canines, cavities, chewing, enamel, fluoride toothpaste, gums, incisors, molars, plaque, premolars, saliva, swallowing, tooth decay.)</p> <p>Uses of everyday materials: absorbent/not absorbent, bending, bendy/not bendy, characteristics, classification, gas, man-made, natural, properties.</p>
Burghersh (3/4)	<p>Working scientifically: accurate, cause and effect, criteria, data/results, effect of change, fair test, identification, method, observations, variables.</p> <p>Plants : absorb, competition for resources, function, minerals, optimum conditions, plant life cycle, plant tissues, pores (stomata), reproduction, seed formation, structure, support, well-aerated soil, well-drained soil.</p> <p>Animals, including humans : ankle, arteries, backbone, ball and socket joints, bone, brain, branching blood vessels, capillaries, cardio-vascular system, cartilage, collar bone, contract, endoskeleton, exoskeleton, extensor, finger, fixed joints, flexor, foot, hand, heart, hinge joints, involuntary muscles, joints, knee cap, ligaments, moveable joints, movement, muscles, opposing pairs, pelvis, protection, shoulder blades, skeletal and muscular systems, relax, ribs, skeletons, skull, sliding joints, spinal cord, sternum, support, thigh bone, toe, veins, vertebrates, voluntary muscles, wrist.</p> <p>absorption of food into blood stream, chemical breakdown by enzymes, chewing, churning in stomach, digestion, digestive system, faeces, gastric juice, intestine, nerves, predators, prey, producers, reabsorption of water from waste, saliva, swallowing.</p> <p>Rocks: crystalline, crystals, erosion, fossils, grains, layers (strata), igneous, metamorphic, molten magma, particles, permeability, permeable, physical properties, sedimentary, soils.</p> <p>Light: absorb, bright, dim, emit, light beam, light sources, light spectrum, opaque, rays, reflect, reflection, speed of light, sunlight, torch, translucent, transparent.</p> <p>Forces and magnets: air resistance, attract, compress, direction of force, floating, flying, forcemeter, forces, friction, gravity, magnetic, magnetic field, magnetic forces, Newton meter, Newtons (N), non-magnetic, north pole, poles, pull, push, repel, sliding, south pole, streamlined, water resistance.</p> <p>Living things and their habitats: classification keys, differences, human effects on the environment (population, development, deforestation, pollution), invertebrates (snails and slugs, worms, spiders, insects), organism, plant groups (trees, grasses, flowering plants, non-flowering plants), similarities, variation characteristics, vertebrates (fish, amphibians, reptiles, birds, mammals).</p> <p>States of matter: boiling, condensation, degrees Celsius (°C), energy transfer solid, evaporation, fixed shape and volume, forces of attraction, freezing, gaseous, liquid, melting, particles, rate of evaporation, solidifying, temperature, thermometer, vibrate, water cycle.</p>

	<p>Sound: <i>echo, frequency of vibration, pitch (higher, lower), reflection of sound, sound insulation, sound wave, tuning fork, vacuum, vibration, volume (louder, softer).</i></p> <p>Electricity: <i>battery, bulbs, buzzers, cell, closed circuit, conductor, crocodile clips, electrical appliances, insulator, motors, open circuit, switches, wires.</i></p>
De la Pole (5/6)	<p>Working scientifically: <i>bias, frequency, opinion, reliability, sample size, secondary sources.</i></p> <p>Living things and their habitats and Animals, including humans: <i>anther, asexual reproduction, bud, carpel, chromosomes, cross-pollination, death, egg cell (ovum), embryo, fallopian tubes, female gamete, fertilization, filament, gestation, hormones, male gamete, menstrual cycle, microorganisms, ovaries, ovary, ovulation, penis, petals, placenta, puberty, sepals, sexual reproduction, sperm, stamens, stigma, style, testes, uterus, vagina, vertebrates, zygote</i></p> <p>Properties and changes of materials: <i>buoyancy, burning, change of state, chemical changes, chemical reaction, density, dissolving, elasticity, electrical conductivity, evaporating, filtering, filtrate, hardness, irreversible or hard-to-reverse change, magnetism, polymer, residue, reversible change, rusting (oxidisation), sieving, solubility, solute, solution, solvent, suspension, thermal conductivity,</i></p> <p>Earth and space: <i>asteroids, axis, celestial body, comets, Earth, Earth's rotation, elliptical orbit, gravitational force, heliocentric model of the solar system, galaxy, geocentric model, hemisphere, Jupiter, light year, Mars, Mercury, meteors, moon, Neptune, phases of the moon, Saturn, shadow clock, shooting stars, Sun, sundial, time zones, Uranus, Venus</i></p> <p>Forces: <i>drag forces, gears, levers, pulleys, springs, transference of force and motion</i></p> <p>Living things and their habitats: <i>classification, classification keys, dichotomous/binary keys, five kingdoms (bacteria, protists, animals, plants, fungi), genetic variation, invertebrates, vertebrates (reptiles, fish, amphibians, birds, mammals)</i></p> <p>Animals, including humans: <i>adrenaline, aerobic respiration, alveoli, aorta, arteries, atrium, blood, blood vessels, bronchi, bronchioles, capillaries, carotid artery, circulatory system, clotting, deoxygenated, diaphragm, gills, haemoglobin, heart, heart rate, intercostal muscles, lungs, oxygenated, plasma, platelets, pulmonary artery, pulmonary vein, pulse, red blood cells, veins, ventricles, white blood cells, wind pipe (trachea)</i></p> <p>Evolution and inheritance: <i>adaptation, chromosomes, competition, DNA, environmental conditions, environmental variations, evolution, evolutionary change, features, fossil records, genes, genetic variation, inheritance, natural selection, palaeontologist, survival of the fittest, variation over time</i></p> <p>Light: <i>absorption, lenses, light source, optics, periscope, prism, rainbow, reflection, refraction, spectrum, transmission</i></p> <p>Electricity: <i>circuits, circuit diagrams, components, parallel circuit, series circuit, voltage</i></p>

Biology:

	Year 1 and Year 2	Year 3 and 4	Year 5 and 6
Plants	<ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> <i>Identify how plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</i>
Animals and humans	<ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, 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. Notice that animals, including humans, have offspring which grow into adults. Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Identify the different types of teeth in humans and their simple functions. 	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. Construct and interpret a variety of food chains, identifying producers, predators and prey. Identify that humans and some animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans. 	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. Describe the ways in which nutrients and water are transported within animals, including humans.
Living things	<ul style="list-style-type: none"> Explore and compare the differences between things that are living, that are dead and that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> 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 specific habitats. 	<ul style="list-style-type: none"> 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. 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.

Evolution and inheritance	<ul style="list-style-type: none"> • Identify how humans resemble their parents in many features. 	<ul style="list-style-type: none"> • Identify how plants and animals, including humans, resemble their parents in many features. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Identify how animals and plants are suited to and adapt to their environment in different ways. 	<ul style="list-style-type: none"> • 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.
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Chemistry:

	Key Stage 1	Year 3 and 4	Year 5 and 6
Materials	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 	<ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Recognise that soils are made from rocks and organic 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how 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, oxidation and the action of acid on bicarbonate of soda. • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.

Physics:

	Key Stage 1	Year 3 and 4	Year 5 and 6
Movement, forces and magnets	<ul style="list-style-type: none"> • Notice and describe how things move, using simple comparisons such as faster and slower. • Compare how different things move. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
Light	<ul style="list-style-type: none"> • Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Understand 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 eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • 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.
Sound	<ul style="list-style-type: none"> • Observe and name a variety of sources of sound, noticing that we hear with our ears. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Recognise that vibrations from sounds travel through a medium to the ear and therefore there is no sound travel through space, a vacuum.
Electrical circuits	<ul style="list-style-type: none"> • Identify common appliances that run on electricity. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a 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.

Earth and space	<ul style="list-style-type: none"> • <i>Observe the apparent movement of the Sun during the day.</i> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> • <i>Describe the movement of the Earth relative to the Sun in the solar system.</i> • <i>Describe the movement of the Moon relative to the Earth.</i> 	<ul style="list-style-type: none"> • 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.
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Subject overview (inc. cultural capital)104

Year 1 – 6 progression of skills and knowledge.....105

Subject Lead	
Mandy Rowley	
Why we learn Art at Ewelme C.E. Primary School	Cultural Capital
<p>At Ewelme we aim for our Art Curriculum to support our topic based learning. These are completed as weekly sessions where we aim for all children to:</p> <p>Have a developing resilience to test ideas and experiment, recognising how to improve and to revisit to be successful.</p> <p>Use skills to express emotions and interpret observations.</p> <p>Be able to communicate in different forms.</p> <p>draw confidently and adventurously from observation, memory and imagination</p> <p>Demonstrate the ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.</p> <p>Have an impressive knowledge and understanding of other artists, craft makers and designers.</p> <p>Think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.</p> <p>Develop independence, initiative and originality which they can use to develop their creativity.</p> <p>Select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.</p> <p>Reflect on, analyse and critically evaluate their own work and that of others.</p> <p>Develop a passion for and a commitment to the subject.</p>	<p>Each year the year 5 children take part in the Big Draw.</p> <p>Visits to the Big Draw event are made with families to celebrate the work displayed.</p>

Overview of Art:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception/Y1 A	Dinosaurs and Us		The Seasons		In the Country	
	Self Portraits – Vincent van Gogh		Collage - Matisse		Landscape photography	
Reception/Y1 B	Animals and Toys		Whatever the Weather		About Town	
	Tiger in a Tropical Storm – Henri Rousseau		Sculpture – Andy Goldsworthy		Block printing on fabric (buildings)	
Year 2	Castles		The Rainforest	The Great Fire of London	Inventors and Explorers	
	Abstract Art – Paul Klee		Cultural Art – John Dyer		Leonardo da Vinci - sketches	
Year 3/4 A	Rivers		Ancient Egypt		Our Village	
	Rivers – Mark Bradford – paint and collage mixed	Using Charcoal – Remembrance Day and Northern Lights	Egyptian Collars		Our School and surroundings – Sketching buildings	Using watercolours – (link to The Lost words –English)
Year 3/4 B	Prehistoric		The Romans		Anglo-Saxons	
	Stone Age paintings – cave art	Iron Age mirror design	Roman Mosaics and modern mosaics – a contrast - Gaudi		Sewing and decorating a pouch – link with DT	Printing – using made blocks
Year 5/6 A	Amazing Americas		Earth and Space		Off with their heads!	
	Self Portraits with hidden messages – Frida Kahlo		Abstract Art – Peter Thorpe		Tudor portraits	
Year 5/6 B	The Victorians		Ancient Greece and Democracy		War and Peace	
	L S Lowry – industrial art			Sculpture – Greek vases (clay)	War photography – capturing an image	

Progression of skills and knowledge:

Skills	Media	Reception	Key Stage 1	Year 3 and 4	Year 4 and 5
To develop ideas	n/a	Share their creations, explaining the process they have used;	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. Comment on artworks using visual language. 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
To master techniques	Painting	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds then add detail. Experiment with creating mood with colour. 	<ul style="list-style-type: none"> 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 visually interesting pieces. 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		<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
	Sculpture		<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	Drawing		<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • 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. 	<ul style="list-style-type: none"> • 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. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.
	Print		<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). 	<ul style="list-style-type: none"> • Use layers of two or more colours. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail.

			<ul style="list-style-type: none"> • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Use a range of visual elements to reflect the purpose of the work.
	Textiles		<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
	Digital media		<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from the greats (classic and modern)		<p>Be introduced to and explore the work of famous artists and artisans:</p> <p>YEAR A: Vincent Van Gogh and Matisse</p> <p>YEAR B: Andy Goldsworthy and Henri Rousseau</p>	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. <p>YEAR 1, YEAR A: Vincent Van Gogh and Matisse</p> <p>YEAR 1, YEAR B: Andy Goldsworthy and Henri Rousseau</p> <p>YEAR 2: Paul Klee and John Dyer</p>	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.

Computing

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Year 1 – 6 computing overviews110

Subject Lead	
Briony Lea	
Why we learn Computing at Ewelme C.E. Primary School	Cultural Capital
<p>Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. ‘Computational thinking’ is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. At Ewelme Primary School we aim for our Computing Curriculum to equip our pupils with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives.</p> <p>Our computing curriculum will enable pupils:</p> <ul style="list-style-type: none"> - To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. - To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems. - To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. - To be responsible, competent, confident and creative users of information and communication technology. 	<ul style="list-style-type: none"> - Online safety information evening collaborating with parents/carers. - Pupils run an extra-curricular computer coding club. - Children using Purple Mash at home to complete homework set in Computing.

Theme Key:															
	Coding and Computational thinking		Spreadsheets		Internet and Email		Art and Design		Music		Databases and graphing		Writing and Presenting		Communication and networks

Year 1 Computing Overview:

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
YEAR 1	Unit 1.1 Online Safety & Exploring Purple Mash				Unit 1.2 Grouping & Sorting		Unit 1.3 Pictograms		Unit 1.4 Lego Builders			Unit 1.5 Maze Explorers		Unit 1.6 Animated Story Books				Unit 1.7 Coding				Unit 1.8 Spreadsheets			Unit 1.9 Technology outside school						
	Weeks – 4				Weeks – 2		Weeks – 3		Weeks – 3			Weeks – 3		Weeks – 5				Weeks – 6				Weeks – 3			Weeks – 2						
	Programs – Various				Programs – 2DIY		Programs – 2Count		Programs – 2DIY			Programs – 2Go		Programs – 2Create A Story				Programs – 2Code				Programs – 2Calculate			Programs – Various						

Year 2 Computing Overview:

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
YEAR 2	Unit 2.1 Coding					Unit 2.2 Online Safety			Unit 2.3 Spreadsheets				Unit 2.4 Questioning				Unit 2.5 Effective Searching		Unit 2.6 Creating Pictures				Unit 2.7 Making Music		Unit 2.8 Presenting Ideas							
	Weeks – 5					Weeks – 3			Weeks – 4				Weeks – 5				Weeks – 3		Weeks – 5				Weeks – 3		Weeks – 4							
	Programs – 2Code					Programs – Various			Programs – 2Calculate				Programs – 2Question, 2Investigate				Programs – Browser		Programs – 2PaintAPicture				Programs – 2Sequence		Programs – Various							

Year 3/4 Cycle Overview:

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
YEAR 3 & 4 CYCLE A	Coding						Unit 3.2 Online safety			Unit 3.3 Spreadsheets			Unit 3.4 Touch Typing			Unit 3.5 Email (including email safety)						Unit 3.6 Branching Databases			Unit 3.7 Simulations			Unit 3.8 Graphing					
	Number of Weeks – 6						Weeks – 3			Weeks – 3			Weeks – 4			Weeks – 6						Weeks – 4			Weeks – 3			Weeks – 3					
	Main Programs – 2Code						Programs – Various			Programs – 2Calculate			Programs – 2Type			Programs – 2Email, 2Connect, 2DIY						Programs – 2Question			Programs – 2Simulate, 2Publish			Programs – 2Graph					
	See table below for breakdown																																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
YEAR 3 & 4 CYCLE B	Coding						Unit 4.2 Online safety			Unit 4.3 Spreadsheets						Unit 4.4 Writing for different audiences					Unit 4.5 Logo			Unit 4.6 Animation			Unit 4.7 Effective Search		Unit 4.8 Hardware Investigators				
	Number of Weeks – 6						Weeks – 4			Weeks – 6						Weeks – 5					Weeks – 4			Weeks – 3			Weeks – 3		Weeks – 2				
	Main Programs – 2Code						Programs – Various			Programs – 2Calculate						Programs – 2Email, 2Connect, 2DIY					Programs – Logo			Programs – 2Animate			Programs – Browser						
	See table below for breakdown																																

Coding Breakdown

YEAR 3 & 4 CYCLE A	Review previous coding – Year 3, Lesson 1	Simulating a physical system – Year 3, Lesson 2	Making a timer – Year 4, Lesson 4	Debugging – Year 3, Lesson 6	Making a control simulation – Year 4, Lesson 5	Decomposition and Abstraction – Year 4, Lesson 6
YEAR 3 & 4 CYCLE B	Review previous coding, Y4, lesson 1	Introducing 'if' statements – Year 3, Lesson 4	'if/else' statements – Year 4, Lesson 2	Repetition – Year 3, Lesson 5	Repeat until - Year 4, Lesson 3	Variables – Year 3, Lesson 4

Year 5/6 Computing Overview:

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
YEAR 5 & 6 CYCLE A*	Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2Code						Unit 5.2 Online safety Weeks – 3 Programs - Various			Unit 5.3 Spreadsheets Weeks – 5 Programs – 2Calculate					Unit 5.4 Databases Weeks – 4 Programs – 2Question, 2Investigate				Unit 5.5 Game Creator Weeks – 5 Programs – 2DIY 3D					Unit 5.6 3D Modelling Weeks – 4 Programs – 2Design and Make			Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect					
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
YEAR 5 & 6 CYCLE B*	Unit 6.1 Coding Number of Weeks – 6 Main Programs – 2Code						Unit 6.2 Online safety Weeks – 3 Programs - Various			Unit 6.3 Spreadsheets Weeks – 5 Programs – 2Calculate					Unit 6.4 Blogging Weeks – 5 Programs – 2Blog				Unit 6.5 Text Adventures Weeks – 5 Programs – 2Code, 2Connect			Unit 6.6 Networks Weeks – 3			Unit 6.7 Quizzing Weeks – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate							

* There is an optional unit 6.8 – Understanding Binary that can be used in addition to the above units. It is a four week unit.

Coding Breakdown

YEAR 5 & 6 CYCLE A	Review Previous coding – Year 5 Lesson 1	Simulating a physical system – Year 5 Lesson 2	Creating a game with a score and timer – Year 5 Lessons 4 and 5		The Launch Command – Year 5 Lesson 6	Using User Input – Year 6, Lesson 4
YEAR 5 & 6 CYCLE B	Designing and writing a more complex program – Year 6 Lessons 1 and 2		Introducing text variables – Year 5 Lesson 3	Introducing Functions – Year 6 Lesson 3	Flowcharts and control simulations – Year 6, Lesson 5	Text Adventure – Year 6 Lesson 6

Computing skills and knowledge progression – Year 1:

	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Outcome	<i>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand</i>	<i>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.</i>	<i>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</i>	<i>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash <u>2Quiz</u> example (sorting shapes), <u>2Code</u> design mode (manipulating backgrounds) or using pictogram software such as <u>2Count</u>.</i>	<i>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</i>	<i>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</i>

Computing skills and knowledge progression – Year 2:

	Computer Science			Information Technology	Digital Literacy	
Statement	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Create and debug simple programs.	Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Recognise common uses of information technology beyond school.	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Outcome	<i>Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</i>	<i>Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.</i>	<i>Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.</i>	<i>Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.</i>	<i>Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.</i>	<i>Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.</i>

Computing skills and knowledge progression – Year 3/4 cycle A:

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.</i>	<i>Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.</i>	<i>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</i>	<i>Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.</i>	<i>Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.</i>	<i>Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.</i>	<i>Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.</i>

Computing skills and knowledge progression – Year 3/4 cycle B:

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</i>	<i>Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.</i>	<i>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</i>	<i>Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</i>	<i>Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</i>	<i>Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.</i>	<i>Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.</i>

Computing skills and knowledge progression – Year 5/6 cycle A:

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	<i>Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</i>	<i>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.</i>	<i>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables</i>	<i>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.</i>	<i>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.</i>	<i>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.</i>	<i>Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</i>

Computing skills and knowledge progression – Year 5/6 cycle B:

	Computer Science				Information Technology		Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	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.	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.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a <u>problem</u> .	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the <u>value of functions</u> .	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the <u>program as a whole</u> .	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the <u>Internet in school</u> .	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g. <u>2Blog</u> . They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. <u>2Respond</u> activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

Design Technology

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Subject Lead	
Mandy Rowley	
Why we learn Design Technology at Ewelme C.E. Primary School	Cultural Capital
<p>At Ewelme Primary School we aim for our Design Technology Curriculum to support the topic based learning, as either weekly sessions or a blocked unit. Each year group has a termly project outcome incorporating models and food. The aim of each project is to:</p> <ul style="list-style-type: none"> - Develop significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes. - Demonstrate an excellent attitude to learning and independent working ethic. - Hold the ability to use time efficiently and work constructively and productively with others. - Have ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs. - Demonstrate the ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely. - Equip the children with a thorough knowledge of which tools, equipment and materials to use to make their products. - Apply mathematical knowledge where necessary. - Be responsible for managing risks exceptionally well to manufacture products safely and hygienically. - Develop a passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems. 	<p>Each year science week invites member of local trades and businesses to speak to the children and showcase projects they design and build. These help to inspire the children in their school work, and make links to future community ventures.</p> <p>All year groups have opportunities to sell foods in order to raise funds over the year. These involve both made and purchased goods at cake stalls, fetes and themed days such as Children in Need.</p> <p>Year 5/6 participate in 'enterprise week' where they design and make food items to share with others.</p>

Overview of DT projects:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception/Y1 A	Dinosaurs and Us		The Seasons		In the Country	
	Healthy Living – 5 a day		Moving Pictures		Making puppets - textiles	
Reception/Y1 B	Animals and Toys		Whatever the Weather		About Town	
	Designing New Toys		Sewing - materials	Whole school DT project	Construction – buildings	
Year 2	Castles		The Rainforest	The Great Fire of London	Inventors and Explorers	
		Model castles – materials and mechanics		Rainforest animal figure puppets - textiles	Healthy eating and food preparation – food technology	
Year 3/4 A	Rivers		Ancient Egypt		Our Village	
		Christmas treats – food technology	Egyptian pop-up book		Night lights (linked with science)	
Year 3/4 B	Prehistoric		The Romans		Anglo-Saxons	
	Stone Age meals			Roman mask making	Sewing and decorating a pouch	Viking boats
Year 5/6 A	Amazing Americas		Earth and Space		Off with their heads!	
	Totem Poles – create products			Construct moon buggies – wood and electronics		Enterprise week - various
Year 5/6 B	The Victorians		Ancient Greece and Democracy		War and Peace	
		Cross stitch cushions - sewing	3D architectural construction		Food rationing	Enterprise week - various

Overview of DT skills – progression and coverage

Skill	Context	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
To master practical skills	Food	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. 	<ul style="list-style-type: none"> • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). 	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
	Materials		<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). 	<ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. 	<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).

	Textiles		<ul style="list-style-type: none"> • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles. 	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles.
To master practical skills	Electricals and electronics		<ul style="list-style-type: none"> • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). 	<ul style="list-style-type: none"> • Create series and parallel circuits 	<ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).
	Computing		<ul style="list-style-type: none"> • Model designs using software. 	<ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. 	<ul style="list-style-type: none"> • Write code to control and monitor models or products.
	Construction		<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. 	<ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. 	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).

	Mechanics		<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. 	<ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). 	<ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.
To design, make, evaluate and improve			<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design. 	<ul style="list-style-type: none"> • Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs. 	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.
To take inspiration from design throughout history			<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. 	<ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. 	<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.

Geography

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Subject Lead						
Thomas Codd						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R/1 (a and b)						
2			Rainforests			
3 and 4 (a)	Rivers				Our Village	
3 and 4 (b)	Prehistoric Britain					
5 and 6 (a)	Amazing Americas					
5 and 6 (b)			Greece (within Ancient Greece)			
Why we learn Geography at Ewelme C.E. Primary School			Cultural Capital			
<ul style="list-style-type: none">- To inspire pupils to have a curiosity and fascination about the world.- To equip pupils with knowledge about diverse places and people.- To gain a knowledge of how the human and physical Geography of our local city of Oxford has changed throughout time.- Exploring different cultures of people around the world and how their life differs to ours.- Better understanding of how our local area has developed over time.- The impact of certain human factors that affect the planet we live in – for example Climate change.- Making connections with prior learning about how certain places change through time.			<p>Throughout the Geography Curriculum the children will gain a variety of experiences to aid their cultural capital such as:</p> <ul style="list-style-type: none">- Carry out fieldwork in places of local interest relating to their topic- Use computer software to identify places in the world and understand their key physical and human characteristics- Partake in trips associated with their current topic. E.g. The Living Rainforest- Use artefacts and other primary and secondary resources to support hands on learning.- Learn about famous geographers- Gain knowledge about physical geography through the shared work of others, e.g. Sir David Attenborough.- Have an exposure to a wide range of reading materials linked to their current topic.			

Reception and Year 1 – Cycle A and B: Skills and knowledge progression and coverage

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Year A: Dinosaurs and Us Year B: Toys and animals		Year A: The Seasons Year B: Whatever the Weather		Year A: In the Country Year B: About Town	
Reception				Understand some important processes and changes in the natural world around them, including the seasons and changes of state.		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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.	
Year 1	Locational Knowledge	<ul style="list-style-type: none"> - Know that I live in Europe - Understand that the world is divided into 7 continents; name at least 3 of them. - Know that there are different oceans; name at least 2 of them 		- Know where the equator is.		<ul style="list-style-type: none"> - Name the 4 countries of the UK - Know the capital city of England is London 	
	Place knowledge	<ul style="list-style-type: none"> - A local study of our area. - Non-European study compare to local area (North Pole) - understand the similarities and difference of a small area in UK and a small area in a non-European country 				- Begin to understand and recognize physical and human features	
	Human and Physical Geography	<ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, shop - Describe cold areas of the world related to the poles. 		<ul style="list-style-type: none"> - Name the seasons - Recognise the weather type in each season - Talk about day to day weather - Describe daily weather patterns 		- Use basic geographical vocabulary to refer to local and familiar features: forest, hill, mountain, valley, farm, city, town, village, factory, farm, house, office, shop	
	Skills and Fieldwork	- 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				<ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom and its countries - Use simple compass directions and locational and directional language to 	

		<ul style="list-style-type: none"> - Use simple compass directions and locational and directional language to describe the location of features and routes on a map - Use a simple picture map to move around the school - Use picture maps and globes 		<p>describe the location of features and routes on a map</p> <ul style="list-style-type: none"> - Learn names of some places within/around the UK - Use relative vocabulary (bigger/smaller) - Draw picture maps of imaginary places and from stories; use own symbols on the map
	Vocabulary (not exhaustive)	Village, farm, house, shop, school, Cold, poles, equator, North Pole, South Pole, North America, South America, Europe, Asia, Africa, Australia, Antarctica,	Summer, Spring, Autumn, Winter, weather, hot, cold, temperature, season,	Forest, hill, mountain, valley, farm, countryside, city, town, factory, office, capital city, London, symbol, map

Year 2: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Castles		Rainforests	Fire! Fire!	Inventors and Explorers	
Locational Knowledge	- Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas.		- Name and locate the equator, North and South Poles		- Recognise and name all 7 continents and 5 oceans	
Place knowledge	- Understand human and physical features		- Non-European study compare to local area - Locate hot and cold regions of the world	- City study: London		
Human and Physical Geography			- Know how seasons change throughout the year and characteristic weather associated with it. - Describe the pattern of hot and cold areas of the world related to the equator and the poles			
Skills and Fieldwork	- Use simple compass directions (North, South, East, West) and locational and directional language to describe the location of features and routes on a map. - Begin to understand the need for a key. - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)		- Use an atlas to locate places. - Find land/sea on a globe	- Locate and name on UK map major features. E.g. London, River Thames	- 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. - Draw a map of a real or imaginary place. - Use class agreed symbols to make a simple key. - Follow a route on a map.	

				- Use large scale OS maps.
Vocabulary (not exhaustive)	- Vocab linked to local and familiar physical features: forest, hill, mountain, sea, river, soil, valley,	- Vocab linked to local and familiar physical features: vegetation, season, weather	- Vocab linked to key human features: city, town, village, factory, house, office, shop	- Vocab linked to local and familiar physical features: beach, cliff, coast, sea, ocean, river - Vocab linked to key human features: harbour, port - North America, South America, Europe, Asia, Africa, Australia and Antarctica - Indian Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean and Atlantic Ocean

Year 3/4 - Cycle A: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rivers		Egypt now and in Ancient Times		Local Study – Ewelme and the surrounding area over time.	
Locational Knowledge	<ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/ Greenwich Meridian and time zones - Locate physical environments in the UK 		<ul style="list-style-type: none"> - Locate the world's countries - Egypt – concentrating on their environmental regions, key physical and human characteristics, countries and major cities 		<ul style="list-style-type: none"> - Relate continent, country, county and city where we live - Locate cities of UK - Begin to identify counties of the UK 	
Place knowledge	<ul style="list-style-type: none"> - Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) 		<ul style="list-style-type: none"> - Understand the basic human and physical geography of a region 		<ul style="list-style-type: none"> - Analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding 	
Human and Physical Geography	<ul style="list-style-type: none"> - Describe and understand key aspects of the water cycle. 		<ul style="list-style-type: none"> -types of settlement and land use 		<ul style="list-style-type: none"> - Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns, and understand how some of these aspects have changed over time. 	
Skills and Fieldwork	<ul style="list-style-type: none"> - Use maps, atlases and digital / computer mapping to describe features studied - Follow a route on a map - Begin to match boundaries (e.g. find same boundary of a country on a different scale map) 		<ul style="list-style-type: none"> - Begin to use map sites on internet and junior atlases 		<ul style="list-style-type: none"> - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - Use symbols and key (including the use of Ordnance Survey maps) to build knowledge of United Kingdom. - Observe, measure, record and present the human and physical features in a local area using methods such as sketch maps, plans, graphs and digital technologies. 	
Vocabulary (not exhaustive)	Latitude, longitude, arctic circle, Antarctic circle, Water cycle, river, condensation, evaporation, precipitation,		Settlement, pyramid		Mountain, contour lines, peak, ridge, compass, map, Ordnance Survey Map, key, symbol	

Year 3/4 - Cycle B: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Prehistoric		Romans		Anglo-Saxons	
Locational Knowledge	- Locate cities of the UK		- Locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities			
Place knowledge	- Build their knowledge of the United Kingdom and the wider world. - Explain why some regions are similar / different in terms of human and physical geography		- Develop contextual knowledge of the location of globally significant places			
Human and Physical Geography	- physical geography including types of settlement and land use		- Describe and understand key aspects of physical geography including: mountains, volcanoes and earthquakes - Describe how and explain why, physical processes can cause hazards to people			
Skills and Fieldwork	- Use the 8 points of a compass - Use letter / number coordinates to locate features on a map - Use standard symbols - Know why a key is needed - Begin to use 4 figure grid references		- Use maps, atlases and digital / computer mapping to describe features studied			
Vocabulary (not exhaustive)	Settlement, land use, trade		Active, dormant, lava, lava bomb, eruption, fissure, ash cloud			

Year 5/6 - Cycle A: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Amazing Americans		Earth and Space		Off with their heads!	
Locational Knowledge	<ul style="list-style-type: none"> - Locate places, countries and regions of North / South America - Locate places in relation to equator, tropics and their latitude and longitude - Locate places concentrating on their environmental regions, key physical and human characteristics, countries and major cities - Describe and explain a range of contrasting physical environments - Comparison between UK /European and N/S American – understand differences in physical and human geography 		<ul style="list-style-type: none"> - Locate places in relation to equator, tropics and their latitude and longitude 		<ul style="list-style-type: none"> - Locate counties and cities of the UK 	
Place knowledge	<ul style="list-style-type: none"> - Understand why biomes are important and how they are under threat from human activity - Explain ways in which biomes are valuable and how they can be protected - Explain how regions are unique - Compare cities – Oxford and a city in America 		<ul style="list-style-type: none"> - understand causes of hazards from physical environment and their management - Describe and explain why some physical processes cause hazards to people 			
Human and Physical Geography	<ul style="list-style-type: none"> - Identify physical and human characteristics - Physical geography: climate zones, biomes and vegetation belts, mountains, rivers 		<ul style="list-style-type: none"> - Physical geography: earthquakes 			
Skills and Fieldwork	<ul style="list-style-type: none"> - Use 8 compass points, 4 fig. grid ref and begin to use 6 fig grid ref. - Identify significant places and environments - Use atlases to find out about other features of places 					
Vocabulary (not exhaustive)	Rural, settlement, linear, dispersed, nucleated, suburban, urban, urbanization		Richter scale, tectonic plate, ring of fire			

Year 5/6 - Cycle B: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Victorians		Ancient Greece/Democracy		War and Peace	
Locational Knowledge			<ul style="list-style-type: none"> - Locate countries in Europe using an atlas / map - Use maps, atlases, globes and digital / computer mapping to describe features studied - Describe and contrast key human and physical characteristics (trade links) 			
Place knowledge			<ul style="list-style-type: none"> - Compare regions 		<ul style="list-style-type: none"> - Explain how and why a region has changed. 	
Human and Physical Geography			<ul style="list-style-type: none"> - Describe and understand key aspects of 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 		<ul style="list-style-type: none"> - have an understanding of the importance of capital cities 	
Skills and Fieldwork			<ul style="list-style-type: none"> - Confidently use 4 compass points - Begin to use 8 compass points - Locate places on larger scale maps e.g. map of Europe - Draw a variety of thematic maps 		<ul style="list-style-type: none"> - Draw a sketch map using symbols and keys - Use and recognize OS map symbols - Compare maps with aerial photos. - Select a map for a specific purpose - Measure straight line distance on a plan - Follow a short route on an OS map - Use a scale to measure distances 	
Vocabulary (not exhaustive)			Political map, trade links		Urban, capital city, suburban,	

History

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Subject Lead						
Thomas Codd						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1						
2	Castles			Fire! Fire!		
3 and 4 (a)			Ancient Egypt			
3 and 4 (b)	Prehistoric Britain		Romans		Anglo-Saxons	
5 and 6 (a)					Off with their heads!	
5 and 6 (b)	Victorians		Ancient Greece/Democracy		War and Peace	
Why we learn History at Ewelme C.E. Primary School				Cultural Capital		
<ul style="list-style-type: none">- To ensure children have a chronological understanding and knowledge of how their history and heritage began, local and global, up to the present day.- To understand where they've come from and the history that has shaped their current existence (The Big Picture).- To allow children to explore different and diverse cultures and how they live/lived their lives differently to us.- To be aware of how one culture can influence another i.e. Romanisation of Britain.- To compare different societies and civilisations with our own, then and now.- To have empathy and understanding in regards to choices and differences (SMSC)- To understand why people made certain decisions, based on previous events or knowledge- To gain a better understanding of how our local area has developed over time and make connections with different time periods in history (real world connections).- To understand the impact of certain events, as well as individuals, on the world.- To learn and apply historical skills to enable learners to independently draw conclusions or inferences and give reasoned explanations and justifications for their opinions and views.				<p>During the year, each class will have the opportunity to:</p> <ul style="list-style-type: none">- Partake in trips associated with current topics to provide significant and relevant experiences.- Theme Days to immerse the children in the life and times of a past civilisation.- Invite relevant people into school to provide first hand experiences.- Use artefacts and other primary and secondary resources to support hands on learning.- Take part in drama activities to explore significant events and individuals.- Opportunities to explore democratic changes using current political events and links to the past. <p>Whole school focus on History i.e significant historic events celebrated as a school.</p>		

Reception and Year 1 - Cycle A and B: Skills and knowledge progression and coverage

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Year A: Dinosaurs and Us Year B: Animals and Toys		Year A: The Seasons Year B: Whatever the weather		Year A: In the Country Year B: About Town	
Reception		<ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 				<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society 	
Year 1	Significant People					Year A: Beatrix Potter (botanist) Year B: Queen Elizabeth II	
	Chronological Understanding	<ul style="list-style-type: none"> - Understand the difference between things that happened in the past and the present. - Sequence events in their life. - Describe things that happened to themselves and other people in the past - Order a set of objects (3 or 4); say which of the 2 events happened first - Make comparisons between areas of study 		<ul style="list-style-type: none"> - Use a timeline to place important events 		<ul style="list-style-type: none"> - Use words such as: now, yesterday, last week, a long time ago 	
	Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> - remember key events about areas of study 		<ul style="list-style-type: none"> - recall some facts about events before living memory - recall some facts about events before living memory 		<ul style="list-style-type: none"> - recall some facts about people before living memory - say why people may have acted the way they did 	
	Historical interpretation	<ul style="list-style-type: none"> - look at books, artefacts and photographs to find out about the past - Think about how reliable, memories of adults are 		<ul style="list-style-type: none"> - look at videos, books and pictures to find out about the past - distinguish between fact and fiction 			
	Historical Enquiry	<ul style="list-style-type: none"> - identify different ways in which the past is represented 		<ul style="list-style-type: none"> - explore events, look at pictures and ask questions e.g. which are old / new? What were the people doing? 			

		- look at objects from the past and ask questions e.g. what were they used for? Try to answer		
	Organisation and Communication	- tell stories about the past - Sort objects into groups (e.g. then/now)	- Use timelines to order events	- talk, draw and write about things from the past
	Vocabulary and terms (Tier 3 Vocab)	Long time ago, ancient, centuries, then, now, past, present, timeline, artefact	Festival, celebration, anniversary, event, timeline, past,	Botanist, Queen, royal, king,

Year 2: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Castles		Rainforests	Fire! Fire!	Inventors and Explorers	
Significant People	King / Queen			Samuel Pepys	Jacques Costeau	
Chronological Understanding	<ul style="list-style-type: none"> - Understand and use the words of past and present when telling others about an event e.g. long time ago, ancient, centuries - Make comparisons between areas of history studied. 			<ul style="list-style-type: none"> - Use names and words specific to the area of study - Use a timeline to place important events that they have learned about - Sequence artefacts closer together in time – check with reference book 	<ul style="list-style-type: none"> - Recount changes in my own life over time – describe - Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. 	
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> - Use information to describe the past. - Look at evidence to give reasons and explain why people in the past may have acted in the way they did. 			<ul style="list-style-type: none"> - Remember key events from area of study - Describe differences between then and now. - Recount the main events from a significant event in history. 	<ul style="list-style-type: none"> - Identify differences between ways of life at different times. 	
Historical interpretation	<ul style="list-style-type: none"> - Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 			<ul style="list-style-type: none"> - Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, historical sites and the internet to find out about the past. 		

			<ul style="list-style-type: none"> - Compare 2 versions and pictures/ photographs of a past event - Discuss reliability of photos / accounts/ stories 	
Historical Enquiry	<ul style="list-style-type: none"> - Identify different ways in which the past is represented - Ask questions about the past - Use a wide range of information/ sources to answer questions 			<ul style="list-style-type: none"> - Use a source to answer questions about the past based on simple observation
Organisation and Communication	<ul style="list-style-type: none"> - Describe objects in history - Use timeline to order objects - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 		<ul style="list-style-type: none"> - Describe objects, people and events in history - Use timelines to order events - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> - Describe people in history - Use timelines to place significant people - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.
Vocabulary and terms (Tier 3 Vocab)	Drawbridge, turret, ramparts, lance, dungeon, moat, shield, portcullis, chaplain, squire, jester, battlements, gatehouse, motte, bailey, moat, curtain wall		Leather bucket, squirt, fire posts, fire hook, gun powder, thatched roof, wattle and daub, timber frame, cathedral, diocese, government	Exploration, temperature, expedition, uninhabitable, observe, machine,

Year 3/4 - Cycle A: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rivers		Ancient Egypt		Local Study – Ewelme and the surrounding area over time.	
Significant People			Tutankhamun Howard Carter		Alice Chaucer	
Chronological Understanding			<ul style="list-style-type: none"> - Understand that a timeline can be divided into BC and AD - Use a timeline to place historical events in chronological order – focus on time studied first 			
Knowledge and understanding of events, people and changes in the past			<ul style="list-style-type: none"> - use evidence to describe what was important to people in the past - offer reasonable explanation for some events - know and understand the achievements of the earliest civilizations 			
Historical interpretation			<ul style="list-style-type: none"> - distinguish between sources of information - construct informed responses that involve thoughtful selection and organization of relevant historical information 			
Historical Enquiry			<ul style="list-style-type: none"> - use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, visits to museums as evidence about the past 			
Organisation and Communication			<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 			
Vocabulary and terms (Tier 3 Vocab)			Mummy, pharaoh, pyramid, sickle, tomb, scarab, papyrus, hieroglyphics, mattock,			

Year 3/4 - Cycle B: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Prehistoric		Romans		Anglo-Saxons	
Significant People			Boudicca		Alfred the Great Aiden of Lindisfarne	
Chronological Understanding	<ul style="list-style-type: none"> - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times. - Understand that a timeline can be divided into BC and AD - Order significant events and dates on a timeline 		<ul style="list-style-type: none"> - Sequence several events or artefacts - Describe the main changes in a period in history 		<ul style="list-style-type: none"> - Make links between previously studied areas of history – identify similarities and differences 	
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> - Remember key facts and information - Describe similarities and differences between people, events and artefacts studied - Understand changes associated with travel, religion and technology. 		<ul style="list-style-type: none"> - Use evidence to describe the culture and leisure activities from the past - Identify reasons for and results of peoples actions. - gain and deploy a historically grounded understanding of abstract terms such as 'empire' 		<ul style="list-style-type: none"> - Use evidence to describe buildings and settlements and their uses of people from the past - understand Anglo-Saxon invasions, settlements and kingdoms. 	
Historical interpretation	<ul style="list-style-type: none"> - Begin to evaluate and challenge the usefulness of different sources 		<ul style="list-style-type: none"> - explore the idea that there are different accounts of history - know that people in the past represent events or ideas in a way that persuades others. 		<ul style="list-style-type: none"> - look at representations of the period e.g. cartoons, museums etc. 	
Historical Enquiry	<ul style="list-style-type: none"> - use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, visits to museums as evidence about the past - ask questions and find answers about the past 		<ul style="list-style-type: none"> - use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, visits to museums as evidence about the past - observe small details - choose relevant material to present a picture of one aspect of life in the past 		<ul style="list-style-type: none"> - use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, visits to museums as evidence about the past - select and record information relevant to the study 	
Organisation and Communication	<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 		<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 		<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 	
Vocabulary and terms (Tier 3 Vocab)	Stone age, bronze age, iron age, Neolithic, flint knapping, hand axe, hill fort, clan, tribe, hunter-gatherer,		Latin, roman numerals, barbarian, villa, aqueduct, centurion, invasion, legion, mosaic, celt, hypocaust		Bayeux tapestry, bronze helmet, lyre, tithing, earl, oath, Fyrd,	

Year 5/6 - Cycle A: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Amazing Americans		Earth and Space		Off with their heads!	
Significant People						
Chronological Understanding	- Know and sequence significant events, movements, and dates from around the world on a timeline.				<ul style="list-style-type: none"> - Understand that a time line can be divided into AD and BC - Know and sequence significant events, movements, and dates from around the world on a timeline. - Describe the main changes in a period of history - Draw own timeline with accurate intervals 	
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> - Compare beliefs and behaviours with another time studied. - Find out about beliefs, behavior and characteristics of people and recognize that not everyone has the same views. 				<ul style="list-style-type: none"> - Choose reliable sources of information to find out about the past. - Make links between some of the features of past societies (e.g. religion, houses) 	
Historical interpretation	- Ask questions to develop an understanding and begin to ask questions of what people have said.				<ul style="list-style-type: none"> - Evaluate evidence to choose the most reliable forms. - Give clear reasons why there may be different accounts of history 	
Historical Enquiry	<ul style="list-style-type: none"> - Use a wide range of sources to collect evidence about the past - Investigate own lines of enquiry by posing questions to answer 				<ul style="list-style-type: none"> - Use a wide range of sources to collect evidence about the past - Begin to identify primary and secondary sources 	
Organisation and Communication	- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT				<ul style="list-style-type: none"> - Give own reasons why changes may have occurred, backed up by evidence - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT - Plan and present a self-directed project or research about the studied period 	
Vocabulary and terms (Tier 3 Vocab)	Archaeologist, architecture, civilization, deities, demise, hierarchy, indigenous, plaza, polytheists				Lute, chemise, befeater, scythe, gallows	

Year 5/6 - Cycle B: Skills and knowledge progression and coverage

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Victorians		Ancient Greece/Democracy		War and Peace	
Significant People						
Chronological Understanding	<ul style="list-style-type: none"> - Compare historical periods identifying similarities and differences. - Use relevant terms and period labels - understand how some historical events occurred concurrently in different locations 		<ul style="list-style-type: none"> - Describe dates of and order significant events from the period studied. - Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across all the periods they study. 		<ul style="list-style-type: none"> - Compare a range of historical periods identifying similarities and differences. - Identify trends over time. How have these continued / developed? 	
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> - Compare an aspect of life with the same aspect in another period - Use evidence to show how the lives of rich and poor people in the past differed. 		<ul style="list-style-type: none"> - Examine causes and results of great events and the impact on people - Describe how historical events studied affect / influence life today 		<ul style="list-style-type: none"> - Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate explanation 	
Historical interpretation	<ul style="list-style-type: none"> - Give reasons why there may be different accounts of history. - Compare accounts or events from different sources. 		<ul style="list-style-type: none"> - understand how our knowledge of the past is constructed from a range of sources - identify and give reasons for different ways in which the past is represented. 		<ul style="list-style-type: none"> - Understand that some evidence from the past is propaganda, opinion or misinformation, and this affects interpretations of history. 	
Historical Enquiry	<ul style="list-style-type: none"> - Use a wide range of sources to collect evidence about the past - Use evidence to build a picture of a past event by carefully selecting the information that is used. 		<ul style="list-style-type: none"> - use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, visits to museums as evidence about the past - use sources to justify answers 		<ul style="list-style-type: none"> - Use a wide range of sources to collect evidence about the past - Choose reliable sources of evidence to answer questions, realizing there is often not a single answer to historical questions - Suggest omissions and the means of finding them out 	
Organisation and Communication	<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT - Plan and present a self- directed project or research about the studied period 		<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 		<ul style="list-style-type: none"> - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT 	
Vocabulary and terms (Tier 3 Vocab)	Mangle, poverty, cane, mining, the census, washboard, industrial		Democracy, myth, architecture, philosophy, artefact, legacy		Axis power, allies powers, blitz, evacuee, rationing, refugee, invasion, chancellor, home guard, the holocaust	

Religious Education

Subject overview (inc. cultural capital)139

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Subject Lead						
Joe Ottaway						
Year group(s)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Christianity God Belonging	Christianity Harvest Christmas Celebration	Christianity / Judasim Creation	Christianity Jesus Leaders Rabbi and Vicars	Christianity / Judaism Old Testament Moral stories	Judasim Synagogue Community Symbols
Year 2	Christianity / Judaism Moses Old Testament	Christianity / Judaism Symbols Christmas	Christianity/ Judaism New Year Rosh Hashanah	Christianity Easter Holy Week	Christianity / Judaism Old Testament stories	Judaism Shabbat
Year 3/4 Cycle A	Christianity Worship Communion	Hindu / Christianity Judaism Advent Divali Chanukah	Judaism / Hindu Belief Commandments	Judaism / Christianity Freedom	Christianity Authority	Christianity Truth Story
Year 3/4 Cycle B	Hindu Art Symbol God	Christianity Mary Worship	Hindu / Christianity Pilgrimage	Christianity Lent	Christianity Miracles	Christianity Hindu Prayer
Year 5/6 Cycle A	Sikhism Sacred text Gurus	Christianity Peace Christmas	Islam Sacred Places Mosque	Christianity Sacrifice Sin Redemption	Christianity Holy Spirit Inspiration	Christianity Islam Charity Zakat
Year 5/6 Cycle B	Christianity Saints	Christianity Incarnation Emmanuel	Sikhism Khalsa 5Ks	Christianity Eternal life	Christianity Islam Hindu	Multi faith Creation Care for world

Credit: Adapted from Oxford Diocesan Board of Education KS1 and KS2 Long Term RE Plans (Oxfordshire Agreed Syllabus)

Why we learn RE at Ewelme C.E. Primary School	Cultural Capital
<p>At Ewelme C.E. Primary School we aim for our RE Curriculum to:</p> <ul style="list-style-type: none"> • Reflect and enhance the school's Christian character and values. • Make the children aware of the beliefs held by people following a religion. • Broaden children's understanding about Christianity as well as other major religions within Britain. • Allow children to delve deeper into other main religions of the world, such as Judaism, Hinduism and Sikhism. • Develop children's critical thinking skills through using enquiry-based learning. • Ensure children have knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise. • Understand the idea that children are free to make their own choices and decisions concerning religion and belief. • Ask a key question for enquiry each term. • Make children more aware of the beliefs of others around the world. 	<p>During the year each class will have the opportunity to:</p> <ul style="list-style-type: none"> • Visit a place of worship related to the religion they are studying such as a Church, Mandir, Mosque or Synagogue. • Meet a religious leader related to the religion they are studying. • Be involved in assemblies led by a religious leader. • Have opportunities to use drama to explore religious events and festivals • All Year groups will have the opportunity to visit one of 4 churches of Christianity. • Assemblies highlighting the other religious events happening throughout the world.

Year 1 – Overview of the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Learning Objective	To explore how and why people choose to belong to groups and religions and the difference that makes to their lives.	To explore and compare reasons for celebrating Harvest and Christmas To learn that not everyone celebrates the same festivals	To understand Christian and or Jewish beliefs about Creation and the character of God	To explore the reasons why people follow Jesus, with reference to the Easter story	To explore some Old Testament stories and find what can be learned from them	To explore the significance and role of the synagogue for Jews; become aware of the role of the home for Jews
Big Question	Is everybody special?	Should we celebrate Harvest or Christmas?	Does Creation help people understand God?	Should everyone follow Jesus?	Are some stories more important than others?	Do we need shared special places?
Other key questions	What do people believe about God, humanity and the natural world? What do we get out of belonging to different groups and how do we show that we belong? What makes me special?	What makes some stories special in religion? How and why are celebrations important in religion?	What do people believe about God, humanity and the natural world? What makes some stories special in religion?	What makes some teachers and leaders special for religious people? What makes some stories special in religion?	What makes me special? What do people believe about God, humanity and the natural world? What makes some stories special in religion?	How and why do symbols express religious meaning? What do we get out of belonging to different groups and how do we show that we belong? What makes me special?
Faith(s) studied	Christianity	Christianity	Christianity and Judaism	Christianity	Christianity and Judaism	Judaism
Other themes covered	God Belonging	Harvest Christmas Celebration	Creation	Jesus, Leaders, Rabbi, Vicars	Old Testament Moral stories	Synagogue Community Symbols
Additional guidance and resources	ODBE RE scheme of work KS1, Y1 Aut 1 Unit 1 Mid-Term Planning	ODBE RE scheme of work KS1, Y1 Aut 2 Unit 2 Mid-Term Planning	ODBE RE scheme of work KS1, Y1 Spr 1 Unit 3 Mid-Term Planning	ODBE RE scheme of work KS1, Y1 Spr 2 Unit 4 1 Mid-Term Planning	ODBE RE scheme of work KS1, Y1 Sum 1 Unit 5 Mid-Term Planning	ODBE RE scheme of work KS1, Y1 Sum 2 Unit 6 Mid-Term Planning

Credit: Adapted from Oxford Diocesan Board of Education KS1/Y1 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

Is everybody special?

Key Concepts: Community; baptism; the Golden Rule

Learning Objective: to explore how and why people choose to belong to groups and religions and the difference that makes to their lives. Recognise that everyone is different, but equally of value.

Brief Background Knowledge for teachers

Baptism is recognised by most branches of the Christian Church as one of the sacraments and signs of belonging. In baptism children or adults are welcomed into the church; in some denominations, this is the only form of membership; other denominations have a second tier of membership, such as confirmation. Baptism can be by immersion in water (e.g. Baptist church) or by sprinkling (e.g. Anglican church). Some people prefer to be baptised as adults and so hold thanksgiving services for children, allowing them therefore to make their own choice as adults or young people. These differences can be noticed within as well as between denominations. There are several symbols connected with baptism; in brief the water represents cleansing from sin or wrong-doing, and the immersion in it mirrors the death and resurrection of Jesus. The candle given at the end of the service represents the passing from darkness (the world) to light (the Kingdom of God); Jesus is often known as the Light of the World. The stories of the Lost Coin and the Lost Sheep are parables – stories with a meaning – told by Jesus. There are many levels on which these parables can be understood, but they both show God's care for the individual in that anything (anyone) lost is worth saving. Each one has value. A key point to note is that the individuals are sought to return to the group. They were noticed as missing because they belonged to the group. The Golden Rule is all about treating others as you wish to be treated and is found in most of the world's major faiths

Expected learning

Pupils will be able to retell simply the parables of the Lost Coin and the Lost Sheep; they will recognise that parables are stories with meaning; they will recognise the sacrament of baptism as a ceremony of belonging; they will be able to describe the key events of the ceremony; they will know the basic meaning of the baptism symbols; they will know that these stories and the ceremony are Christian and be able to identify that other religions may have different ways of expressing belonging; they will know the Golden Rule and be able to identify some ways in which these ideas are connected; they will have an understanding of the concept of community and belonging.

Developing

Pupils recognise the stories of the Lost Coin & Lost Sheep; they will identify different groups that people can belong to and the reasons why people choose to join. They will know that baptism is a Christian ceremony to show belonging and they will recognise the key features of the baptism ceremony. They will talk about their own experiences of belonging.

Excelling

Pupils will know the correct terminology for baptism and be confident of the meaning of the symbols. Pupils will compare the advantages and disadvantages of belonging to a group. They will create their own ceremony for joining a group and explain the significance of the ceremony for joiners and the reasons why people would join.

Engage:

- Ask pupils to think about all the things that make them special – things that they can do, things they know. Pupils could work in pairs to find out one interesting or special thing about their partner and report back to the rest of the class. Pose the question about whether some people are more important than others. Discuss.
- Look at some of the groups that pupils belong to and discuss whether being part of a group makes everyone the same. Think about the difference between choosing to be part of a group and just being part of something

Enquire & Explore: (AT1)

- How do we know we are special? Look at wider relationships and how they make us feel about ourselves.
- Read a selection of Bible stories – the Lost Coin, the Lost Sheep, - and discuss what these stories tell us about being special. Children choose one from a range of pictures that they think shows that Jesus thinks everyone is special.
- Investigate baptism and how for Christians that is a way of showing that someone is special to God. Children could interview a Christian or Christian family about why they choose to be baptised or get their child baptised. If there are children of other faiths find out how they might show that they are special to God.

Evaluate: (AT2 Impersonal)

- Does being baptised make you special? Are there other ways to show that people are special?
- Does belonging to different groups make you special or make you all the same?

Reflect & Communicate: (AT2 Personal)

- Does what you believe about yourself change the way you treat other people?
- What is the best way of showing that someone is special?
- This could link to the class charter or school values or Golden rules.

Year 1: Unit 2**Term: Autumn 2****Year: NA****Should we celebrate Harvest or Christmas?**

Key Concepts: Christianity; Harvest; Christmas; Judaism; Sukkot; Giving thanks

Learning Objective: to explore and compare reasons for celebrating Harvest and Christmas
To learn that not everyone celebrates the same festivals

Brief Background Knowledge for Teachers:

Harvest festival, as celebrated by the church today, was begun in the 19th Century, in Cornwall when parishioners were invited to a service of thanksgiving. Harvest festivals are traditional around the world at different times for different produce; the Old Testament sets out the rules for Jewish harvest festivals, of which Sukkot is the final one of the year, marking the ingathering of the last crops and the end of the agricultural year. During Sukkot, many Jewish families will live in booths or shelters, erecting these in their gardens. It is a dual reminder of the harvest and the need to rely on God, as the booths are reminiscent of the temporary dwellings that the Israelites lived in during the Exodus period, wandering in the wilderness for 40 years. The tradition of giving thanks for the harvest is first seen in the story of Cain and Abel (not the murder) when they bring gifts to offer God and at the end of the story of Noah, where he builds an altar to give thanks for his rescue. Useful passages are: Lev 19:9-10; Lev 23:22, 42-23; Ps 67.6; Ps 107:37; Proverbs 22:9; Exodus 34:22; Lev 23:33 – 43 & Deuteronomy 16:13-17. During Sukkot as well as living in booths 4 spices are waved (*etrog* – the fruit of a *citron* tree; the *lulav* – a ripe, green, closed *frond* from a *date palm* tree; the *hadass* – boughs with leaves from the *myrtle* tree and the *aravah* – branches with leaves from the *willow* tree). There are different interpretations of the symbolism of these items but the easiest for KS1 is as follows: the items are viewed as representing parts of the human body. The *Lulav* – the spine; *Hadass* – the eye; *Aravah* – the mouth and the *Eetrog* – the heart. By binding them together for a *mitzvah* or commandment the Jew shows their desire to consecrate their entire being to the service of God. Christmas is the Christian celebration of the birth of Jesus, which many scholars believe actually occurred not in December, but at the time of the festival of Sukkot. They then see Jesus as a gift from God, part of the gathering in of the harvest. The story of the birth of Jesus is only told in two of the 4 Gospels (Matthew 1 & Luke 2). Christians believe the Jesus was born of Mary, but that he is the Son of God, both totally human and totally God. Christians give thanks at Christmas for the birth of Jesus and the festival is marked with church services, carols and symbols of light (candles, etc.) to remind Christians the Jesus is called the Light of the world. Christmas begins on 25th December and lasts for 12 days as a feast and until 2nd February as a church season. The period from 1st to 24th December is called Advent and was traditionally a period of fasting (going without certain foods).

Expected Learning

Pupils will learn that the celebration of Harvest is a fairly new Christian festival, focused on thanksgiving for the food that we have and showing concern for the wider world where there is not enough food. They will learn that giving thanks for things is a shared human experience; they will learn the basic stories of Cain and Abel and Noah; they will learn the basic story of the Exodus; They will be able to describe the key features of Sukkot and the key features of Christmas as understood by Christians. They will know that the 4 spices are symbolic but may not remember all the details. They will know that Christmas is a Christian festival and that Sukkot is a Jewish festival. They will know that Jewish people do not celebrate Christmas.

Developing

Pupils will recognise the 3 festivals and link them to the correct religion. They will be able to talk about the key features and link artefacts to the correct festival. They will show understanding that all people celebrate, and they will be able to explain some reasons people give for celebrating.

Excelling

Pupils will make links between the festivals and the biblical material, showing an understanding of the key beliefs that these festivals demonstrate and suggest meaning for the symbols. They will know why people celebrate and they will know why Jewish people do not celebrate Christmas.

Engage:

- Are you looking forward to Harvest or Christmas more? Get pupils to say why.
- Talk about what they do like to celebrate and how and why they celebrate it.
- Look at different ways of saying thank you – throwing a party, giving a present, etc.

Enquire & Explore: (AT1)

- Explore Harvest – what it is, how it is celebrated and why. Find out about the Jewish festival of Sukkot. Look at the symbols used. Think about why it is important to say thank you for food. Describe how Sukkot is celebrated and compare that to the Christian festival of Harvest.
- Explore the story behind Christmas – perhaps focusing on the giving of gifts. Think about how it might also be about saying thank you. Pupils could look at various pictures and artefacts and link these to the appropriate celebration and talk about the link that they identify in the object/picture.
- Think about whether Jesus is a gift from God to Christians and if so what that means for them

Evaluate: (AT2 Impersonal)

- Discuss whether Harvest or Christmas is more important to Jews and why.
- Discuss whether Harvest or Christmas is more important to Christians and why. What difference does it make? Is it possible that they are both equally important? Are there things that are similar? Are there similarities between the Jewish and Christian Harvests?

Reflect & Communicate: (AT2 Personal)

- Which festival do the children think is more important now? Have they changed their mind?
- They could plan a class Harvest or Christmas celebration; make Sukkahs
- If they have taken part in a school harvest celebration, they could discuss the impact on themselves and/or the community.

Year 1: Unit 3**Term: Spring 1****Year: NA****Does Creation help people understand God?****Key Concepts:** Creation, God, Christianity, Judaism; God as Creator*A Muslim view of creation could be substituted for Judaism***Learning Objective:** to understand Christian and or Jewish beliefs about Creation and the character of God**Brief Background Knowledge for Teachers**

Most religions and people groups have Creation stories which inform their view of the world and people's place in it. This unit will concentrate on the Biblical account of creation as told by Christians and Jews but will also make reference to some of the Psalms which explore the Jewish view that the created world reflects the glory and creativity of God. The Bible actually has two creation stories: Genesis chapter 1 tells of the 7 days of creation; Genesis chapter 2 takes things more from the perspective of humankind with the focus on the creation of Adam and then of Eve, with Adam naming all the animals and mankind's relationship with the Creator God. It is important to realise that for most Christians this is not taken as a scientific record of how the world was created but answers more the question why the world was created. It is illegal to teach creation as science, so the discussion needs to focus more on what creation tell believers about God. For Jewish believers, the day of rest (Shabbat) has its roots in the creation story as that is part of God's instruction to them in the 10 commandments in Exodus chapter 20. The other element for many Jewish believers is that God rested on the 7th day to allow humans to work to complete the job of creation. The key emphasis in the creation account is that God looked at what he had created and saw that it was good. This has been one of the key beliefs that has informed Christian views about how to care for the world and the need to care for it. When God answers Job's complaints, at the end of the Book of Job, joy in creation is evident.

Expected Learning:

Pupils will learn the Creation story from Genesis 1 and be able to retell it simply; they will know the Phrase "And God saw that it was good". They will know that most Christians believe that this teaches them that God is Creator; they will know that many of the other attributes of God – power, might, love, kindness e.g. are also shown by the story of creation. They will understand that Christians believe that the created world reflects the glory of God and they will know one or two phrases from the Psalms that show that. They will be able to comment on the beauty of the world and begin to make a connection between that and Christian views of God. They will know that Christians and Jews believe that God made humankind and that he made them able to create as well and has a special relationship with them.

Developing:

Pupils will know the Creation story and that God say that it was good. They will know that Christians and Jews believe that God made humans. They will know why this story is important for some Christians and Jews

Excelling:

Pupils will make the connection between belief in God as creator and Christian ideas about caring for the word. They will know a wider range of passages that show God's glory in creation; they will show an awareness that not everyone believes the same things about creation. They will know some other passages that show that God

cares for his creation (e.g. the bit about two sparrows Matthew 10:29/Luke 12:6 or the lilies of the field Matthew 6:28/Luke 12:27)

Engage:

- What is your prized possession? Use talk partners to discuss and feedback answers to this question.
- Was it a gift or did you make/create it? Discuss the differences between the two concepts and establish that it might make people feel differently about these things.
- Perhaps explore the story of Pinocchio. Why did the toy maker make the puppet?

Enquire & Explore: (AT1)

- What do Christians and Jews believe about the world? Did they make it or is it a gift? If it is a gift to us, who made it? Read, watch, sing the story of creation and discuss what it means. Think about which parts of the story are most important. Is there a day we could manage without? Sequence the seven days. Explore some of the most curious or beautiful things in the world. Listen to some songs or poems that extol the beauty of the world and read some of the Psalms. Illustrate the psalms with appropriate pictures.
- Look at Matthew 10:29/Luke 12:6 or the lilies of the field Matthew 6:28/Luke 12:27. What do these passages show us about how God cares for the world?
- The pattern of working for 6 days and then resting is shown in the Sabbath/Shabbat routine of Judaism and the traditional week in England. Does this teach anything about God?

Evaluate: (AT2 Impersonal)

- How do Christians and Jews understand this story? How do they respond to the belief that God created the world?
- How do they think God feels about his creation? Build something of their own (e.g. from Lego or plasticine). How do they feel about their creation? How would they want other people to look after what they have made? Show a clip of Wall:E, (Pixar film) where humans have to abandon the world due to mess. How can we stop this happening? How do they think God might feel about his creation being damaged?

Reflect & Communicate: (AT2 Personal)

- Look at some pictures of the Wonders of the World – how do those pictures make the children feel? How are they different to what is seen in Wall:E? How do the children think we should look after the world? Make posters showing how they think the world should be looked after – explore recycling, reuse, littering and water etc. Make pledges perhaps as to what they think they need to do and display those. What do the children think the creator of this world is like?

Year 1: Unit 4

Term: Spring 2

Year: NA

Should everyone follow Jesus?

Key Concepts: Christianity; Easter; Leaders; Rabbi; Vicar

Learning Objective: to explore the reasons why people follow Jesus, with reference to the Easter story

Brief background information for teachers

For most Christians, Jesus is the role model for their lives; the key belief is that he is God incarnate, the Son of God. They choose to follow his example of self-sacrifice and love for the outsider, as well as the way that he connects with God and worships him, engaging in conversation with God at every opportunity. During his short ministry, (about 3 years) he went about healing, teaching and training his disciples. He chose 12 key followers; this was usual practice for rabbis at the time, who were often itinerant and went around with their disciples, who were being trained up to be rabbis. The difference with Jesus is that his disciples were not learned men, but fishermen, tax collectors and other outcasts. The story of the calling of the disciples (Matthew 4:18-22; Mark 1:16-20; Lk 5:2-11 & John 1:35-42) may be worth looking at in the context of why they choose to follow him. Jesus also performed miracles that drew crowds to him – feeding the 5000, the 4000 and the miracles of healing for example. Although this unit leads up to the story of Holy Week, it is important to explore the way that Jesus was engaging with the people beforehand. There are conversations between Jesus and the priests /Pharisees/

Sadducees revealing that not everyone was happy with what he was saying; there are incidents where villagers throw him out, ask him to leave (Luke 4:14-30). The story of Holy week is found in different forms in all 4 Gospels; the key events to focus on for this year group are Palm Sunday and the entry in Jerusalem, the last supper and the trial and crucifixion. There are today many ways to follow Jesus; the local church will be a source of information. There are equally many people who do not; some are of other faiths (Jews, Hindus, Muslims – though Muslims still honour Jesus); many hold non-religious world views and do not believe in any god or gods.

Core or Secure learning

The children need to know the story of the crowds following Jesus on Palm Sunday at his entry into Jerusalem; They need to learn the stories of the two or three of the disciples and why they followed Jesus, especially in the calling of the first disciples. The children need to know that the teaching of Jesus encouraged the crowd to follow him but that his teaching also made some people dislike him. They need to identify the types of people that followed and those that wanted to kill him. They need to have an outline understanding of the rest of the Easter story – last supper, trial & crucifixion. They need to identify other leaders in the Easter story – e.g. the High Priest. The children need to know that many people follow Jesus today. Explore the life of someone who follows Jesus and the difference that it makes. Establish that there are lots of different leaders. Pupils need to be able to identify at least 6 qualities that make a good leader. Pupils need to identify some people who are leaders today in the world and in their own communities.

Developing

Children will know the story of Palm Sunday and identify the characters in the story that followed Jesus. They will identify some reasons why people followed Jesus. They will know that some people today still follow Jesus and how they show that they follow him. In particular, they will identify church leaders and Christians as people who follow Jesus. They will identify that some people (especially Jewish people) do not follow Jesus and be able to suggest some reasons why.

Excelling

Children will know the details of the Easter Story and the reasons why people followed Jesus. They will make links between the lives of Christian leaders today and Jesus. They will identify qualities that many leaders have in common. They will be able to create a blueprint for a good leader and use that to answer the big question.

Engage:

- Play some games of follow my leader. What makes it easy to follow people? What makes it hard? Who do they follow and why?

Enquire & Explore: (AT1)

- Who followed Jesus? Why did they follow him? Explore the disciples, the crowds, particularly focusing on Palm Sunday and the entry into Jerusalem. Use for example, the activities in the Opening Up Easter book; explore the emotions of people during the Easter story. How do the people show that they follow Jesus?
- Does everyone in the Easter story follow Jesus? Why or why not? Who were the others following? What happened at Easter? Did that make people follow him more? Find out about other leaders (religious or otherwise).

Evaluate: (AT2 Impersonal)

- Is there anything in Jesus teaching that makes people follow him? Do people follow his teaching without realising? E.g. the Good Samaritan and love your neighbour. What makes a good leader? Interview someone about what it means to follow someone (e.g. a Vicar or a Rabbi or another Christian)
- Talk about/discuss other leaders that people follow – what makes them leaders? Do people stop following leaders who get killed/do bad things?

Reflect & Communicate: (AT2 Personal)

- Would you follow someone who did miracles? What would make you follow someone?
- Address the main question – should everyone follow Jesus? Make a display about leaders of their choice – explain why those people have been chosen.

Year 1: Unit 5

Term: Summer 1

Year: NA

Are some stories more important than others?

Key Concepts: Christianity; Judaism; Old Testament; Moral stories; God; Faith
Islamic, Hindu or Sikh stories could replace one or more of the suggested texts.

Learning Objective: to explore some Old Testament stories and find what can be learned from them

Background information for teachers

The focus of this unit is on the power of story, its' ability to teach, inform and entertain. It is important that they come to realise that not all stories are equally important, or equally relevant. Even within a religious tradition such as Judaism, there are certain stories that are given more prominence than others. The histories of the people of Israel, as told through Abram (Abraham) and Moses are the focus for much of Judaism. It was Abraham whom God first called to follow him and it was Abraham with who the first covenant was made. Abraham was the father of Ishmael and Isaac and it is through these stories that much of the Jewish understanding of the character of God is revealed. God is shown as wanting relationship with humans, as having mercy and forgiveness, but also having standards that he requires people to keep, such as honesty and trust. The story of the three visitors and the subsequent destruction of the towns of Sodom and Gomorrah; the birth of Isaac and the instructions to sacrifice him are central to this understanding. The story of Joseph demonstrates that God is faithful to those whom he has called, and forgiving to those who make mistakes. Perhaps the most important story for Jews though is that of the Exodus, when Moses led them from slavery to the promised land. The festival of Passover commemorates this event and is one of the major festivals of the Jewish faith. These stories can all be found in the early part of the Old Testament – Abraham and Joseph in Genesis; the story of Moses in Exodus. For comparison purposes, it is probably good to look at some stories that are perhaps considered less important – such as the story behind Hanukah, which is not in the Old Testament (many versions are available) but which demonstrate God's power to perform miracles, or the story of Esther (the story read at Purim) where God's name is never mentioned, but again, His people are protected.

Expected

Pupils will recognise which of the stories they have heard have a religious significance and will be able to say one thing that they or others learn from the story. They will be able to identify and order key events from one of the stories and talk about what they like or dislike about the story or the characters in the story.

Developing

Pupils will be able to talk about what they like or dislike about the stories they have heard. They may be able to talk about whether the story has a meaning for them. They may be able to identify that some stories are part of a religious tradition and that others are not.

Excelling

Pupils will be able to retell or reorder the events of more than one story, and say which ones are more important. They will show understanding that different people think different stories are important and give reasons why. They will be able to talk about the meanings of one or more stories

Engage:

- Get pupils talking about stories that they know and stories that they like. Why do they like certain stories? What's their favourite story and why? Can they recall any religious stories? Do they like them? If so why? Are there any differences between religious/fait stories and other stories?

Enquire & Explore:

- Explore a variety of Old Testament stories (Noah, Abraham, Joseph, Moses, Jonah, Elijah, Elisha etc.) Ask questions about the stories and act them out; retell them; sequence them; have a go at hot seating. Identify pictures from the stories and talk about what is interesting or puzzling in the stories. Talk about the characters in the stories. Do the children like them? Identify with them? Are they like any characters they know from other stories they have read? Would any of these stories encourage people to worship God?

Year 1: Unit 6

Term: Summer 2

Year:

Do we need shared special places?

Key Concepts: Judaism; Sacred space; Synagogue
Mosque, Gurdwara or Mandir could replace the focus on synagogue

Learning Objective: to explore the significance and role of the synagogue for Jews; become aware of the role of the home for Jews

Background information for teachers

The ultimate purpose of the synagogue is to make God's presence noticeable. Jewish synagogues serve three functions: as a house of assembly, a house of worship and a house of study. Today the synagogue takes the place of the Temple, destroyed in AD 70, but there were synagogues already in the time of Jesus. It can be seen clearly in the Gospels that

they were places where the Jewish people gathered for prayer, worship and teaching. There is no set style for the external architecture of a synagogue, but many will use striking features to draw attention to the presence of God. The synagogue in Oxford, for example, has a roof reminiscent of the waves on the sea, recalling the many stories of Judaism where the people of Israel are saved through water (Noah's flood, crossing the Red Sea, the Jordan e.g.). The internal layout is more consistent however and certain features are common to the majority of synagogues. There is an ark or cupboard, containing the scrolls of the Torah, a Bimah or platform usually in the centre of the prayer or worship hall from where the scrolls are read and prayers are led and the Ner Tamid, the eternal light that burns constantly to remind worshippers of the eternal presence of God. The synagogue is the focus for Jewish people at festival times, where the community will gather together to pray, worship, read the Torah and spend time together. Many synagogues have a community room, where people eat together and for most festivals there are special foods that are eaten. Most synagogues separate men and women in the prayer hall. In some, women sit upstairs while the men are downstairs (this is more usual in Orthodox communities); in others, they sit on separate sides of the hall, or behind a barrier. The seating usually faces towards Jerusalem, the centre for Judaism and the 10 commandments are displayed somewhere near the ark, written in Hebrew. Many Jewish children will attend Sunday school (Schul) to learn Hebrew and about their faith, but are usually included in the main services in the synagogue, when it is needed and act as the focal point for weddings, bar and bat mitzvahs and funerals. There are particular prayers that can only be said when there are at least 10 men present but most Jewish spiritual practice can take place in the home; prayer shawls and tefillin for example are used at home as well.

Expected

Pupils will recognise a synagogue and be able to identify the key features and how they are used. They will be able to talk about how the synagogue is important to Jewish people and compare it to a place that is special to them or others. If they are familiar with another place of worship (church, synagogue, mandir or Gurdwara e.g.) they may be able to say what is similar.

Developing

Pupils will recognise some of the artefacts found in a synagogue and identify them with Jewish beliefs. They may be able to talk about some of the ways in which a synagogue is used, but they may confuse it with a special place of their own.

Excelling

Pupils will be able to talk about why the synagogue is important to Jewish people and suggest which roles and features are most important. They will be able to talk about how the synagogue helps Jewish people in their beliefs and belonging.

Engage:

- Do you have a special place? Describe it, draw it and say why it is special. Do they like sharing their special place?
- Ask about and explore whether there are any places in the school that are special. What makes it special? Is the same place special for everyone? Do you all have the same special place? Give an oral guide to the special places in the school.

Enquire & Explore: (AT1)

- Where is a special to a Jewish person? What makes it a special place? Explore the synagogue, especially the Ark, the Torah scrolls, the Bimah, the Ner Tamid and find out how the synagogue is used as a centre for the community, for worship, prayer and celebration. If possible, visit a synagogue or take an online tour; interview a Jewish believer about how they use the synagogue and what it means to them. Look at how the features of the synagogue help Jewish people to understand their faith. Which features do they think are most important?

Evaluate: (AT2 Impersonal)

- How do Jewish people feel about their shared special place? Does it make it easier for them to feel part of the group? Does it help them to believe?
- Design a synagogue and plan an event in a synagogue to show how Jewish people feel about their place of worship. Think about and discuss whether the event works better in a shared place rather than a personal place.

Reflect & Communicate: (AT2 Personal)

- Design their own shared special place – what special features will it have? How will it be used? What will make it special? How will it be different to a place that is special just for them? Which is better? Discuss whether the places are used in the same way? Do different people feel differently? Does the place make you feel part of the group, or do you feel part of the group because of the place?

Year 2 – Overview of the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Learning Objective	To find out about religious leaders and how and why they are followed To learn some stories about religious leaders and their significance for believers.	To explore the variety of ways people can express beliefs by what they wear To explore the different meanings behind symbols	To explore the ways that different people and different faiths celebrate New Year	To explore how and why the church celebrates Easter	To explore the way that Old Testament and New Testament stories influence readers and listeners and the reasons for the inclusion of stories.	To explore the practice of observing Shabbat and the implications for Jewish believers and children.
Big Question	Who should you follow?	Do religious symbols mean the same to everyone?	Does everyone celebrate the New Year?	How should the Church celebrate Easter?	Can stories change people?	How should you spend the weekend?
Other key questions	What makes some teachers and leaders special for religious people? What makes some stories special in religion?	What do people believe about God, humanity and the natural world? What makes me special? How and why do symbols express religious meaning?	What do people believe about God, humanity and the natural world? How and why are celebrations important in religion?	What makes some teachers and leaders special for religious people? What makes some stories special in religion? How and why are celebrations important in religion?	What makes some teachers and leaders special for religious people? What makes some stories special in religion?	What do we get out of belonging to different groups and how do we show that we belong? How and why are celebrations important in religion? How and why do symbols express religious meaning?
Faith(s) studied	Christianity and Judaism	Christianity Judaism	Christianity Judaism	Christianity	Christianity Judaism	Judaism
Other themes covered	Moses Old Testament	Symbols Christmas	New Year Rosh Hashanah	Easter Holy Week	Old Testament stories	Shabbat
Additional guidance and resources	ODBE RE scheme of work KS1, Y2 Aut 1 Unit 1 Mid-Term Planning	ODBE RE scheme of work KS1, Y2 Aut 2 Unit 2 Mid-Term Planning	ODBE RE scheme of work KS1, Y2 Spr 1 Unit 3 Mid-Term Planning	ODBE RE scheme of work KS1, Y2 Spr 2 Unit 4 1 Mid-Term Planning	ODBE RE scheme of work KS1, Y2 Sum 1 Unit 5 Mid-Term Planning	ODBE RE scheme of work KS1, Y2 Sum 2 Unit 6 Mid-Term Planning

Credit: Adapted from Oxford Diocesan Board of Education KS1/Y2 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

Who should you follow?

Key Concepts: Judaism; Moses & Joshua; Rabbi; Vicar

An Islamic or Sikh focus could be substituted in this question

Learning Objective: to find out about religious leaders and how and why they are followed

To learn some stories about religious leaders and their significance for believers.

Background knowledge for teachers

For most Jewish believers, the key biblical figures are Abraham and Moses; this unit focuses more on Moses and Joshua because they were chosen by God very specifically to lead the people out of Egypt, and by the time of the Exodus the people of Israel were identifiable. They were in Egypt, following a famine and Joseph had become a chief official in the court of the Egyptian Pharaoh. By the time of Moses, the people were in slavery. Baby Moses was rescued from water by the daughter of Pharaoh and was raised in her household. After murdering an Egyptian, he fled to desert, where he lived with the people and set up a family. His leadership role began after an encounter with God in the burning bush and he returned to Egypt and took on Pharaoh; after the 12 plagues, the Israelites fled from Egypt and after showing fear of the inhabitants of Canaan, wandered, guided by God in the desert for 40 years. During this time, they were given the 10 commandments and a lot of other rules and regulations. Making an error of judgement, Moses himself was not allowed to enter the Promised land, so it was Joshua who led the people in the takeover of what was to become Israel/Judah. The Bible does not paint leaders as perfect; it allows the reader to see the errors that they make. This is true of the characters in the New Testament as well; Peter and Paul (apostles and founders of the church) are both shown with their faults. Modern rabbis are often the leaders of a Jewish community, but rabbi means teacher and some rabbis are not leaders in the same way that vicars tend to lead a church.

Expected Learning:

Pupils will know the key leaders for Jews and Christians; they will be able to say what makes Moses and/or Joshua a good leader and recount some of the key events that demonstrate their leadership skills. They will refer back to what they have learned of Jesus as a leader. They will know that many religious leaders believe that they in turn are led by God; they will talk about the pillar of fire by night and the cloud by day as the people were led through the desert. They will know about the need for leaders to have followers and they will know the difference between leaders and followers. They will know the key events of the Exodus. They will identify some of the features that characterise a good leader; they will know some current leaders and can compare their leadership to that of the historical leaders of the faith

Developing

Pupils will recognise that some people are leaders, and some are followers. They will identify some reasons why leaders are needed. They will identify a specific religious leader and know a key event in the life of that person.

Excelling

Pupils will know a wider range of stories connected with the leaders and be able to make links between different leaders, within and between faith. They can make links between faith leaders and other leaders and draw conclusions about the skills needed to be a good leader.

Engage:

- From a series of pictures, can the children identify people who are leaders? (Pictures could include Head Teacher, Prime Minister, Vicar, Brown Owl, etc.). Why do we have leaders? What do they do? Perhaps link to whatever history topic is being done – who were the leaders then? Perhaps interview the Head – about their view of leadership. Refer, if possible, to the work done in Year 1 about Jesus as a leader.

Do religious symbols mean the same to everyone?

Key Concepts: Symbols; Belonging;

Sikh or Hindu symbols could be substituted

Learning Objective: to explore the variety of ways people can express beliefs by what they wear

To explore the different meanings behind symbols

Brief Background Knowledge for Teachers

There are many different religious symbols around, and they are used in many different ways. Some symbols are worn as a means of identifying adherents to the outside world, or to each other; some are a reminder for the wearer or user themselves; some are secret symbols. The fish symbol was used by Christians in the early church as a secret symbol when Christians were being persecuted. The cross has been used by Christians as a reminder of the death of Jesus, and also as an

illustration of the way that they believe Jesus provides a bridge between humans and God. The dog collar worn by many vicars is a symbol of servitude, echoing the collars worn by slaves in the 19th century. Colours have symbolism in Christianity too; green is for normal time, red for some festivals Pentecost & Holy Week, gold for Christmas day, Easter Day and Trinity Sunday, white for Christmas season, Epiphany and Easter season and purple for advent and lent. The dove is used by Christians as a symbol of the Holy Spirit; to many outside the church it is a symbol of peace. Symbols of light are used at Christmas, as Jesus is often referred to as the light of the world.

Many of the symbols of Judaism have a biblical root; the tefilin are little boxes tied by leather straps to the forehead and the wrist during prayer and are based on comments in Deuteronomy 6 about tying the commandments on your foreheads and wrists. The mezuzah, containing the Shema, attached to doorposts is also taken from this passage. There are instructions about not cutting the hair at the side of the temples, which many Jewish men still observe. The curls of hair are called “payot”; the tallit or prayer shawl, has tassels representing the 613 commandments or mitzvot. Most Jewish men wear a kippuah, a small head covering or cap. This symbolises the fact that they are under the authority of God. The menorah, the 7-branched candlestick, is based on the description given of the tabernacle in the Old Testament. The Hanukkah has 8 branches and a “slave” candle (from which the others are lit) and is only used at Hanukkah. It symbolises the number of days that the oil lasted for when the temple was reinstated after the invasion by Antiochus Epiphanes.

Expected learning

Pupils will recognise a range of symbols and their meanings; they will evaluate which symbols communicate meaning to outsiders and which are for insiders. They will know that some symbols have many meanings. They will learn how the prayer artefacts are used by Jewish people and the impact that these items have. They will know the colours of the church year. They can recognise a vicar and a Jewish person who are dressed traditionally. They will identify symbols specifically connected to Christmas and compare the way that they may be understood by Christians and non-Christians.

Developing

Pupils will know a few symbols and their meanings. They will know that symbols are worn to communicate meaning. They will be able to link symbols to the correct religion.

Excelling

Pupils will recognise and be able to describe a wide range of religious symbols and their varied interpretations. They will be able to say why symbols are used and compare and contrast symbols for effectiveness of communication.

Engage:

- Look at pictures of Jewish Rabbi and Christian Vicar. How do we know that they have those roles? What do we wear to show what we believe?
- Look at other items of clothing that have symbolic meaning – perhaps uniforms, wedding clothes, and discuss what these tell us.
- Maybe look at the symbols on cars, clothes, maps etc. and discuss why they are used.

Year 2: Unit 3

Term: Spring 1

Year: NA

Is it important to celebrate the New Year?

Key Concepts: Celebration; New Year; Rosh Hashanah; *Divali and 1st Muharram are alternatives*

Learning Objective: to explore the ways that different people and different faiths celebrate New Year

Brief Background knowledge for teachers

The western new year, starting in January is named after the Roman god Janus, with two heads – looking to the past and the future. In one sense this image holds true for the Jewish new year of Rosh Hashanah (Head of the Year) as they think about leaving their old shortcomings behind and look forward to a sweet new year, praying for a year of life, health and prosperity. Lots of sweet foods are eaten: apples dipped in honey, raisins, honey cake and the sweetened Challah bread. The new year recalls the creation of Adam and Eve and the special relationship of dependence on God. Remember that in Jewish tradition the o is always left out of G-d, to avoid the word ever being discarded or damaged. At Rosh Hashanah, the Shofar, a ram’s horn is sounded both as a call to repentance and as a celebration of the coronation of a King – God as King of the Universe. It also reminds people of the provision of a ram, caught by its horns in a thicket, when Abraham was preparing to sacrifice Isaac (Genesis: 22). The festival is the first of 10 days of repentance, culminating in Yom Kippur (the day of atonement). Although Rosh Hashanah is always in 1st Tishrei, the date by the western calendar varies but it is usually around the end of September or the beginning of October. The Islamic New Year (1st day of the month of Muharram) also moves with respect to the Western calendar, because the Islamic year is lunar based. The Islamic calendar began with the migration – or Hijra – of the Prophet Muhammad and his followers from Mecca to Medina. This event has a special significance in Islamic history as it marks the end of the period of persecution in Mecca and the transition to a recognized

faith community in Medina. It is commemorated by reading the story of Muhammad's journey from Mecca to Medina. The whole of the first month of the year is the next holiest after Ramadan. Baisakhi, celebrated on 14th April each year, remembers the founding of the Khalsa in 1699 by Guru Gobind Singh, but is not actually the Sikh New year, which is actually the 14th March and remembers the birthday of Guru Har Rai, so is a more traditional Gurburb with the reading of the Guru Granth Sahib. The celebration of Baisakhi usually takes place at the Gurdwara, or as part of a large festival where Sikhs undergo the equivalent of a baptism, taking the Amrit and committing themselves to the Khalsa. The cloth wrapped flagpole at the Gurdwara is washed in milk and redressed as part of the festival. Baisakhi (Vaisakhi) was originally a harvest festival in the Punjab before it gained the additional significance for Sikhs.

Expected Learning

Pupils will be able to identify the key features of the festivals explored and know the differences and similarities. They will know the story of the creation of Adam and Eve and the sacrifice of Isaac. Pupils will know the foods eaten by Jews at Rosh Hashanah and their significance. They will know the significance of the Shofar. They will know that the New Year celebrated in the UK is not a religious festival and they will be able to talk about how it is celebrated. They will be able to talk about why the New Year is celebrated

Developing

Pupils will know the names of two new year celebrations. They will know that celebrations often are accompanied by special foods and will know the key foods that are linked with Rosh Hashanah

Excelling

Pupils will be able to give more details about the festivals and make connections to other celebrations they are familiar with. They will be able to talk about the impact that the religious festivals have on the lives of believers and compare that with the non-religious new year in the UK.

Engage:

- Find out if children know about New Year – did they celebrate? How? Ask them if they know anyone who makes New Year's resolutions and discuss New Year resolutions. Perhaps find out the origin of this practice. Pupils could write their own resolutions. Discuss later whether they have been able to stick to them.

Enquire and Explore: (AT1)

- Find out how other countries celebrate New Year – and discover that Jews, Muslims and Sikhs have different New Years – Rosh Hashanah, 1st of Muharram and 1st of Chet (14th March) - respectively. Find out how they are celebrated (focus on Rosh Hashanah if possible). Establish that they are not at the same time of year, as well as celebrated differently. Find out the stories behind the celebrations. Look for similarities to secular New Year – idea of new beginning, looking back and looking forward, making plans and commitments for the future. Allow the children if possible, to make these connections themselves. Jewish people say of their New Year: We leave our old shortcomings behind us, thus starting the New Year with a clean slate. Focus on the special foods, the reading of the Torah, the story of creation of Adam and Eve and the sacrifice of Isaac. *If there are children from other faiths, explore their New Year celebrations.*

Evaluate: (AT2 Impersonal)

- Come back to the main question – is it necessary to celebrate New Year? Evaluate this question – how does the celebration of the New Year help Jewish people? Suggest reasons why Jewish people and others celebrate New Year. Suggest some reasons why New Year is celebrated in the UK. Discuss which of the celebrations is most meaningful and why.

Reflect & Communicate: (AT2 Personal)

- How do they feel about New Year celebrations – do they think it is important to them to celebrate? Why? How would they choose to celebrate? Pupils, in small groups, could plan their own party to celebrate the New Year and talk about why they would do it like that. They could design a new year celebration for Christians.

Year 2: Unit 4

Term: Spring 2

Year: NA

How should the Church celebrate Easter?

Key Concepts: Easter; Baptism; Church.

Learning Objective: to explore how and why the church celebrates Easter

Brief background knowledge for teachers:

Easter is one of the key festivals of the Christian church. It is the festival that focuses on the resurrection of Jesus, after the crucifixion. Most Christians believe that the resurrection of Jesus is the most important facet of the Christian faith and that without it there is no reason for belief (1 Cor. 15:13-19). The date of Easter is set according to the moon, which is why it varies each year, but the events as recounted in the bible take place around the Passover festival. Passover is the Jewish festival that celebrates the liberation of the people of Israel from Egypt under Moses. The key events of Holy week are the entry of Jesus into Jerusalem on the day Christians now call Palm Sunday; the last Supper on the day now known as Maundy Thursday; the crucifixion on Good Friday and the resurrection on Easter Sunday. Many churches begin their celebration of Holy Week with a celebration service on Palm Sunday. Often palm crosses are given out and sometimes the entry in to Jerusalem is re-enacted. Some churches will take the opportunity to parade through the streets (with a donkey if possible) but there is no set format for this celebration. Some churches will make the whole of holy week special with services every day or meditations, or prayer breakfasts. It is worth finding out what the local church(es) are doing and perhaps compare. The next event to be remembered is Maundy Thursday; some churches will hold a meal, have a communion or even hold a Jewish style Passover. This is the day on which Maundy money is distributed to people, in a ceremony which has linked the church and the monarchy since the 13th century. The crucifixion is marked on Good Friday and all the moveable decorations are removed from churches, including altar cloths. During Holy week, it is usual to have red cloths, but on Maundy Thursday and Good Friday these are usually removed or replaced with black, depending on the tradition of the church. There is a great variety of ways that Good Friday is remembered. There are services of meditation, re-enactments, walks of witness through towns, often carrying a cross and walking in silence. Easter Saturday is traditionally a waiting day. Orthodox Churches will often hold an all-night vigil, finishing with a noisy celebration service, with people running round the church. RE Quest has a video clip of this. Many churches will have a dawn service, to remember the women approaching the tomb early in the morning on Resurrection or Easter Sunday. Communion is usually a feature of Easter services. Traditionally, the altar coverings on Easter are white or gold and as this is the day when baptisms used to be carried out, this has contributed to the habit of baptism clothing being white. Some churches still carry out baptisms on Easter Sunday. A traditional greeting for Easter Sunday is "Alleluia! Christ is risen" "He is risen indeed, Alleluia" is the response from the congregation.

Expected Learning

Pupils will know the Easter Story and the key events of Holy Week – Palm Sunday, Foot washing and Passover Meal on the Thursday, Crucifixion and Resurrection. They will know that the cross is significant for Christians because of the crucifixion and they will know how some of the other events of Holy Week are remembered by the church. They will be able to talk about which events are most significant for Christians and suggest some reasons why. From the events of Holy Week, they may make suggestions about other ways in which Easter could be celebrated.

Developing

Simplified Holy Week events; Linking Lent to the temptations of Jesus, carnival, Baptism on Easter Sunday. Identifying symbols in church connected with Easter.

Excelling

Pupils will make deeper links between the life of the church and the events of Holy Week; they will link artefacts and regular church practice to the Easter story. They will make suggestions about appropriate ways to celebrate Holy Week and Easter.

Engage:

- Show a few pictures of churches – pupils to find the things that the different buildings have in common. Focus in on the crosses – what is the significance of the cross? Why is it something all churches have in common? Show them pictures from the Easter story – they have to look for links to the things that they have seen in the churches.

Enquire & Explore: (AT1)

- Find out how Lent and Easter are celebrated in the church – focus on how the stories behind the two festivals impact on the life of the church at other times of the year too. Resurrection on Sunday means that church meets on Sundays, (note also that during Lent, Sundays do not count – pupils might like to think about why). Baptisms used to happen always on Easter Sunday, confirmation as part of the Easter celebrations. Find out why Christians get baptised at Easter. Maybe include Mothering Sunday as part of this exploration, as it is part of the church year and significant to Lent.

Evaluate: (AT2 Impersonal)

- Discuss whether the children think Easter is important for the church. Encourage them to explain why they think that. Do they think it influences everything that happens in church? Is there anything that is more important? They could create a book cover for a book about Easter or a guide book for a church.

Reflect & Communicate: (AT2 Personal)

- Design an Easter egg that communicates the meaning of Easter for them. Kim's game with items connected with Easter in the church – pupils see what they can remember and then choose the item that for them best represents what Easter means for the church and the item that best show what Easter means to them.

Year 2: Unit 5**Term: Summer 1****Year: NA****Can stories change people?**

Key Concepts: Christianity; Judaism; Old Testament (story of Joseph); New Testament (story of Zacchaeus)
Muslim or Hindu stories could be used instead

Learning Objective: to explore the way that Old Testament and New Testament stories influence readers and listeners and the reasons for the inclusion of stories.

Background information for teachers

Most religious faiths use stories and histories to communicate some of their concepts. The Torah and the Bible are no exception to this. The books of Genesis, Exodus, Ruth, Esther, the Gospels and the book of Acts (among others) contain almost nothing but story and history. Jesus told stories (parables) very deliberately as a teaching tool, intending to produce a response in those listening to him. Many of the prophets also told stories – either to individuals (Nathan to David in 2 Samuel 2) or to the whole nation (Hosea for example) – and they intended specifically to induce change in people, and encourage them to repent and turn back to God. In the story of Joseph (Genesis 37 – 46 mainly but for this age group use a children's story Bible, perhaps with short extracts from an easy to read version of the Bible) many people are changed; Joseph, his brothers, the cup-bearer and possibly Jacob as well. In the story of Zacchaeus (Luke 19), the tax collector is convicted of his previous bad behaviour and makes a radical change of behaviour. The usual focus for change in both old and new testaments was that of reminding the people of God of their calling to serve God and be a light to the Gentiles (non-Jews). The Israelites repeatedly failed in this task and by the time of Jesus there had been a period of about 2 centuries when there had been no prophetic voices and no deliverance from their oppressors. The Jewish practice that Jesus referred to had become ritualistic and so many of the stories that Jesus tells, as well as those told about him are intended to challenge the status quo and encourage people to relate to God differently.

Expected

Pupils can retell simply the stories of Zacchaeus and Joseph, highlighting the parts of the story that show change in the characters and meant to inspire change in the listener or reader. They will suggest reasons why Christians and Jews still read these stories and what they might learn from them. They will make suggestions as to why stories change people and whether all stories should have that aim.

Developing

Pupils will be able to identify one of the two stories and one way in which either the characters or the listener/reader are intended to be changed. They will recognise some other stories that show people being changed.

Excelling

Pupils will know more details about the two stories and have explored another story about people being changed. They will be able to identify the types of change that these stories are meant to inspire. They will be able to ask deep questions about how change affects people.

Engage:

- Read a sad story – how does it make the children feel? Read a happy story and ask the same question.
- Why do those stories make us feel like that? How do we feel when we read a story where a character has dealt with a problem we are dealing with? Does it help us? How? Children could perhaps share some of their stories. Choose a story that reflects the needs of the pupils in your class.

Enquire & Explore: (AT1)

- Read the story of Joseph; who is changed in the story? How are they changed? Why do we read this story? What does it teach people today?
- Read the story of Zacchaeus; who is changed in the story? How are they changed? Why do we read this story? What does it teach people today?
- Other possible stories: Gideon (Judges 6); Elijah and the ravens; Jonah; Saul (Acts 9)

Evaluate: (AT2 Impersonal)

- Why do we read these stories? What do people of faith learn from these stories? Do these stories still change people today? Why? Should people be changed by stories? Is change always good? Are the people who are changed always better people afterwards?

Reflect & Communicate: (AT2 Personal)

- What stories change them? Is it good to be changed? Do we always want to be changed? How do we want to be changed? Is it a good story if it does not change you?
- Can they tell a story about something that has changed their mind about something?

Year 2: Unit 6**Term: Summer 2****Year: NA****How should you spend the weekend?****Key Concepts:** Judaism; Shabbat; Creation**Learning Objective:** to explore the practice of observing Shabbat and the implications for Jewish believers and children.**Background information for teachers**

The practice of Shabbat is perhaps one of the best-known aspects of Jewish life. Shabbat begins at sunset on Friday evening and runs through to sunset on Saturday. This follows the days in the creation account – “there was evening and there was morning”; the reason for this is that sunset is clearly identifiable, whereas midnight is not. The other key behind Shabbat is the fourth commandment – Remember the Sabbath day by keeping it holy. Six days you shall work, but the seventh day is a Sabbath to the Lord your God. On it you shall not do any work... (Exodus 20:8-10a). This also links to the creation account, as the justification for the Sabbath, because God rested on the seventh day. A whole raft of rules is observed by many Jews; rules about how far they can walk, what they can carry and so on. The requirement not to make others work on the Sabbath has also led many to avoid using electricity, public transport or shopping. Entertainment in the home is permitted – singing, dancing making music, reading and going for a short walk, but things like knitting, weaving, gardening and cooking are considered work and so are not allowed. The reasoning is that stopping one day a week, emulates the Sabbath rest of God and allows people to spend time in prayer and study. On Shabbat, Jewish people often attend the synagogue, and share food that has been prepared on the Friday, the preparation day. Jewish children need to be home before sunset on a Friday; in the winter in the northern hemisphere this may mean leaving school early. There are then rituals that are observed; candles are lit just before the meal begins, usually by the women of the household and special prayers of blessing are said over the children. A glass of wine is shared and a special meal is held, usually starting with challah bread, sprinkled with salt. The food will have been cooked prior to Shabbat. There are rules governing how food may be kept warm for the Saturday lunch, and about how small food can be cut. Mashing, squeezing and grinding all count as work. There are rules governing the end of Shabbat too; a Havdalah, a plaited candle, representing the togetherness that the family have enjoyed is lit as the first three stars appear in the sky. A cup of wine is shared, as at the beginning of Shabbat and sweet spices are smelled as a reminder to take the sweetness of Shabbat into the rest of the week. Shabbat finally finishes when the Havdalah candle is put out in a saucer of wine, signifying that the joy of Shabbat should spill out into the rest of the week. It goes without saying that the foods eaten during Shabbat should be kosher. Shabbat is welcomed like a queen, and the preparations are therefore very thorough. It is worth noting that not all Jewish people follow all these rules.

Expected

Pupils will know the key rules, rituals and practices associated with the Jewish Shabbat. They will know that there are many more rules than they know. They will be able to describe the key features of the Shabbat meal and the main artefacts associated with it. They will be able to make the link between Shabbat, the creation story and the Christian Sabbath, referring to the commandments and the creation story. They will be able to talk about why Shabbat is important for Jews.

Developing

Pupils will know some of the rules surrounding Shabbat and know that they are different to the way that most people in England spend the weekend. They will recognise the key artefacts connected with Shabbat and know the role they play in the Friday night meal

Excelling

Pupils will be able to compare and contrast the Jewish Shabbat with the traditional western weekend; they will be able to evaluate the significance of the event for Jewish believers and make links to Jewish beliefs about the holiness of God. They will link the artefacts to their meanings. They will understand that Shabbat is welcomed like a queen.

Engage:

- Sort a selection of pictures contrasting work and play; which would you rather do at the weekend? Encourage pupils to talk about how they spend their weekends/leisure time. Begin to identify that different people do different things. Discuss reasons why people look forward to the weekend.

Enquire & Explore: (AT1)

- Watch and read about a Jewish family Shabbat – (BBC clips online, Jewish Way of life CD Rom). Explore the reasons for the various Shabbat regulations, especially the idea of creation and a day of rest. Explore the creation story and how it links to Jewish beliefs about Shabbat and time off. Focus on the kinds of activities that can and cannot be done. Look carefully at the Friday night meal – explore the symbolism surrounding the meal; the challah, the candles, Havdalah candle, Kiddush cup. Explore what people do at the synagogue on the Shabbat. Do they have to go? Why do they go? Make the items for a Shabbat meal – challah, Havdalah candle, etc.
- Write instructions or the rules for Shabbat.

Evaluate: (AT2 Impersonal)

- Is it good to have a day with no work? A family meal with no rush? Is it right not to be able to watch television or go shopping? How do you think Jewish people feel about their Shabbat? Do they choose to follow? Does it make them feel special? Does it make them feel like they belong? Is it right that they have to go to synagogue?

Reflect & Communicate: (AT2 Personal)

- How would they feel about having rules for the weekend? Plan own family time or weekend. What rules would they have? What reason would they have for their rules? Does worshipping God have any part in how they spend their weekends? What do they think about that being a reason for time off?

Year 3/4 Cycle A – Overview of the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Learning Objective	To explore the ritual of communion and other ways of belonging to the church	To understand the significance of light as a symbol of belief	To explore the impact Hindu and Jewish beliefs have on the life of a child; Hindu and Jewish family life and worship in the home; to explore the consequences of actions and choices.	To explore the connections between Passover and Easter, particularly the Last Supper	To explore the life and teachings of Jesus from the perspective of his authority; to examine the authority that Jesus has for Christians today	To explore how Jesus taught truths through story and why he chose to do this
Big Question	Do Christians have to take communion?	Is light a good symbol for celebration?	Is a Jewish /Hindu child free to choose how to live?	Does Easter make sense without Passover?	Does Jesus have authority for everyone?	Can made-up stories tell the truth?
Other key questions	How do religious families and communities practice their faith and how is this seen in local communities? How are religious and spiritual ideas expressed and why is literal language not adequate? In what different ways do people worship and what difference does this make in their lives?	In what different ways do people worship and what difference does this make in their lives? What makes some occasions in life significant and how and why are these recognised and celebrated? How do religious families and communities practice their faith and how is this seen in local communities?	How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? How do religious families and communities practice their faith and how is this seen in local communities?	What do different sacred texts teach about life and how do they influence people differently? What makes some occasions in life significant and how and why are these recognised and celebrated? What is it about key religious figures that make them inspirational for religious believers?	What is it about key religious figures that make them inspirational for religious believers? How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?	How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? What do different sacred texts teach about life and how do they influence people differently?
Faith(s) studied	Christianity	Hindu Christianity Judaism	Judaism Hindu	Judaism Christianity	Christianity	Christianity

Other themes covered	Worship Communion	Advent Divali Chanukah	Belief Commandments	Freedoms	Authority	Truth Parable Fable Myth
Additional guidance and resources	ODBE RE scheme of work KS2, Y3 Aut 1 Unit 1 Mid-Term Planning	ODBE RE scheme of work KS2, Y3 Aut 2 Unit 2 Mid-Term Planning	ODBE RE scheme of work KS2, Y3 Spr 1 Unit 3 Mid-Term Planning	ODBE RE scheme of work KS2, Y3 Spr 2 Unit 4 1 Mid-Term Planning	ODBE RE scheme of work KS2, Y3 Sum 1 Unit 5 Mid-Term Planning	ODBE RE scheme of work KS2, Y3 Sum 2 Unit 6 Mid-Term Planning

Credit: Adapted from Oxford Diocesan Board of Education KS2/Y3 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

Does taking bread and wine show that someone is a Christian?

Key Concepts: Communion; Commitment; Church

Learning Objective: to explore the ritual of communion and other ways of belonging to the church

Brief Background knowledge for teachers

For many Christians baptism is the way of demonstrating commitment to the church, but as an event it doesn't leave a mark or a sign showing that someone is a Christian. Many Jews, Muslims, Sikhs and Hindus are clearly identifiable because of their dress codes (head-coverings, turbans etc.) so how are Christians identified? The aim of the unit is to explore the behaviour(s) that indicate someone is a Christian. In most cultures, Christians follow the dress code of that culture, so showing pictures of Indian Christians etc. is quite important. Communion, also called Eucharist, the Lord's Supper or Mass is a ritual that both unites and divides the church. The bread, representing the body of Christ may be real bread or wafers. In Catholic teaching the bread becomes the body of Jesus; in most other denominations it is symbolic; the wine may be real wine, or grape juice and may be mixed with water. Catholics rarely take the wine; the wine becomes the blood and this is known as transubstantiation. There is some teaching in the Bible about the way that Christians should celebrate communion; 1 Corinthians 11:23-29 is a passage that forms the basis of the Anglican communion service. A clear link is made here to the Passover meal, which Jesus celebrated with his disciples as the Last Supper. (See Y3 U4). But communion is again not a visible sign that people are Christians; there are many passages where Jesus teaches what is expected of his followers (love one another, love your neighbour as yourself, love God etc.) Church notice boards and news sheets provide lots of information about the things that people that show that they are Christian.

Expected Learning

Pupils will know the key features of the communion/Eucharist service and be able to link them to the Bible passage. They will know the story of the Last Supper and link that also with the communion service. They will know that Jesus taught his followers to behave in certain ways and they can illustrate that with one or two verses or stories from the Bible. They will know that baptism is another way of showing belonging to the church and will know the symbols connected with baptism. They will know that being part of a group requires commitment and suggest ways of showing it.

Developing

Pupils will recognise that communion is a Christian ritual; they will recognise the artefacts and elements of communion; they will know that it is one of the ways of showing belonging to a church. They will know some other ways of showing Christian beliefs

Excelling

Pupils will recognise the differences between communion in different denominations; they will link Christian practice to a wider range of biblical verses and stories; they will talk about the impact of belief and behaviour on the lives of individuals. They will describe different ways of showing commitment.

Engage:

- Look at different pictures of people – what do we know about them? How do we know it? Ensure in this range of pictures that there are some challenges to stereotypes (e.g. Christians in Indian dress)
- How do you show that you belong to a group? Look at the different groups that a person can belong to and identify how we know that people belong to these groups. Rank the things that show you belong in order of importance.

Enquire & Explore: (AT1)

- Can the children already identify any ways in which Christians show that they belong to the church? Look at all the different things that Christians do. Look at church noticeboards and notice sheets. What do these tell us? Read a range of bible verses (see resources list) that talk about how Christians should live and explore how these are lived out in the church.
- **Read the Bible passages** that talk about taking bread and wine – especially the quotation from 1 Corinthians 11:23-29 that takes us through the understanding of the communion service. Make sure that the link to the Last Supper is clear. Use a child's guide to communion (if available) to find out more about communion. Look at a chalice and a paten. Explore some of the different ways that communion/Eucharist/Mass/Lord's Supper is celebrated, including around the world.
- Explore baptism, and evaluate whether that is a better way of expressing belonging. Look at different types of baptism service.
- Interview some local Christians; asking questions about what they do to express their faith and why.
- Rank/sort the various activities to discuss what is most important to some/most/many Christians and why.

Evaluate: (AT2 Impersonal)

- Pupils describe why communion is important to Christians. Does having a shared special place help Christians to feel part of the group? Explore pupil ideas about whether communion is the most important way of showing that someone is a Christian or whether they think some of the other things Christians do are more important. Do the children think that it is important for Christians to show that they belong? What is the best way of showing it? Allow pupils to decide whether communion or baptism is a better way of showing that they belong.

Reflect & Communicate: (AT2 Personal)

- What groups do the children belong to? Do they want to show that they belong? How do they show that they belong? Are there better ways of showing that people are Christians? How did they feel about being part of a communion service? Did it make them feel closer to God? If so in what ways? What would make them feel closer to God?

Year 3/4: Unit 2**Term: Autumn 2****Year: A****Is light a good symbol for celebration?****Key Concepts:** Light; Belief; Advent; Diwali; Chanukah**Learning Objective:** to understand the significance of light as a symbol of belief**Brief Background Knowledge for teachers**

Light is used in many celebrations; Diwali (Divali) takes place in late October or early November in most, but not all Hindu communities. It remembers the story of Rama and Sita. Rama is an avatar (human embodiment) of Vishnu, one of the key Hindu Deities. He was banished from the kingdom of Ajodhya with his wife Sita; when she was captured by the many-headed demon Ravenna, he rescued her with the help of Hanuman, the monkey God. Lamps were lit along the path to mark the way for them to return to Ajodhya and so diva lamps form an important part of Diwali. Light symbolises the triumph of good over evil. In the story of Chanukah (Hanukkah), light also demonstrates the power of God; the temple in Jerusalem had been destroyed by Antiochus Epiphanes and the Maccabees led a revolt and regained it. When the temple lamp was relit, there was not enough oil to keep it alight, but several days were needed to prepare some more.

Miraculously what was there lasted the 8 days needed, so at Chanukah the usual candlestick with 7 branches is replaced by a Hanukiah with 8 and a slave candle. The slave candle is used to light the candles; one on the first day, two on the second and so on. This story is not in the Old Testament as it happened in the time between the testaments. Christmas also uses light; the New testament refers to Jesus as the Light of the World. This picks up Old Testament imagery; when Moses had spent time with God his face was glowing so that he had to cover it up. The "glory of the Lord shone" around the angels appearing to the shepherds. The approach of Christmas is marked in many churches and Christian communities by the lighting of Advent Candles. Each of the four candles represents a stage in the "big story" of salvation. The first is the Patriarchs (Abraham, Moses etc.) and hope; the second the prophets (Isaiah, Malachi etc.) and Peace; the third John the Baptist and Love; the fourth (usually pink) stand for Mary and Joy. The fifth candle is lit on Christmas Day, is white and stands for Jesus as the Light of the World. In baptism, candidates are given a candle to show that they have passed from darkness to light and Christians are said to live in the light of Jesus.

Expected Learning

Pupils will correctly identify the three festivals and the appropriate faith; they will know the story behind each festival and be able to explain why light is a feature. They will understand the significance of light for life and its symbolic meaning as guide, revelation and understanding. They will be able to describe the beliefs that each festival expresses and compare and contrast beliefs and practice. They will know the artefacts that link to the festivals and their significance.

Developing

Pupils will recognise the key elements of the festivals and the significant artefacts. They will know the faith represented by each festival. They will know some reasons why Christians call Jesus the light of the world

Excelling

Pupils will be able to explain the significance of each festival for the faith and describe how the practice of the festival expresses belief and commitment. They can compare and contrast the way Christians prepare for Christmas with the secular preparations, giving reasons for differences.

Engage:

- Begin with a reflection in the dark and then light a candle and discuss the children's feelings about light and dark.
- Explore the phrase from the baptism service: *"This is to show that you have passed from darkness into light. Shine as a light in the world to the glory of God the Father"*. How does it feel to be in the dark? How did it feel when a candle was lit? Give a series of statements that the children have to decide are closer to light or dark, include some challenging phrases, and put them on a line from light to dark. Get pupils to discuss in pairs what their answers are.

Enquire & Explore: (AT1)

- Look at a selection of Christmas cards with images of light and discuss why there are so many. Which ones do they think show the meaning of Christmas best?
- Explore the concept of Jesus as "Light of the World" using the Holman Hunt picture and use the picture as the centre for a thought sheet or another response sheet.
- Explore the festivals of Advent, Chanukah and Diwali and the way that they all use light. Use the three festivals for a differences and similarities sheet – looking at the symbols of light.
- Look at advent wreaths and the meaning of the candles and the way that a candle is lit through advent.

Evaluate: (AT2 Impersonal)

- Does the image of light communicate a deeper meaning to believers than to non-believers?
- What does it mean to pass from darkness into light? How does light make them feel? Does the image of someone as a "light" help the children to see how Christians might feel about Jesus? What does it mean for a Christian to have Jesus as a guiding light?
- Do Christians and non-Christians prepare for Christmas in the same way? Why might it be different?

Reflect & Communicate: (AT2 Personal)

- Who are their guiding lights? In what ways might they be guiding lights for others? Do we need guiding lights? Do we need light? Complete candle templates of what light means to them.
- Produce pictures showing what light means to them and who their guiding lights are.

Year 3/4: Unit 3**Term: Spring 1****Year: A****Is a Hindu child free to choose how to live?**

Key Concepts: Hindu; Belief; Commandments – Dharma (a person's duty, doing the right thing in a given situation) and Karma (the law of cause and effect)

Learning Objective: to explore the impact Hindu beliefs have on the life of a child, especially the 5 daily duties; Hindu family life and worship in the home; to explore the consequences of actions and choices.

Brief Background for teachers

Much Hindu practice and teaching is based around the 4 Purposes of life: Dharma: religiosity, teaching or law (which include the 5 duties); Artha: economic development or prosperity, Kama: sense, pleasure and enjoyment; Moksha: enlightenment or liberation for the soul at the end of the cycle of life. Dharma is linked to career choice, class and family and encourages people to follow the 5 daily duties or debts. These are to worship God, study the scriptures, contemplate the wisdom of ancestors and elders, provide food for all beings in need and serve guests with respect and love. (See the resources section for where to find out more.) These are called pancha maha yagnas. Dharma encourages moral or ethical living at all times.

Additionally, there are other key concepts which influence the way that Hindus understand the world. Karma is the law of cause and effect and Samsara is the cycle of life, death and rebirth. This is part of the reason why many Hindus are vegetarian. There are stories in Hindu traditions that make these concepts accessible to children. The Heart of Hinduism website has some PDF versions that can be downloaded. Many people are familiar with the concept that "we reap what we sow" and that our actions have consequences.

Expected Learning:

Pupils will recognise the concepts of Dharma, Karma, Moksha, and Samsara and can give simple definitions of them. They can identify the impact that these concepts have on the life of many Hindus; they have encountered some Hindu stories that explore these issues e.g. the story of Shravan; King Shibi and the Birds. Pupils have explored the 5 daily duties of Hindus (pancha maha yagnas) and the 4 purposes of life and discussed the effect that these duties have on family life. They can compare these duties to the behaviour that is expected of them and others and recognise examples of appropriate and inappropriate behaviour for Hindus and themselves.

Developing

Pupils will know that Hindus have some rules or duties that they live by and that there are religious beliefs behind these practices. They can describe two of the daily duties and talk about the differences they might make to daily life.

Excelling

Pupils will be able to give fuller explanations of the key concepts and the 5 duties. They will be able to appraise the value of living according to these and other rules. They will be able to give examples of appropriate and inappropriate behaviour, giving reasons for their ideas.

Engage:

- Ask children to think about the rules that they have at home. Discuss whether the rules at home are the same as at school. Decide where the ideas for the rules come from – which rules are most important? Do the rules help them to know who they are? Are the rules the same all the time? Are the rules the same for guests? Does everyone have the same rules? What are the consequences of not having the same rules? Make up rule books/posters to demonstrate their own rules.
- Are there times when you have to do things you don't want to do? Would you call those duties? Are they the same as rules? Compare the duties they have to do with those others do. Are they the same? Are they the same for children and adults? Do the rules and duties change as we grow up? Are they the same in all jobs?

Enquire & Explore: (AT1)

- Research the 5 daily duties of Hindus – the pancha maha yagnas and the 4 goals or purposes of life as Hindu see them. Pupils can decide how these might be lived by people at different ages; interview a Hindu or email a believer through RE Online website; Pupils might explore how many Hindus worship and what is understood by Karma in terms of the consequences of actions.
- Read some Hindu stories that explore the key concepts of actions and consequences such as Sadhu's Blessings (a Vedic story) or Again become a mouse, or the story of Shravan, or King Shibi. Krishna advising Arjuna in battle is a key text for Hindus facing dilemmas about duties, but only very brief summaries are easily available.

Evaluate: (AT2 Impersonal)

- Evaluate the impact these rules and duties have on children in Hindu families. Do these rules help them? Do they hate their faith because of them? Do they give them an identity? How different are the Hindu duties to non-Hindu rules and duties? Are the rules linked to what they believe? Are they free or do these rules restrict them?

Reflect & Communicate: (AT2 Personal)

- Are there rules that the class want to change? Are there things they can learn from the Hindu rules?
- Would they like to live in a family that followed the beliefs of Dharma and Karma? Imagine a family with no rules – compare it to a Hindu family. Which do they think is better?

Year 3/4: Unit 4**Term: Spring 2****Year: A****Does Easter make sense without Passover?**

Key Concepts: Judaism; Christianity; Freedom; Passover; Last Supper

Learning Objective: to explore the connections between Passover and Easter, particularly the Last Supper

Brief background for teachers:

Easter is one of the key events of the Christian calendar, taking place in the Spring every year. The events of Holy Week which lead up to Easter are endowed with symbolism and while there are differences between the accounts in the 4 gospels, most of the same events are recorded. Large amounts of the Gospels are devoted to the events of this week

and the origins of the Passion Play are to be found in the church's re-enacting of this story. In Jerusalem, the events unfold against the gathering of pilgrims for the Passover festival. Passover, (Pesach in Hebrew) celebrates the Exodus of the Israelites from Egypt under the leadership of Moses. That story is told in the Book of Exodus (chapters 7-14), recounting the 10 plagues that were inflicted on the people of Egypt and the final flight of the Israelites from slavery, culminating with the crossing of the Red Sea. Although it is unlikely that the modern celebration of Passover is entirely similar to the Last supper that Jesus enjoyed with his disciples on the day Christians call Maundy Thursday, the symbolism of the meal is significant. There are many links that Christians identify with Jesus, particularly the three matzots (unleavened bread) in a cloth, the middle one of which is broken and hidden for the children to find. A cup of wine is shared at the end of the meal. There is a lamb shank bone, recalling the lamb that was sacrificed at the first Passover and whose blood was put on the doorframes to mark out the Israelite homes from those of the Egyptians. The roasted egg symbolises the eyes of the Israelites and is dipped in salt water to represent tears; salt water the tears of the people and the waters of the red sea; parsley the branches of hyssop that were used to daub the blood on the doorframes; haroseth (a mixture of apples, nuts, cinnamon and red wine) the mortar for the bricks; horseradish, which is dipped in the haroseth is a symbol of suffering. Like Easter, Passover is a mixture of sadness and joy; tears and sorrow for the hardship and deaths of the Egyptians and rejoicing at the release into freedom from slavery. Christians see this as a foreshadowing of the freedom to which Jesus leads them; freed from slavery to sin (John 8:34 -36). Christian communion is based on this meal – the breaking of the bread and the sharing of the cup of wine. The account of the Eucharist or Communion in 1 Corinthians 11: 23ff predates the writing of the gospels, showing that this commemoration quickly became part of Christian practice

Expected Learning:

Pupils will know the key events surrounding the Passover meal in Holy Week; washing the feet, sharing the bread and wine; the symbols as Jesus explains them and what the outcome of the meal is i.e. the betrayal by Judas, the arrest in Gethsemane, trial crucifixion and resurrection. Pupils will know why the Passover was celebrated in Jesus' day and how and why it is celebrated by Jews today. Pupils will know the central events of the Exodus story as the Israelites are lead out of Egypt (the plagues, the role of Moses, the death of the firstborn and the actual passing over of the Angel of Death). Pupils recognise that there are Bible passages that link the two events and be able to evaluate the links between the two stories. Pupils will be able to describe the link between these two stories and the Christian celebration of communion or Eucharist. .

Developing

Pupils will know the narratives of Passover and the Last Supper identifying the main details of each. They will understand that the Christian celebration of communion is linked to both these stories and be able to identify some of the links.

Exceeding

Pupils will know the significance of the celebrations of Passover and Communion for Jews and Christians and decide whether the links make either or both more significance. They will look for ways that Christians could celebrate the Passover and reasons why they might want to do so.

Engage:

- Ask pupils to plan a meal for a special occasion. What foods would they choose? Why? Would their foods have any special meaning? Would it make a difference what the meal was for?
- Show a picture of a Passover meal and ask pupils to work out what this special meal might be for. What do they think the foods are? What do they mean?
- Find out if pupils are looking forward to Easter and if so why.

Enquire & Explore: (AT1)

- Read the story of the Last Supper, putting it into the context of Holy Week. Read more than one version; it is in all 4 Gospels. Do a variety of activities to ensure that pupils know the story (hot seating, adding thought bubbles to pictures, freeze frame activities, Kim's game with key features from sections of the story).
- Explore the story behind the Passover celebration, looking for any similarities to the Last Supper. The film Prince of Egypt is very good for this; the story can be found in Exodus Chapters 7 – 12. This is a situation where reading from a Children's story Bible may be sensible.
- Explore the current Jewish practice of Passover, focusing particularly on the symbolism. The Jewish way of life special on RE Online is a useful resource here.
- Explore the Christians Communion/Eucharist/Mass; refer to 1 Corinthians 11:23ff for an early church commentary on the Lord's supper

Evaluate: (AT2 Impersonal)

- Compare the two festivals, exploring whether Easter means anything without Passover. Complete a “Thought bubble” activity on Passover/Easter, especially the last supper.
- Act out the Last Supper with a commentary explaining the links to Passover and freeze framing for characters’ thoughts; discuss and show how these thoughts might influence Christians taking communion today
- Should Christians celebrate Passover, as many churches today do? What differences would they need to make to the event?

Reflect & Communicate: (AT2 Personal)

- Do they think Easter is worth celebrating? Why? How would they celebrate it? Are there special foods that ought to be eaten? Why?

Year 3/4: Unit 5**Term: Summer 1****Year: A****Does Jesus have authority for everyone?****Key Concepts:** Authority; Jesus, Gospel; Obedience, trust, faith**Learning Objective:** to explore the life and teachings of Jesus from the perspective of his authority; to examine the authority that Jesus has for Christians today**Background information for teachers**

In the Gospels of Matthew (7.29) and Mark (1.22) it says that Jesus “taught as one who had authority not as their teachers of the law.” From an early age, Jesus impressed the people and the teachers of the law (although the latter did not always like what he said). When he goes missing at the age of 12, Mary and Joseph find him in the temple talking to the teachers of the law and amazing everyone with his knowledge and understanding. (Luke 2:47-50) When he calls the disciples, they respond and follow him; when he speaks to the storm it is stilled (Matthew 8:23-27; Mark 4:35-41); he heals and casts out demons who obey him (Luke 4:31-37 e.g.) leaving the people they are possessing. Throughout the Gospel of Luke, it is the authority of Jesus that is emphasised but when he is questioned about the origin of his authority he will not answer (Matthew 21:23 ff.) Jesus also demonstrates his authority in his teaching. The passage referred to as the “Sermon on the Mount” (Matthew 5 – 6) contains some of the key teachings that inform Christian living. It is also worth noting that in the book of Acts the disciples declare that they are acting in the name of Jesus i.e. on his authority for example, when they heal the lame man at the Beautiful Gate in Jerusalem (Acts 3:1-10). Jesus takes his authority in part from the Scriptures (the Torah); this is particularly noticeable in his confrontation with Satan in the Wilderness in Matthew 4; he quotes three passages from the Old Testament and Satan leaves him alone. There are other occasions when he quotes from the scriptures in support of his teaching – at the start of the story of the Good Samaritan (Luke 10) for example and in the Sermon on the Mount and on both these occasions he expands and exemplifies the teachings, lending his own authority to the text. For Christians today, the words of Jesus are often quoted as their authority; many aim to be Christ like in their behaviour, but the Old Testament and the actions and writing of the new testament writers are also treated as sources of authority. Other areas to consider for authority is the role of leaders within a community and especially help the pupils to consider what enables them to trust certain sources. Not everyone accepts the authority of Jesus – consider the views of the Jewish leaders, teachers, Pilate, Herod and eventually a large number of the people in Jerusalem. Today, many do not accept his teaching. Pupils need to consider where people get their views of right and wrong; how they decide who to trust.

Expected

Pupils will know the chosen stories that show Jesus exerting authority. They will be able to name a range of people who have authority in their lives and know the concepts of trust and obedience that accompany a recognition of authority. They will know that Christians have other sources of authority and they will recognise that different people accept different sources of authority. They will be able to evaluate the authority of Jesus for Christians, themselves and others, and identify the sources of authority in their own lives

Developing

Pupils will recognise the authority of Jesus in a small range of stories, and be able to talk about why Christians trust and obey Jesus, referring to those stories. They will recognise that other people may have different views. They will be able to identify people who have authority for them.

Excelling

Pupils will be able to identify the impact that the authority of Jesus had on the disciples at the time and has had since on Christians. They will be able to evaluate the sources of authority in their own lives and identify some of the difficulties that people have in accepting the authority of Jesus.

Engage:

- Looking at various pictures of authority figures, and try to identify whatever they have in common, and come up with a class definition of authority. Encourage pupils to see that there are different types and levels of authority. Look at the qualities of authoritarian people.

Enquire & Explore: (AT1)

- Which events in the life of Jesus show his authority to Christians?
- Look at some of the events: Jesus in the temple, calling the disciples, stilling the storm, money to Caesar, call of Zacchaeus. Investigate these events through picture, discussion, drama and hot-seating, considering which is the most important part of the story, how the authority is demonstrated, what people might be thinking or feeling and what they themselves were thinking and feeling.

Evaluate: (AT2 Impersonal)

- Is it important for Christians to believe that Jesus has authority?
- What would have happened if these things had not happened, if the teachers had not listened, if the fishermen had not followed Jesus...? Pupils could act out, write out or draw what might have happened in these scenarios.

Reflect & Communicate: (AT2 Personal)

- Who has authority in your life? Pupils look at various people who have authority in their lives and draw pictures of the people who have authority over them.
- Do different people have different amounts of authority? Do people with authority always have the authority? Is it always right to obey people with authority? Role-play different possible scenarios about following instructions from authority figures.

Year 3/4: Unit 6**Term: Summer 2****Year: A****Can made-up stories tell the truth?****Key Concepts:** Truth; Parable; Fable; Myth**Learning Objective:** to explore how Jesus taught truths through story and why he chose to do this**Background Information for teachers**

Jesus taught his disciples and the crowds using parables, stories that had a message. Sometimes the messages were hidden; sometimes they were quite clear. Many of them were told using exaggeration, and were clearly meant not to be taken at face value. Would a shepherd really leave 99 sheep unguarded to go and look for one? Would a farmer really tear down all his barns to build new ones, once the harvest was already in? Would a stranger in effect give a blank cheque to an innkeeper to look after an injured man? For the children this becomes an exploration of truth, and the question about deep truths. The story of the Good Samaritan is often told in school; it is hard to get away from the traditional message that it is about helping strangers or just identifying who your neighbour is. It is important to look at the context for each of the parables and this one is told to answer the question "What must I do to inherit eternal life?" as much as the question "Who is my neighbour?" The man who has asked the question is trying to justify himself; the challenge goes deep to the heart of Christian belief. There is almost nothing we can do to inherit eternal life. It is a gift of God. It also emphasises that everyone is our neighbour – that also lays down a huge challenge to Jesus' listeners. Ensure that pupils are exposed to a range of parables (there are lists on the internet). The Workers in the Vineyard (Matthew 20:1-16) appears to be about how an employer should treat the people who work for him – treating everyone fairly (though not equally), but it can also apply to the entrance requirements for the Kingdom of Heaven; those who arrive last will not receive any less of a welcome than those who have worked for their place. The story of the Lost Son (Luke 15:11 – 32) similarly talks about a family dynamic, but also describes the love of God for those who fall away and then turn back. The story of the Sower and the soils in all three of the synoptic Gospels gives the reader insight into some of the reasons why Jesus used stories. Matthew 13:10 – 17 suggests that Jesus is deliberately making things harder to understand, so that people have to think, rather than taking things at face value.

Expected

Pupils will be able to retell the parables they have heard and be able to suggest a range of meanings for the stories covered, especially focusing on what Christians might take from the story. They will be able to show that they understand the difference between, truths, untruths and truth that is hidden behind story. They will make connections

between the stories Jesus told and other stories they have read and the value of using story to tell truths, including those from other faiths.

Developing

Pupils will be able to retell at least one of the parables they have encountered. They will be able to suggest a meaning for the parable. They will recognise that the Bible contains stories about Jesus and stories that Jesus told and they will be able to identify some of the differences.

Excelling

Pupils will be able to identify a wider range of stories that tell truths and be able to talk about the differences between them and true accounts. They will be able to talk about the impact that these stories have on the listeners at the time and what Christians take from these tales today.

Engage:

- Find out what the children understand about truth by giving them some statements to sort into true/false. Include some proverbs, like a stitch in time saves nine, or too many cooks spoil the broth. Discuss whether all of these things are true or false or whether some things are both and some things neither. Do they think it is important to be truthful? Is there a difference between story and untruth? If appropriate read a fictional book that supports their learning in a factual subject and discuss whether the made-up story teaches them things that are true. (e.g. The Great Kapok Tree by Lynne Cherry)

Enquire & Explore: (AT1)

- Read some of the parables that Jesus told – Good Samaritan, Lost Sheep, Lost Son, (find some they have not done in the infants – e.g. the Ten Virgins, the Workers in the Vineyard, the Two Sons). Discuss why we think they are stories rather than history. Identify the message that these stories are telling. The children can act these out and make them suitable for a modern setting ensuring that the message comes out clearly. Do the children think the stories are true? Pupils could begin to explore some stories from Hinduism – e.g. the story of Rama and Sita. Do they think these stories are true? What is true and what is made up?

Evaluate: (AT2 Impersonal)

- What do believers learn from these stories? Can we learn truth from stories? Do the children think the stories are true? Why? Why not? Does it matter? Is there a deeper truth that the stories are trying to teach? Is that more important, or should the stories be true? What are the deeper truths being told?
- Consider the question as to whether there is a difference between the parables and the stories about Jesus. Does the fact that some of the stories are not true make people feel that the other stories are not true either?

Reflect & Communicate: (AT2 Personal)

- Children pick a story that they find tells the truth and write or draw a version of the story, making the truth of the story really clear. It does not have to be one of the stories studied. It could be from another religion.
- What would happen if we always taught with stories? Does it make it hard to know what is true? Are there times when that would be inappropriate? How would we know? Children are to imagine and act out a scenario when a story would help and one when it would not.

Year 3/4 Cycle B – Overview of the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Learning Objective	To explore how Hindus express their beliefs through images of deities and symbols	To explore the role of Mary in Christian life and in the Christmas story in particular	To explore the holy journeys made by believers; the reasons and impact for such journeys	To explore Lent and its significance for Christian belief and practice	To explore at least two miracles of Jesus and evaluate them from the view of a believer and a sceptic	To explore the reasons why believers pray and what they believe the results are
Big Question	Do Murtis help Hindus understand God?	Does the Christmas narrative need Mary?	Is a holy journey necessary for believers?	Should believers give things up?	Did Jesus really do miracles?	Does prayer change things?
Other key questions	How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life? How are religious and spiritual ideas expressed and why is literal language not adequate? How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?	In what different ways do people worship and what difference does this make in their lives? How do religious families and communities practice their faith and how is this seen in local communities?	How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? How do religious families and communities practice their faith and how is this seen in local communities? How are religious and spiritual ideas expressed and why is literal language not adequate? In what different ways do people worship and what difference does this make in their lives?	In what different ways do people worship and what difference does this make in their lives? How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?	What do different sacred texts teach about life and how do they influence people differently? What is it about key religious figures that make them inspirational for religious believers?	Do religious people lead better lives? Is it possible to hold religious beliefs without trying to make the world a better place?
Faith(s) studied	Hinduism	Christianity	Hinduism Christianity	Christianity	Christianity	Christianity
Other themes covered	God Brahman Trimurti Murtis	Mary Worship	Hindu Christianity Pilgrimage	Lent	Miracles	Prayer (sin/salvation/miracle)

	Avatars		Worship (Muslim pilgrimage – Hajj if desired)			
Additional guidance and resources	ODBE RE scheme of work KS2, Y4 Aut 1 Unit 1 Mid-Term Planning	ODBE RE scheme of work KS2, Y4 Aut 2 Unit 2 Mid-Term Planning	ODBE RE scheme of work KS2, Y4 Spr 1 Unit 3 Mid-Term Planning	ODBE RE scheme of work KS2, Y4 Spr 2 Unit 4 1 Mid-Term Planning	ODBE RE scheme of work KS2, Y4 Sum 1 Unit 5 Mid-Term Planning	ODBE RE scheme of work KS2, Y4 Sum 2 Unit 6 Mid-Term Planning

Credit: Adapted from Oxford Diocesan Board of Education KS2/Y4 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

Do Murtis help Hindus understand God?

Key Concepts: God; Brahman; Trimurti; Murtis; Avatars

Learning Objective: to explore how Hindus express their beliefs through images of deities and symbols

Brief Background Knowledge for teachers

The Hindu religion covers a wide range of beliefs from the Indian sub-continent, which has spread across the world. It appears to be, and had often been classed as a polytheistic religion, but most Hindus actually believe that there is one supreme Deity or God – Brahman. All the other deities are part of Brahman, different ways of understanding the all-encompassing nature of God. Murtis are the colourful figures and pictures of the deities found at Hindu shrines and temples. These figures usually form the focus for prayer, as they are believed to be filled with spirit of the god they represent. Each Murti represents one of the deities and are identifiable by the symbols surrounding them as well as certain physical features. The Trimurti is Brahma – the creator, Vishnu – the sustainer and Shiva – the destroyer. The aum/om symbol, representing the sound that created the universe consists of the same three elements and is often chanted in prayer. Each member of the Trimurti has a consort, with her own special characteristics. Many of the deities are believed to have come to earth in human and animal forms. Vishnu for example has appeared in 9 avatars, including Rama and Krishna and a 10th is expected – a rider on a white horse. There are many stories about the various deities and their avatars, which Hindus take as a whole to help them understand God and the world. But as with all stories there are different interpretations and in different parts of India there are varying traditions and practices. The belief that god is in everything, including water, stones, the earth and all people accounts for the vegetarianism of most Hindus, and the traditional greeting Namaste, which recognises God in the person to whom it is addressed. The Heart of Hinduism website is a good source of additional material.

Expected Learning

Pupils will know the names of Brahma, Vishnu and Shiva and their consorts; they will be able to describe the characteristics of these deities and draw conclusions about Hindu views of God; they will know the key stories connected with them (e.g. how Ganesh got his elephant head, Krishna and the butter, the creation of the Ganges) and what Hindus learn about God from the stories; they will know some of the other symbols that are used for god – e.g. salt water, incense, pomegranate and aum/om. They will know that Hindus choose which deities they wish to focus on and that they will turn to different deities at different times and occasions.

Developing

Pupils will know that Hindus believe that God has many different characteristics and that the Murtis reveal these in symbolic form. They will be able to identify the three key deities and know a story about them.

Excelling

Pupils will be able to explain why different Murtis are the focus at different times; they will be able to compare and contrast the different views of god and show how the ideas impact on the lives of Hindus; they will know how Hindus worship and home and in the Mandir

Engage:

- Display various symbols for God – salt-water, pomegranate, incense stick, Murtis, om (sound and symbol) without explaining. Pupils have to look at all of them and decide what they have in common, what they might represent. Share ideas. Make a list of words that might be used to describe God and draw symbols to represent their view of God. Discuss what the symbols tell them about God and compare the symbols the Hindu use to their own.

Enquire & Explore: (AT1)

- Read the story of the blind men and the elephant; explore the om symbol and sound.
- Explore various deities, looking at the Murtis and reading the appropriate stories – Krishna, Durga, Shiva, Ganesha.
- Look at how the Murtis are used in worship – Get someone in or visit a Mandir.
- Look at the avatars of Vishnu and explore what Hindus learn about God from the avatars.

Evaluate: (AT2 Impersonal)

- How do the Murtis help Hindus understand God?
- Why do Hindus think the Murtis are important?
- Does it matter that not all Hindus worship all the deities? Is it right to choose which aspects of God you worship?

Reflect & Communicate: (AT2 Personal)

- Does it matter that different people have a different view of God? How does your view of God affect other people? Does it matter if you think that there is no God? How would this idea change things for yourself and others?
- Do the symbols help you understand God? In what ways?
- If you designed your own murti, what would it look like? In what ways is it similar to the Hindu Murtis and in what ways is it different?

Year 3/4: Unit 2**Term: Autumn 2****Year: B****Does the Christmas narrative need Mary?****Key Concepts:** God; Virgin Mary; Christ; Icon**Learning Objective:** to explore the role of Mary in Christian life and in the Christmas story in particular**Brief Background knowledge for teachers**

Mary, the mother of Jesus is a prominent figure in Christian religious art, but is only mentioned in the gospels of Matthew and Luke. Most of the narrative about Mary is found in Luke's version. Chapter 1 focuses on her role in the Christmas narrative. Most Christians believe that Mary conceived the infant Jesus by the Holy Spirit, after a visit from the Angel Gabriel. Her sister Elizabeth was also carrying a miraculous child and Mary visited her. The prayer offered by Mary in Luke 1:46-55 during her visit has become the Magnificat, said or sung in many traditional church services. The journey to Bethlehem, the birth, the visit of the shepherds and the Magi, followed by the subsequent flight to Egypt are the main features of the narrative as told by Luke. Mary is often depicted as wearing blue, because the colour is associated with holiness and royalty, it being one of the most expensive dyes to create. Her willingness to be used by God is one of the characteristics that is most praised, particularly in the Catholic Church, which places a greater emphasis on the role of Mary than the protestant tradition. Many icons in the Catholic and Eastern Orthodox traditions feature Mary; statues of her are carried during religious festivals particularly in Europe and South America. She has been represented in poetry as the queen of heaven; the feast of the assumption on the 15th August celebrates her being taken bodily into heaven. These ideas are not contained in the canon of scripture, but are followed by millions of Christians worldwide.

Expected Learning

Pupils will know that Mary is considered to be the mother of Jesus and that God was his father, although Mary was married to Joseph; they will know the key events from Luke's gospel that involve Mary; they will have thought about their significance to the Christmas narrative; they will be able to interpret some of the symbols usually connected with Mary; they will know that different denominations vary in their treatment of Mary and they will have considered their own response.

Developing

Pupils will recognise Mary as the mother of Jesus in artistic interpretations and be able to recount the key events of her role in the Christmas story; they will know that there are prayers and festivals connected with Mary, but that not all Christians hold the same views.

Excelling

Pupils will know which beliefs about Mary are consistent with Biblical material, and which come from different sources; they will evaluate her contribution to the Christmas narrative and wider Christians belief; they will compare the role of Mary to other female religious figures.

Engage:

- Give out three pictures of Mary (**without saying who it is**). Maybe make one a Black Madonna or clearly from another culture. Ask pupils to look for similarities and differences. Who do they think the pictures are of? Why? What symbols can they see? Look at the symbols associated with Mary and compare to the Hindu symbols learned last unit.
- What, if anything, do images and symbols of Mary tell us about the Christian view of God? Are they different or similar to Hindu murtis?

Enquire & Explore: (AT1)

- What do the children know about Mary and her role in the Christian story?
- Read the stories of Mary in the Bible (annunciation, visit to Elizabeth, journey to Nazareth, birth of Jesus, flight to Egypt, Jesus in the temple) focusing particularly on whether she is a key to the Christmas story.
- Look at the Catholic celebration and reverence of Mary particularly in other countries – in annunciation, assumption day and the “hail Mary” concept. Freeze frame parts of Mary’s life, communicating her thoughts on her role as the Mother of Jesus.
- Look at other religions views of women and mothers (Egyptian views of Isis, pagan Gods, Hindu goddesses etc.) and compare that to the Christian views.

Evaluate: (AT2 Impersonal)

- How important do Christians feel Mary is in the Christian story? Do all Christians feel the same about Mary? Why or why not?
- Do these stories show us that Mary is holy? How should she be treated?
- Are any of these stories more important than the others?
- Is Christianity just copying other faiths in having a female figure?

Reflect & Communicate: (AT2 Personal)

- Are the mothers of other famous people considered important? If so, how do the pupils feel about that? Is it right to treat them as special? What image do they have of Mary? What do they think she might have looked like? Do they think she is important to the Christian story? How do they respond to various festivities that they have explored?

Year 3/4: Unit 3**Term: Spring 1****Year:****Is a holy journey necessary for believers?**

Key Concepts: Hindu; Christianity; Pilgrimage; Worship (Muslim pilgrimage – Hajj if desired)

Learning Objective: to explore the holy journeys made by believers; the reasons and impact for such journeys

Brief background information for teachers

A holy journey or pilgrimage is usually made by believers to a place special to their faith. The place may be connected with the founding or beginnings of the faith or a place where a miracle is said to have occurred. Often the places are linked to the people who have had an influence on the religion or belief. There are of course non-religious pilgrimages too: people travel to Memphis to remember Elvis Presley, or Liverpool for the Beatles for example. For many faith journeys, there is an element of sacrifice – travelling by foot instead of using vehicles or fasting on route. Sometimes there are rituals to be performed along the way or special item to be carried or worn. Pilgrims on the way to Santiago de Compostela carry a scallop shell (St James whose shrine they are going to visit is called St Jacques in French and the French for a scallop is a coquille St Jacques and the scallop shell is his emblem). It is supposed to be significant of the personal journey in physical and spiritual terms. There are many different places of pilgrimage for Christians: Jerusalem and Bethlehem are associated with the life of Jesus; St Peter’s, Rome with St Paul and the popes; Canterbury Cathedral with St Thomas a Becket, the Isle of Lindisfarne with St Cuthbert and the spread of early Christianity in Britain. These are just a few examples. There is no formal requirement for Christians to take a pilgrimage, but many use it as an opportunity to grow spiritually and encounter God in both the special place and the journey. Likewise, there is no compulsion on Hindus to participate in a pilgrimage, but with many Hindus living abroad a trip to visit India combines a visit to relatives with a spiritual journey. Hindus have a wide range of reasons for participating in a pilgrimage and India has a wide range of places that can be visited. The River Ganges is often the focus, and many holy sites are situated on its banks. The large gatherings or mela which take place at festival times are also a focus for pilgrims. Pilgrimage in both Hindu and Christian traditions includes an element of worship and the reasons are similar too. This list is from the Heart of Hinduism website, but most could equally apply to Christian pilgrimage: To remember special people (saints); To fix the mind on God and to glorify Him; For spiritual development and to gain spiritual merit; For purification and atonement of sins; For meeting and taking guidance from holy people; To perform specific religious rites; For self-reflection and contemplation; For an uplifting and memorable experience.

Expected Learning

Pupils will be able to describe some of the differences between a pilgrimage and a holiday. They will know about a range of places of pilgrimage for Christianity and Hinduism and be able to say why those particular places are focused upon. They will know a range of reasons why people may choose to participate in a pilgrimage and describe the impact

that the journey might have on a participant. They will be able to describe a typical pilgrimage, giving details of activities undertaken. They will have encountered a story about a pilgrimage or interviewed someone who has made a journey.

Developing

Pupils will know that a holiday and a pilgrimage are different and will be able to give a couple of reasons why people may choose to go on pilgrimage. They will be able to suggest some activities that pilgrims might do.

Excelling

Pupils will be able to explain the differences between a pilgrimage and a holiday and the reasons for making a pilgrimage. They will be able to evaluate the reasons and relate the material to their own lives.

Engage:

- Show the children some pictures of the Magi. Do they know who they are? What do they know about the Magi? Were they going on holiday? How do they know? What would the difference be?
- Discuss holiday destinations with the children. Where do they go? Why do they go? What do they do?
- Do they have a special place that they go? Does that special place have to be outside the home? Describe the special place and what they would do there. Explain why they would go there. How does their special place make them feel?

Enquire & Explore: (AT1)

- What places do the children think are special to Christians? Can they name any? Pin pictures and information about various places of pilgrimage round the room and allow the children time to “visit” them, choosing the place that they are most interested in, which they can then research. Watch video clip of Sister Margaret talking about her pilgrimage to Santiago de Compostela which is on the old www.request.org.uk website. Pupils could write a postcard back from their chosen place, making it clear what is different between a pilgrimage and a holiday.
- Research further Christian places of pilgrimage – Lourdes, Canterbury, Iona, etc.
- Put a picture of Hindus at the Ganges in the middle of a large sheet, and pupils work in groups to say what they think is happening, adding questions that they have. These can then be shared with another group, which suggests answers to the questions or adds ideas of their own.
- Research Hindu places of pilgrimage – Varanasi, etc. Find out about the history of these places, what people do when they go there, how they travel, why they travel there.

Evaluate: (AT2 Impersonal)

- Pupils consider and debate whether pilgrimage is more meaningful for Christians or Hindus, offering reasons and suggestions. It may include answers to any of the following questions: Do worshippers have to leave home to worship? Do you think they gain more by going somewhere a long distance away to worship? Does the journey add to the experience? Is it more meaningful if they travel with others? Are some places more important than others?

Reflect & Communicate: (AT2 Personal)

- Would the children want to go on a pilgrimage? Would that be more important than a holiday? Where would they go? Why? What would they take? Who would they travel with? Make an advert for either a pilgrimage or staying at home to get close to God

Year 3/4: Unit 4

Term: Spring 2

Year: B

Should believers give things up?

Key Concepts: Christianity; Lent; Giving things up, Carnival

Learning Objective: to explore Lent and its significance for Christian belief and practice

Brief Background for teachers

There are two seasons in the church year that are about giving things up – fasting. The first is Advent – the 4 weeks leading up to Christmas and the second is Lent – the 40 days leading up to Easter. (In the Celtic church, Advent was also 40 days long.) Churches that use liturgical colours usually use purple for both of these seasons. The period before lent is, in many catholic traditions, a season of partying and feasting. Carnival, leading up to Mardi Gras/Shrove Tuesday is celebrated around the world – though not so much in England, where pancake day is the focus. The idea is that the feasting uses up all the food that will not keep during the

fast and allows people to have fun before the privations. Lent starts with Ash Wednesday; in many churches the previous year's palm crosses are burned and used as ash to mark a cross on the foreheads of worshippers at the service, usually a communion. This is a sign of penitence and repentance. Many people give things up for Lent, though these days many people are taking up social or eco action or acts of kindness instead of giving things up. In medieval and Tudor times, people fasted from rich food, meat, wine, music and festivities. Sundays did not count in the 40 days – it would not have been possible to take communion if they did. This is the reason why Ash Wednesday to Easter Sunday is actually 46 days. In the Christians tradition this 40 day fast reflects the 40 days that Jesus spends in the wilderness, immediately following his baptism. This story can be found in Matthew 4:1-11 and Luke 4:1-13. After fasting the Bible tells us that he is tempted to by Satan and each temptation is countered with a quote from the scriptures. Fasting is usually equated with going without food and many religious traditions espouse it. In Islam, the month of Ramadan is a time when believers do not eat or drink during day light hours. The Jewish Yom Kippur is a 25 hour fast from all food and drink. Hindu believers will sometime fast as well – many of them once a week, with a focus on pleasing the deity for the day. Fasting is usually for 24 hours. In all of these traditions the aim of the fast is to please God and enable the believer to focus more on God and be less selfish. For some, the giving up of something will free up resources to give to others.

Expected Learning:

Pupils will know that Lent and Advent are seasons in the church year that prepare believers for the feasts of Christmas and Easter. They will know how Ash Wednesday may be celebrated and the significance of the symbolism. They will know that Lent is traditionally a time for giving things up. They will understand that fasting is linked to penitence and that it is a way for Christians to put themselves right with God before Easter. They will know the story of the temptations and be able to suggest meanings for the temptations and the way that Jesus rebuffs them. They will be able to link the story of the temptations to the practice of Lent. They will know about some people who have given things up for what they believe.

Developing:

Pupils will know that Lent are the days leading up to Easter and will be able to describe some reasons why people may choose to observe Lent. They will be able to talk about the kinds of sacrifices people may make and they will know the story of Jesus in the wilderness.

Excelling

Pupils will be able to evaluate which practices best reflect the theology of the story of Jesus in the wilderness and be able to support their responses with biblical material. They will be able to link the practice of fasting to other traditions of giving things up.

Engage:

- Read a story about children who are tempted to do something wrong – ask pupils to think about what happened in the story; ask them to think about whether giving in to the temptation was right or whether they should have given up their desire for whatever it was.
- Ask pupils to write or tell a story about something wrong they have done or been tempted to do, looking at the consequences and thinking particularly about what might have happened if they had done it differently. Act sketches on similar topic or do conscience alley activity. Encourage them to think about how and why they know/believe something to be wrong.

Enquire & Explore: (AT1)

- Begin to discuss and debate the kind of things that Christians might think are wrong. Are they the same or different to what the children believe?
- Explore the story of Jesus and his temptations in the wilderness. Find out how Christians respond to this story in the Bible. Investigate all the features of Lent that link to the temptations in the desert – 40 days, no food, giving things up, remembering all the things they have done wrong, saying sorry etc. Explore the concept of sin and how Jesus alone is perfect according to the Christian faith. Look at how the temptations are represented in art; discuss particularly how Jesus responded to the suggestions the Devil made.

Evaluate: (AT2 Impersonal)

- Suggest some reasons why Christians chose to follow Lenten customs, especially ashing or fasting and discuss ways of deciding what is right or wrong. Look at some stories of people who have given things up to follow God/Jesus and what the consequences have been. Did they need to give these things up? Was it right to do so? Prepare a reflection on what Lent means to Christians.
- Does the fast make the feast more meaningful?

Reflect & Communicate: (AT2 Personal)

- What have pupils ever given up? How did it make them feel? Did it have good consequences? What helps them to decide what is right and what is wrong? Is it only the consequences that inform their decision? Do they refer to the Bible or a different text to help them make decisions? Is it always necessary to resist temptation? This could refer back to the story that they wrote or told at the beginning.

Year 3/4: Unit 5 Term: Summer 1 Year: B

Did Jesus really do miracles?

Key Concepts: Miracles, faith, belief, doubt

Learning Objective: to explore at least two miracles of Jesus and evaluate them from the view of a believer and a sceptic

Background Information for teachers

In Luke 23:8 Herod is depicted as longing to meet Jesus, because he wants to see him perform a miracle. In John 14:11 Jesus says "Believe me when I say that I am in the Father and the Father is in me; or at least believe on the evidence of the miracles themselves." Throughout the gospels there are references to the way that the miracles Jesus performs attract people to follow him, and it is the miracles, as well as his answers to questions, that lead the Pharisees and Teachers of the Law to seek his death. Performing miracles indicated Jesus' divinity; in the old testament the miracles were performed by God: Psalm 77:13-14 "Your ways, O God, are holy. What god is so great as our God? You are the God who performs miracles..." The miracles that Jesus performed had spiritual significance as well as being miracles in their own right. Feeding the 5,000 and the 4,000 point to him as the bread of life, and reflect the provision of manna in the desert. Healing the sick and raising the dead show that Jesus has power over life and death, as well as care for the poor and the disadvantaged. Illness at the time of Jesus often led to destitution and exclusion from the community, particularly from worship as many diseases meant people were not allowed to enter the temple or the synagogue. Restoration to health meant that they could return to the religious life of the people of Israel. Non-Jews were also healed; this was significant as the original instructions to the people of Israel were to be a "light to the Gentiles" whereas in fact they had become exclusive. The stilling of the storm shows Jesus power over nature, reminiscent of God's control over the Red Sea and the Jordan when Israel were fleeing Egypt and entering the Promised Land. Many of the miracles are attested in all three synoptic gospels (Matthew, Mark and Luke); the only miracle in all 4 Gospels is the feeding of the 5,000. Jesus did not perform miracles for himself, (see the temptations in the wilderness) nor did he perform miracles when challenged by the Pharisees, but in response to need, faith and relationship. The key miracle, as far as Christians are concerned, has to be the resurrection; the final vindication to prove Jesus as the son of God, God incarnate. There are many of course, who doubt that the miracles took place; there were people at the time who did not believe on the evidence of the miracles. This is the choice that faces anyone who reads these accounts. It is important that the pupils can explore these stories for themselves and realise the difference that it makes to Christians whether they believe or not. The pupils do not have to choose to believe.

Expected

Pupils will be able to recount the miracles that have been studied and be able to talk about the impact of them on the crowds, the disciples and the teachers of the law and the Pharisees. They will be able to give some interpretation of the miracles in theological terms and how that miracle may influence Christians today. They will show that they know why some people do not believe and the implications of the truth or falsity of the accounts.

Developing

Pupils will be able to retell one of the miracles, suggesting a meaning for the event. They will be able to ask questions about the miracle and suggest reasons why people might or might not believe and what difference that might make.

Excelling

Pupils will be able to make links between the miracles and the behaviour and beliefs of Christians. They will be able to explain the significance of the miracles and discuss the difference that believing in miracles makes to faith and belief. They will be able to talk about doubt and why many do not believe.

Engage:

- Explore pupils understanding of the word miracle, leading to a class definition. Ask pupils to list things that they think are miracles. Are there other logical or possible explanations? Think of an historic perspective to miracle – i.e. things considered miracles in the past now have a different explanation. Ask about how the word miracle is used to day. Does it still have the same meaning?

Enquire & Explore: (AT1)

- Read and watch stories of Jesus' miracles (feeding of 5,000, stilling the storm, healing paralysed man). Ensure pupils can recall and understand stories. Explore using "I wonder" questions. E.g. I wonder how come there was enough food. I wonder if it was a miracle. I wonder whether others shared their food because of what Jesus did. Could the change be the miracle? Ask similar questions about the paralysed man, and stilling the storm. Gather all the different ideas. Talk about literal and metaphorical understanding of stories and discuss whether these stories teach important messages even if we don't believe them? Does one understanding make Jesus seem more special than the other? Does either interpretation give the message better than the other?

Evaluate: (AT2 Impersonal)

- What effect did the miracles have on the people who witnessed them? Did they have the same effect on everyone? Why or why not? Which of the understandings of the miracles makes more sense to you?
- Does it matter if the stories are not literally true? How do Christians with both understandings believe the stories help them? Could these stories be of use to non-Christians? If there are pupils from different faiths, a discussion could be had about miracles in those faiths.

Reflect & Communicate: (AT2 Personal)

- Do you believe miracles can happen? What miracles would you most like to see? Do you believe Jesus could do and did miracles? What miracles do you think the world wants to see? Would miracles happening today make people believe that Jesus was/is the Son of God? Pupils could write prayers asking for miracles.

Year 3/4: Unit 6**Term: Summer 2****Year:****Does prayer change things?****Key Concepts:** Prayer (sin/salvation/miracle)**Learning Objective:** to explore the reasons why believers pray and what they believe the results are**Background information for teachers**

Prayer means different things to different people. For most Christians, prayer is about communicating with God; this can include listening as well as talking and so there are as many different ways of praying as there are individuals. There are formal written prayers, books of prayers and liturgies for all occasions. Many people also use extemporary prayer, believing that God/the holy Spirit will direct them. This idea is based on Romans 8:26 "In the same way the Spirit helps us in our weakness. We do not know what we ought to pray for, but the Spirit himself intercedes for us with groans that words cannot express." There are also injunctions from Paul to "pray continually" (1 Thessalonians 5:17); from Jesus to pray for those who persecute you (Matthew 5:44); from James to pray if you are in trouble (James 5:13). Throughout the Bible (old and new testaments) there are accounts of prayer and the outcomes. 1 Samuel 1:27 shows Hannah thanking God for answering her prayer for a son; Jonah prayed and the Fish spewed him onto dry land (Jonah 2:1); Paul and Silas pray when they are in prison and there is an earthquake that makes the walls of the prison fall down (Acts 16: 25ff.); Peter is meditating (a form of prayer) when he has the vision about the food in the sheet teaching him that Gentiles as well as Jews can hear the gospel (acts 10). Ananias is praying when he receives the instruction to go to where Saul is, having been blinded on the Damascus Road (Acts 9). There are many other accounts linking prayer and miraculous events (healings, raising the dead, with standing snake bites, rescues from shipwreck etc.) The book of Acts, charting the growth of the early church, contains many of these accounts, but there are Christians who attest to such miracles in response to prayer today. There are examples on RE Quest website, which are suitable for children. As well as causing external miracles, many Christians believe that prayer changes them as well, giving them strength to take action or withstand difficulties. Interviewing believers is probably the only way for pupils to find out about that. There are many artefacts associated with prayer: rosary beads, icons, crosses, candles etc. There are also many different types of prayer – silent meditation or contemplation, chanting, singing, intercession (asking for things for others), thanksgiving, praise, confession and these can be combined (cf the Lord's Prayer). Similar types of prayer are found in other religions, although the accompanying artefacts and practice are often different. Hindu puja uses bells, incense, fruit; flowers and milk and prayers often begin by being offered to Ganesh, the remover of obstacles. The aim of Hindu prayer is ultimately to achieve unity with the Divine.

Expected

Pupils know the correct terms for different types of prayer and can identify those types in written or spoken prayers. They can recount at least three tales from the bible and describe the impact that prayer has in these accounts and link them to some modern examples. They can evaluate the significance of prayer in the lives of historic and contemporary Christians and make some comparisons with prayer in other faiths. They will know that not everyone prays or believes that prayer has any value.

Developing

Pupils will be able to talk about what prayer might mean to a Christian or a Hindu and suggest some reasons why they might choose to pray. They will show awareness of people who believe that prayer makes a difference and give some examples from the Bible.

Excelling

Pupils will be able to describe many different types of prayer and evaluate the impact of the belief in the power of prayer on individuals and communities. They will make links to Biblical and contemporary material and be able to use this to inform their own views about prayer.

Engage:

- Share the question: Many Christians believe that Jesus lives in them, so why can't they do miracles (or can they)? How do the children react to this question? What would you do if you wanted to see a miracle? Could you make a miracle happen? Many Christians believe that miracles happen when they pray. Survey around the class – Do you pray or know anyone who does? Elicit pupil responses – what do they think prayer is? Where do people pray? Why do people pray? Pictures of people praying - see what they think is happening. Children could come up with the questions for the survey and then interview a selection of Christians (or mixed faiths if preferred).

Enquire & Explore: (AT1)

- Using PowerPoints from RE Quest website, explore Christian teaching about prayer, focussing on the Lord's Prayer and identifying different types of prayer – intercession, supplication, confession, adoration and thanksgiving. Read the Lord's Prayer and look at prayers from other Prayer books. Classify prayers according to type. Find out why people pray, what they hope to gain from prayer.
- Perhaps explore some Hindu prayers using the clips from BBC online – are there differences between Hindu and Christian prayers? Are there similarities?

Evaluate: (AT2 Impersonal)

- Again from www.request.org.uk, watch and listen to people talking about the differences that they believe prayer can make. What do the children think? Are all prayers equally valuable? Do prayers have an effect on the world or just on the people who say them? Are there differences between prayers said together and prayers said alone? Why does prayer not always work? Is prayer personal?

Reflect & Communicate: (AT2 Personal)

- Write your own prayers. Give a presentation about why it is important to pray or why prayer is a waste of time. What is it important to pray about? Will your prayers change you? Will they change the world around you?
- What prayers would you like to see answered? What changes would it make if your prayers were answered? How would you react if the answer were "no"? Link to belief in God i.e. people who don't believe maybe pray less. This could be linked back to the work on miracles.

Year 5/6 Cycle A – Overview of the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Learning Objective	To explore different ways of showing belief with special reference to Sikhism	To understand the Christmas story from a Biblical viewpoint	To explore how the Gurdwara influences the life and belief of Sikhs	To explore the significance of death of Jesus at Easter for Christians	To explore the person and work of the Holy Spirit; to find out what inspires Christians in the past and today	To explore how and why believers help others through charity and service
Big Question	Do Sikhs need the Guru Granth Sahib?	Does God communicate with humans?	Does the community of the Gurdwara help Sikhs lead better lives?	Was the death of Jesus a worthwhile sacrifice?	Are you inspired?	What is best for our world? Does religion help people decide?
Other key questions	Do Sacred texts have to be true to help people understand their religion? Does participating in worship help people feel closer to God or their faith community?	Do Sacred texts have to be true to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?	Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people feel closer to God or to their faith community?	Should religious people be sad when someone dies? Is religion the most important influence and inspiration in everyone's life?	Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life?	Do religious people lead better lives? Is it possible to hold religious beliefs without trying to make the world a better place?
Faith(s) studied	Sikhism	Christianity	Sikhism	Christianity	Christianity	Christianity Islam
Other themes covered	Sacred text Gurus	Sacred text Prophecy Revelation Incarnation	Gurdwara Community	Sacrifice Sin Redemption	Christ Holy Spirit Inspiration Pentecost	Inspiration Charity Zakkah
Additional guidance and resources	ODBE RE scheme of work KS2, Y5 Aut 1 Unit 1 Mid-Term Planning	ODBE RE scheme of work KS2, Y5 Aut 2 Unit 2 Mid-Term Planning	ODBE RE scheme of work KS2, Y5 Spr 1 Unit 3 Mid-Term Planning	ODBE RE scheme of work KS2, Y5 Spr 2 Unit 4 1 Mid-Term Planning	ODBE RE scheme of work KS2, Y5 Sum 1 Unit 5 Mid-Term Planning	ODBE RE scheme of work KS2, Y5 Sum 2 Unit 6 Mid-Term Planning

Credit: Adapted from Oxford Diocesan Board of Education KS2/Y5 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

Do Sikhs need the Guru Granth Sahib?

Key Concepts: Sacred text; Gurus

Learning Objective: to explore different ways of showing belief with special reference to Sikhism

Brief Background knowledge for teachers

The Sikh Holy book is called the Guru Granth Sahib, and is considered by most Sikhs to be the 11th Guru. It was first compiled by the 5th Guru and then added to by the 10th, after which time it has been copied so as to ensure that every copy has 1430 pages and the same words in the same places. It contains hymns of praise to God, written by the Gurus and some Hindu and Muslim teachers. The prayers are designed to be sung, and are arranged according to the melody in which they are to be sung, by theme and by author. Copies of the book are kept in the Gurdwara, as the book has to be treated in certain ways. It is placed ceremonially in a bed overnight and got up in the morning and placed under the canopy in the centre of the prayer room during the day, where it is kept under cover when not being read. Anyone may read from the book, as all people are viewed as equals. The Guru Granth Sahib is at the centre of most Sikh festivals, called Gurburbs, and particularly the Arkhand Path festivals where the entire scripture is read over a 48-hour period. At a Sikh wedding, the couple bow before the book and between stanzas of the wedding hymn walk in a clockwise direction around the book on its canopy. At the naming ceremony for a child, the book is opened at random and the hymn on that page is read. The child's name is then chosen using the first letter or the first word of the hymn. Prayers from the Guru Granth Sahib are used daily in the Gurdwara and also in Sikh homes, though most Sikh families have a copy of the Dasam Granth (poetry written by Guru Gobind Singh and not included in the Guru Granth Sahib) or the sacred Nit naym (a prayer book) at home rather than the Guru Granth Sahib itself. The opening prayer of the Guru Granth Sahib is recited daily and is known as the Mool Mantra. It sets out the key Sikh belief in one God and describes his character as understood by those of Sikh faith.

Expected Learning

Pupils will know about the key teachings of the Guru Granth Sahib, especially the Mool Mantra and what Sikhs understand about God from that prayer; pupils will link the treatment of the book with the respect offered to the human gurus. They will evaluate the impact of the teachings of the Guru Granth Sahib on Sikh daily life and practice; They will know how the Sikh religion came into existence and consider the importance of Guru Nanak in the establishment of the faith.

Developing

Pupils will know that the Sikh scripture is called the Guru Granth Sahib and know where and how it is kept and used; they will know that Sikhs revere 10 Gurus and some of the ways the book is used by Sikhs in their daily lives.

Excelling

Pupils will understand how the concept of Guru is transferred to the sacred text and the impact this has on Sikh treatment of the book. They will understand the significance of there being no priests and teachings from Hinduism and Islam being included.

Engage:

- Last piece of paper in the world activity from the RE Today Publication: Reflections. (Give pupils a blank piece of paper and ask them to imagine that it is the last piece of paper in the world and they need to think of the best way to use it – what would they write. Precede this with a stilling activity.) What do the children think is the most important idea to communicate? Play Chinese whispers – what are the advantages of writing things down?
- What would the children expect to be written in a Sacred text? Is a Sacred text useful? In what ways? Discuss and establish what is meant by “sacred” and find examples of what is sacred.

Enquire & Explore: (AT1)

- Find out what is contained in the Guru Granth Sahib and how it is used. Study the Mool Mantra and some of the other prayers. Establish that there are no stories in the Guru Granth Sahib, only prayers and hymns of praise that show people how they might live, in terms of meditation. It does not contain information about what to wear, but general truths. So is the way other Sikhs live more informative for a young Sikh than their Sacred text? Can Sikhs learn about how to live, behave etc. from the stories about the Gurus? Read several of the stories; especially about Guru Nanak, and then find out about the Khalsa. Does the Khalsa inform the way Sikhs live?
- Look also at the way the Guru Granth Sahib is treated – got up in the morning, kept covered, put to bed at night.
- Look also at the way the book is used in ceremonies – Naming, Arkhand Path, Baisakhi.

Evaluate: (AT2 Impersonal)

- Which seems to make a bigger difference to the way Sikhs live? Do we learn more from the prayers and hymns or the stories? Is experience and lifestyle more important to Sikhs than the Guru Granth Sahib?
- Compare what they have learned about the Guru Granth Sahib with the Bible and the Torah. What do the differences show us about the way the Sacred texts are used?

Reflect & Communicate: (AT2 Personal)

- Do you need a Sacred text? How would you use a Sacred text? Is it valuable to read a Sacred text? Would you read one? Why? How would it change you? Re-do the Last Piece of Paper in the world reflection. Have you changed your mind? If so what other changes do you need to decide to make?

Year 5/6: Unit 2**Term: Autumn 2****Year: A****Does God communicate with humans?****Key Concepts:** Sacred Text; Prophecy; Revelation; Incarnation; prayer**Learning Objective:** to understand the Christmas story from a biblical viewpoint; to explore prayer as communication**Brief Background Knowledge for teachers**

In the Bible and in the Qur'an, God is shown to communicate with man in a variety of ways: dreams, visions, angels and on occasion directly face to face. In the garden of Eden, God walked with Adam and Eve in the cool of the day; God gave Noah the instructions for building the ark and Abraham, Moses and the other Patriarchs are shown to have regular conversations with God. The books of the Old Testament from Isaiah through to Malachi are considered to be books of prophecy, that is they contain words that were given to people by God and recorded for others to read. Many of the prophecies concerned the wrong-doings of the nations that surrounded Israel and promised restoration from captivity for Israel. Some of the passages are read during advent and in the traditional carol services at Christmas, (Isaiah 9 and Micah 2 e.g.) because Christians link them to the birth of Jesus. There are also prophecies that Christians link to the Easter story (e.g. Isaiah 53). Christians take these prophecies to show that Jesus is the son of God. There are other examples of God communicating with humans in the Christmas narrative: Angel Gabriel announces the birth to Mary, an angel communicates with Zechariah concerning the birth of his son (John the Baptist); God speaks to Joseph in a dream, angels appear to the shepherds, the Magi are warned in a dream to avoid Herod. Believing that Jesus is the son of God means that most Christians believe that Jesus is a communication from God; see John 1 and that the words Jesus spoke have the same authority as revelations from God. Christians also understand prayer as communication with God as it is both speaking and listening; in reading the Bible Christians understand that they are reading God's words. The key words are revelation (God revealing something to people) and prophecy which is the people in turn speaking out what they believe they have heard. The Holy Spirit is considered by many Christians to be another way in which God communicates with humans, as they are inspired.

Expected Learning

Pupils will know the specific prophecies that Christians link to the birth of Jesus and they will evaluate their contribution to understanding of the Christmas story; they will know the ways that God communicates to people during the Christmas narrative and the impact of people's responses; they will know the different ways that Christians believe God communicates with them and the difference that makes to their lives; they will understand scriptures (the Bible and the Qur'an) as the words of God, but they will be aware of the differences between them.

Developing

Pupils will know that Christians believe that the birth of Jesus was foretold long before it happened and that God was directly involved in the narrative, communicating with many of the main characters in the nativity story; they will know that angels are heavenly beings that bring God's word to people and that people acted on what they heard

Excelling

Pupils will know that for Christians the prophecies of Jesus birth are an important part of the narrative; they will know that Christians believe God still speaks to them today and they can compare and contrast Biblical prophecy with prayer and revelation.

Engage:

- Play Chinese whispers; unfold a scroll and read a message; dress someone as a herald and get them to announce something. What makes people want to listen to a message? What helps people to decide if the message is true?
- Retell the story of how Muhammad (PBUH) was visited by the Angel Jibreel, who dictated the Qur'an to him. Does this story remind them of anything?

Enquire & Explore: (AT1)

- Read the prophecies about Jesus from the Old Testament (Micah 2; Isaiah 6). Would people have listened to these messages? Are they clear and easy to understand? What do they really mean?
- Read about how the angel announces the birth of Jesus – perhaps focus on the carol “Hark the Herald Angels sing”. Read about the prophecies spoken over baby Jesus at his presentation in the Temple. What is different about these prophecies? Read the comments made about prophecy in the Bible – about a prophet having no honour in their home town, about recognising a prophet by the truth of what they say.

Evaluate: (AT2 Impersonal)

- What do the prophecies contribute to the Christmas story? Does it make sense without them? Do the prophecies change the children's understanding of the Christmas story?
- What is God communicating to people?
- Is it God? How do the children decide if it is God? What would make people think it was or wasn't God?
- Compare the usual view of the Christmas story with the biblical version.
- What message do they think God might have for the world? Are there prophets today? How do we know or decide? What about the phrase “Prophet of doom”? How and why is that used? Is it fair? Do prophets only prophecy bad things?

Reflect & Communicate: (AT2 Personal)

- If God communicates with people how should people respond? What difference would it make to their lives if they had a message from God? Do the children think God speaks to them? Do they need to do anything differently as a result of what they have discussed?
- Do “the last piece of paper in the world” reflection again (if not done at the end of the previous unit) but this time imagining that they are God. What would he need to say to the world today? Or complete text or twitter messages from God to the world.

Year 5: Unit 3

Term: Spring 2

Year: A

Does the community of the Gurdwara help Sikhs lead better lives?

Key Concepts: Gurdwara; Community

Learning Objective: to explore how the Gurdwara influences the life and belief of Sikhs

Brief Background for teachers

The Gurdwara is, for most Sikhs living outside India, the main community centre. Meaning “doorway to the guru”, the Gurdwara is the place where the Sikh Scripture – the Guru Granth Sahib or Adi Granth – is kept. Since the end of the 19th/beginning of 20th century the sacred text is shown during the day under a canopy (like Indian royalty), attended by a member of the sangat (congregation) and fanned with a Chauri (a feather or horse/yak hair fan). In the morning the book is ceremoniously taken from its nightly resting place (Sach-khand) and carried to the canopy or Takht where it is installed under decorated covers. A similar ceremony accompanies its return to the sach-khand each evening. The raising up of the scripture, ensures that the congregation sitting on the floor are lower than the text. This platform and canopy form the

central part of the worship hall in the Gurdwara; on entering worshippers bow with their heads to the floor and often make a donation of food or money, which can then be used in the Langar or kitchen where meals are prepared daily and offered free at anyone attending or visiting the Gurdwara. The kitchen is staffed by volunteers from the community and in many Gurdwaras there is a rota to ensure that everyone has an opportunity to serve (sewa or service is a key tenet of Sikh practice). While Sikh beliefs stress the equality of all people, in most Gurdwaras the custom of sitting men and women on different sides of the central aisle is observed with the intention of not offending visitors of a Hindu or Muslim background, and therefore in keeping with the practice in India and other parts of Asia. Weddings will take place in the presence of the Guru Granth Sahib, as will the naming ceremony for a child. Most Gurdwaras will also have facilities for the community, such as library or teaching room and is the focus for community events as well as religious ceremonies. Meeting together for worship and for reading the scriptures is clearly a central focus for the Gurdwara and in most western societies Gurdwaras have adapted their schedule to fit with the local environment; therefore, most weddings take place at the weekend and the main worship service of the week is usually on a Sunday. Often the words of the Ardas (prayers) and Kirtan (worship songs from the Guru Granth) are projected onto screens and translated in to the local language to enable all who attend to understand what is being said or sung. Most Gurdwaras are run by an elected committee rather than by trained clerics or religious leaders. Much of what happens in the Gurdwara is designed to reinforce Sikh identity and make the distinction between Sikhs and Hindus (particularly in India) though some of the traditions, like not pointing feet at the Guru Granth owe more to culture than to Sikh teaching. The 4 key tenets of Sikh belief can be seen in the Gurdwara: – Sewa, (Service) Vand Chhakna, (Sharing with those in need), Kirat Karna (Earning an honest living) and Nam Japna (Meditation). The Gurdwara is one of the places where the daily reading from the Golden Temple in Amritsar is displayed, which Sikhs use as their guidance for that day, so that Sikhs all over the world have the opportunity to meditate on the same passage. The Golden temple is the main Gurdwara and pictures of it are found in Gurdwaras around the world.

Expected Learning

Pupils will know the features that are common to Gurdwaras, particularly those in the UK and be able to identify similarities and differences between them and the Golden Temple in Amritsar. They will know how the Gurdwara is used and how this links to some of the key beliefs of the Sikh faith. They will understand how the community offers support and welcome and how Sikh traditions are kept alive by the Gurdwara. They will be able to compare the Gurdwara to other places of worship and evaluate the contribution of each to the lives of believers.

Developing:

Pupils will know some of the key features of the Gurdwara and be able to compare a Gurdwara in the UK with the Golden Temple in Amritsar. They will be able to identify the features that a Sikh might consider to be most important for building community

Excelling:

Pupils will have a really clear understanding of the way that the Gurdwara supports the key Sikh tenets and the role that this plays in the Sikh community. They will be able to evaluate the contribution of the Gurdwara to community cohesion and the elements that make the greatest difference to Sikhs.

Engage:

- Explore the concept of community using a mind map – what would an ideal community look like?
- Pupils could design their own ideal community – what rules would there be? What would people have to do? What would the aim of the community be? Would the community need a special place to meet? What would that place be like? Is it possible to be part of a community if there is no central place to meet?

Enquire & Explore: (AT1)

- Visit a Gurdwara to see the life of the community in action, paying particular attention to Sikh teaching about the four main principles – Sewa, (Service) Vand Chhakna, (Sharing with those in need), Kirat Karna (Earning an honest living) and Nam Japna (Meditation) and how these might help Sikhs lead better lives. Look at passages from the Guru Granth Sahib to see if they encourage these principles.
- Look at and watch video clips of the life of the Gurdwara in action, focusing on the Langar and the aspect of service.
- Explore the Golden Temple at Amritsar and how that provides a central focus for Sikhs across the world. Explore the symbolism of the Golden Temple – the four entrances, etc. Discuss how that might help Sikhs to lead better lives.
- Watch worship in the Gurdwara, and suggest how this might help Sikhs to live good lives.

Evaluate: (AT2 Impersonal)

- Compare the Gurdwara with the synagogue, the mandir and the church. Which one promotes community more effectively? Describe the ideal community with reference to Sikh teaching. Write an advert or a leaflet about the life in the Gurdwara showing all the community features. What is it that makes the Gurdwara a community?
- Does the community of the Gurdwara help people to live better lives? Does the community they live in help them to live better lives?

Reflect & Communicate: (AT2 Personal)

- How does community affect their lives? What would they do to make their community better? Are they influenced by the community they live in? Are there things they have learned from the Gurdwara that make them want to change their community? What would those things be? Make some suggestions about the sorts of things they might do to make the school more of a community?

Year 5/6: Unit 4**Term: Spring 2****Year: B****Christianity: Was the death of Jesus a worthwhile sacrifice?**

Key Concepts: Christianity; Sacrifice; Sin; Redemption, Atonement, Salvation, Grace

Learning Objective: to explore the significance of death of Jesus at Easter for Christians

Brief Background information for teachers

By Y5 pupils should be familiar with the basics of the Easter story, so this year they need to focus in on the theological and practical significance of the death of Jesus. Most Christian denominations believe that on the cross Jesus “became sin” or paid the price for the sins of believers and the whole world. Sin is understood in the Bible to be rebellion against God, and so any action or thought that does not acknowledge God, either deliberately or accidentally is considered sin. Therefore, all humans sin and fall short of the Glory of God (Romans 3:23). Sin leads to death (Romans 6:23) and so Jesus Christ, God’s Son came to reconcile the world to God. (Romans 5:8 and I Timothy 1:15). Jesus is described as the lamb of God who takes away the sin of the world (John 1:29). There are many references to this understanding of Christ’s death. A good concordance will provide many biblical verses to demonstrate this. This understanding is crucial for Christians and explains at least in part why the day on which the crucifixion is remembered is called Good Friday. But the story of in and sacrifice does not begin with the New Testament. The story of the Fall, in the Garden of Eden (Genesis 3) is in biblical terms the beginning of sin as Adam and Eve follow the authority of the serpent and each other rather than God. All sin is understood by most Christians to proceed from this event and the story of the Old Testament is that of God preparing the ground for the restoration of the broken relationship through sacrifice. In the books of the law (Deuteronomy & Leviticus in particular) there are rules concerning punishments and sacrifices for sins. The day of Atonement (Yom Kippur) is still observed by Jews but as there is no temple in Jerusalem there is no blood sacrifice, and no scapegoats are sent out into the wilderness. It is a day of fasting and repentance today and one of the most important festivals in the Jewish calendar. Prayers are offered for known and unknown sins. Pupils may be familiar with the idea of sacrifice if they have learned about the Incas or the Aztecs. It would not be out of place to consider the other kinds of sacrifices that people make – giving things up for a goal, or to help others (charity giving for example, or service personnel putting their lives at risk for others. Other biblical material that contains narratives of sacrifice are the story of Samson (Judges 16) and the Passover Lamb (Exodus 12) – also a prefiguration of Jesus. The blood of the lamb in the door posts turned away the angel of death from the homes of the Israelites and led to their escape from Egypt to the promised land, from slavery to freedom, from death to life.

Expected Learning

Pupils will know that Christians believe that Christ died for a purpose and that He gave his life for others. They will see the links between the death of Jesus and the Passover lamb and the sacrifices made on the day of Atonement. They will know that Jesus had the freedom not to die but chose to and that the words of forgiveness spoken on the cross can be understood to apply to all humans. They will know the words salvation and atonement and be able to show how Christians celebrate Easter as a result of these beliefs.

Developing

Pupils will know the story of the death of Christ and recognise that the event is significant for Christians. They will recognise some of the links to old Testament stories and they will be

Excelling

Pupils will be able to explain how the celebration of Easter reflects Christian understanding of the death of Jesus and suggest reasons why Christians believe that the death of

able to suggest reasons why the story is significant for Christians

Jesus was necessary. They can discuss the impact of the sacrifice of Jesus on believers and non-believers alike.

Engage:

- Watch the death of Aslan from The Lion, the Witch and the Wardrobe (or read if the film not available).
- Share ideas about what the death of Aslan means in the story. Show the key question and get pupils to make a mind map of the word sacrifice. What does it mean to them?

Enquire & Explore: (AT1)

- Find out what Christianity teaches about sacrifice – including passages from the Old Testament about the Passover and the Day of Atonement (Leviticus 4 – 7). Give the children some quotes from the Bible to explore. (Hebrews 13:15, 1 John 2:2, Hebrews 9:26, Mathew 9:13, Hosea 6:6, Genesis 22:2 and 1 Samuel 15 :22 e.g.)
- Look at a picture of Christ on the cross; listen to a song about the death of Jesus (e.g. Amazing Love by Lou Fellingham); read the Easter Story. Look for connections between the pictures, the music and the story.
- Explore the lives of others who have made sacrifices – either biblical, historical or from other faiths and compare the value of their sacrifices where appropriate.

Evaluate: (AT2 Impersonal)

- What do Christians believe about the death of Jesus? Does the death of Jesus impact on the things that Christians do? Can pupils show that they understand how the story of Jesus sacrifice is re-enacted in the Eucharist and how this links to the Passover and the Day of Atonement? Listen to some views on the death of Jesus from www.request.org.uk or interview a Christian. Do Christians think the death of Jesus was worthwhile? Why? How do they show that? Look at a selection of Good Friday services. What do these services tell us about what Christians believe about the death of Jesus?

Reflect & Communicate: (AT2 Personal)

- How do the children feel? Would they want someone to die for them? Is there anything that they would be prepared to die for?
- Imagine that someone had died in your place/for you. Write a letter to them saying how you feel about their sacrifice
- Does the death of Jesus have an impact on them? Do they need to take any action as a result?

Year 5/6: Unit 5

Term: Summer 1

Year: B

Are you inspired?

Key Concepts: Christ; Holy Spirit; Inspiration; Pentecost

Learning Objective: to explore the person and work of the Holy Spirit; to find out what inspires Christians in the past and today

Background information for teachers

The Holy Spirit, the Holy Ghost or the Spirit of God are alternative names for the third person of the Trinity, although the doctrine of the Trinity was not articulated as such in the Bible. There are references to the Spirit of God in the story of the Creation (Genesis 1:2) and at various other points in the Old Testament (1 Samuel 10:10; Job 33:4; Psalm 51:10-17 e.g.). In the book of Joel is the promise that Christians take to predict the day of Pentecost: Joel 2: 28-32. References to the Spirit become much more frequent in the New Testament and the link between the Spirit of God and the actions of Jesus, and later the disciples are made explicit. It is said to be the Spirit that takes Jesus into the wilderness to be tempted (Matthew 4:1) and throughout the book of Acts it is clear that God is directing the actions of the Disciples. Jesus promises his Disciples the spirit, particularly articulated in John 14 and Acts 1. The day of Pentecost, recorded in Acts 2, is the clearest recorded giving of the Holy Spirit, when it appears as tongues of flame on the disciples. At Jesus' baptism the Spirit appears as a dove. Through the book of Acts, the Spirit is given to those who believe by the laying on of hands (still done today in the Church at confirmation). St Paul in his writings articulates the role of the Spirit as being that of a guide, a counsellor and a help in all things (Romans 8:9-26 e.g.). The fruit of the Spirit (Galatians 5:22)

expresses the characteristics that Christians believe the spirit imparts. Historically, there was a suggestion that the Holy Spirit was not active in the modern church, but in the 20th Century the Charismatic movement renewed an interest in the work of the Spirit. Many Christians from this part of the church will attest to the work of the Spirit in guiding them, answering prayer, equipping them with special knowledge or the ability to speak in tongues (a spirit given language) and above all giving them the courage to take action. This is commonly understood as being the root of inspiration for Christians; the Holy Spirit is said to live in Christians as a constant reminder of the presence of Jesus. The change in the Disciples after Pentecost is a significant factor in the understanding of the way that the spirit inspires believers. From being shut up in the upper room, they go out onto the streets and preach the news about Jesus, speaking in a variety of languages and they then perform miracles in similar ways to Jesus.

Expected

Pupils will know how the disciples were changed at Pentecost and the teachings of the church and the beliefs that follow on from this. They will be able to articulate the work of the Spirit as that of the third person of the Trinity and they will be able to explain how Christians believe that the Spirit influences them today. They will know some of the Bible references that explain the character of the Holy Spirit and evaluate the role the Spirit play in the church today.

Developing

Pupils will know the story of Pentecost and be able to articulate some of the ways in which the Disciples are changed. They will make links between Pentecost and some actions and beliefs of Christians today, particularly leaders. They will talk about what inspires them

Excelling

Pupils will know a wider range of references to the work of the Spirit, and be able to evaluate the role of the Spirit in the lives of the disciples and the Church today. They will make links between the Biblical material and the lives of Christians today. They will recognise other sources of inspiration as well.

Engage:

- Ask children to identify the person who most inspires them; explore the qualities of that person and recognise what makes them inspirational; ask children to identify the ways in which their inspirational person changes them – what do they do differently because of that person? Are their ambitions different? Have they learned to do something that they didn't or couldn't do before? Children could present their person to the class or there could be a class display of all the different people.

Enquire & Explore: (AT1)

- Who or what inspired the disciples of Jesus? Explore whether it was Jesus that changed them or the Holy Spirit and look at the coming of the Spirit at Pentecost. Explore whether Christians are still inspired by the Holy Spirit today (www.request.org.uk) and look at, for example, John Sentamu, Desmond Tutu, Frances Domenica etc. (RE Today Publications: People of Faith/Faith in Action/Christianity Topic folder). Link these people to biblical teachings. There are plenty of Christians in sport, music etc. that the children could explore to see if the Holy Spirit has influenced them and in what ways they may be different to other practitioners in their area.
- Debate/discuss whether these people are inspired and inspiring. What kind of things do they do? Do you have to be inspired to do good things? Do people have to have faith to do good things? Are the things that these people did good things to do?

Evaluate: (AT2 Impersonal)

- What do the children think the church would be like without the Holy Spirit? Has He made a difference? Has He made a beneficial difference? What would any of the inspired people be like without the Holy Spirit? Has he made a difference to them?

Reflect & Communicate: (AT2 Personal)

- Do the children want to re-think the people they were inspired by? Have they found out about someone else who has inspired them? What difference will this inspirational person make to them? Would they be different if they were not inspired? How would they want to be an inspiration for others? Write what they would like people to say about them in the future.

What is best for our world? Does religion help people decide?

Key Concepts: Inspiration; Christianity; Charity; tithing, Islam - Zakat

Learning Objective: to explore how and why believers help others through charity and service

Background information for teachers

Zakat – almsgiving or charity – is one of the 5 Pillars of Islam. The teaching, though these days usually left to the individual, is traditionally a tax of 2.5% payable once a year on capital - usually bank deposits, precious metals, merchandise used in trade, livestock and crops from cultivated land. It is not normally payable on personal possessions such as cars, clothing, homes or jewellery. Traditionally it is collected by the Mosque at the end of Ramadan and distributed to the poor and needy. Some Mosques will still observe this tradition, but some will give to other charities instead. There is a threshold, called the Nisab above which Zakat becomes compulsory. There are websites that will help Muslims calculate how much they should give and which show daily the current rate for Nisab: Muslims pay Zakat if their net assets equal or exceed the Nisab threshold. There is a level for whether people have assets in gold or silver. If they only have gold as an asset, then the Nisab measure for gold must be used. If they have a mixture of assets, then the Nisab level for silver should be used. In most cases this means that if net assets (income and savings) are above the silver Nisab threshold, Zakat must be paid on the total amount of wealth owned. Islam teaches that people should acquire wealth with the intention of spending it on their own needs and the needs of others. **“Man’, said the Prophet, ‘says: My wealth! My wealth!’ Have you not any wealth except that which you give as alms and thus preserve, wear and tatter, eat and use up?”** The whole concept of wealth is considered in Islam as a gift from God. God, who provided it to the person, made a portion of it for the poor, so the poor have a right over one’s wealth. Giving is commended in the Qur’an 9.20. *Those who believe, and emigrate, and strive in God’s path with their possessions and their persons, are of a higher rank with God. These are the winners.* The Qur’an emphasizes feeding the hungry, clothing the naked, helping those who are in need, and the more one helps, the more God helps the person, and the more one gives, the more God gives the person. Christian giving has its’ roots in the Old Testament – not harvesting crops to the edge of the fields, caring for the orphans and widows, bringing the tithe into the barn. There are many passages about giving: Matthew 6:2-3 and Matthew 25:31-46 are two of the best known. The story of the widow’s mite – Mark 12:41-44 and Luke 21:1-4. Traditional teaching suggests a sum of 10% should be tithed on income; many churches take a weekly collection, but there is no compulsion to give and it is not usually a condition of membership of a church. Many Christians also follow the examples of Jesus and the disciples – helping those who are sick, or suffering in some ways. Many charities have been founded by Christians – Oxfam, Christian Aid, Tearfund and Traidcraft.

Expected

Pupils will be able to explain using some religious texts why Christians and Muslims give to other people and help those in need. Pupils will know about Zakat, and the motivation for Muslims to give to the needy. Pupils will identify some of the things that the world needs and identify ways in which charities, both religious and secular aim to meet those needs and the motivation for doing so. They will know about the principle of tithing and discuss the implications for the giver and the receiver.

Developing

Pupils will be able to identify some of the needs of the world and identify some of the ways that charities try to address these needs. They will understand that some people act from religious motives and be able to compare those to their own motives.

Excelling

Pupils will use a wider range of religious texts to explain Christian and Muslim views on charity and be able to compare Zakat and tithing. They will be able to compare the contribution of different charities to the needs to the world and suggest other ways of responding.

Engage:

- How helpful are you? Pupils conduct a class/school survey on being helpful. What does it mean to be helpful? Write about the most helpful thing that they have ever done. What made them do it? What were the consequences? Why are some people more helpful than others? What kind of people need to be helpful in their work? Design an advert for a “helpful” person. What qualities would they need to have?

Enquire & Explore: (AT1)

- Explore some of the helpful things that the disciples did, focusing on the early stories in the book of the Acts of the Apostles. Consider also the letters of Paul. Were they helpful? Why did they do them?
- Look at Bible Passages that encourage giving and service.
- Research a Muslim charity, such as the Red Crescent and link it to Islamic teaching – one of the Five Pillars- Zakat.
- Research Christian Aid and how they set about helping people in Africa.
- Perhaps research Band Aid, Medecins Sans Frontiers or another non-religious organisation and what it has achieved, looking for the inspiration behind these charities.

Evaluate: (AT2 Impersonal)

- What's important for our world? A diamond nine activity would be good at this point, exploring the needs to the world. Ask the question about whether people have to be religious to want to do these things? Is it only religious people who are prepared to sacrifice themselves for others?
- What's important for our world?
- Do religious people make a difference to the world? Is it a positive difference? Do you think they should do that or is belief a private matter? Address the key question about whether it is only people of faith who help others and discuss why that might be. Do the religious charities make a greater difference than the non-religious charities? Does it matter? Would they consider working for a charity? Why? Why not? If there were no charities, what would the world be like? Does the world need charities?

Reflect & Communicate: (AT2 Personal)

- What do the children think is the most important thing that needs to happen in the world and how they would go about making a difference? Would they want to make a difference? Make a poster/leaflet giving the information about the charity they would most want to support or help. Do the children want to change any of the ideas they had at the beginning about being helpful? Is there anything that they need to do differently?

Year 5/6 Cycle B – Overview of the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Learning Objective	To explore reasons behind the persecution of saints/believers; to compare the saints to the person and persecution of Jesus	To explore the concept of incarnation in the Christmas story; to compare the Biblical narrative with a traditional Christmas story	To explore how clothing rules can express belief and give people a sense of identity	To explore the resurrection of Jesus, the Easter narrative and concepts of life after death	To explore different views of God and how some people believe they can know God or know about God and why some do not believe at all	To explore different views of creation and consider the consequences of holding certain beliefs
Big Question	Are the saints encouraging role models?	Is “God made man” a good way to understand the Christmas story?	Do clothes express beliefs?	Is the resurrection important to Christians?	Can we know what God is like?	Does it matter what we believe about creation?
Other key questions	Do all religious beliefs influence people to behave well towards others? Do religious people lead better lives?	Do sacred texts have to be true to help people understand their religion? Can the arts help communicate religious beliefs?	Does living out parents’ religious beliefs/traditions take away someone’s freedom or add to his/her sense of identity? Do religious people lead better lives?	Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes about life after death?	Is religion the most important influence and inspiration in everyone’s life? Do sacred texts have to be true to help people understand their religion?	Is it possible to hold religious beliefs without trying to make the world a better place? Do religious people lead better lives?
Faith(s) studied	Christianity	Christianity	Sikhism	Christians	Islam	Multi faith
Other themes covered	Persecution Saints Commitment	Christ Incarnation Emmanuel	Khalsa 5Ks	Resurrection Reincarnation Funeral Heaven	God Prayer Faith Shahadah	Creation Care for the world
Additional guidance and resources	ODBE RE scheme of work KS2, Y6 Aut 1 Unit 1 Mid-Term Planning	ODBE RE scheme of work KS2, Y6 Aut 2 Unit 2 Mid-Term Planning	ODBE RE scheme of work KS2, Y6 Spr 1 Unit 3 Mid-Term Planning	ODBE RE scheme of work KS2, Y6 Spr 2 Unit 4 1 Mid-Term Planning	ODBE RE scheme of work KS2, Y6 Sum 1 Unit 5 Mid-Term Planning	ODBE RE scheme of work KS2, Y6 Sum 2 Unit 6 Mid-Term Planning

Credit: Adapted from Oxford Diocesan Board of Education KS2/Y5 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

Are saints encouraging role models?

Key Concepts: Persecution; Saints; Commitment; Martyr; Faith

Learning Objective: to explore reasons behind the persecution of saints/believers; to compare the saints to the person and persecution of Jesus

Brief Background Information for Teachers

Saints are usually considered to be people who have a special relationship with God and in the Catholic church they have to have miracles associated with them – healings for example. In the writings of the early church all believers were addressed as saints and the protestant church to some extent maintains this definition. Many of the saints historically revered by the church are the early martyrs – those who were persecuted and then killed for their faith. Stephen in chapter 7/8 of Acts is usually called the first martyr. Peter, one of Jesus’ disciples was martyred, as was Paul; throughout history many of those who refused to change their faith in the face of persecution have been called saints and been beatified by the catholic church. Some well-known saints, such as St Michael, are different. He is understood to be the archangel who defeated Satan in the battle in heaven and churches built on sites of pagan worship are often named after him. Other saints have passed more into legend – St George and St Nicolas are examples of this. St Nicolas, a Bishop in Smyrna, has become the St Nick of the Christmas season, morphing in some cultures into Santa. Some saints are more controversial: Charles 1, the king who was executed is often considered a saint, as he died for the cause of the Divine Right of Kings. In catholic countries almost every day is named for a saint, and in France people often celebrate their saint’s day more than their birthdays! Many saints have been made in modern times: Mother Teresa and Oscar Romero are examples. Different denominations of the church will place an emphasis on different saints, and there is often a regional emphasis as well. Explore the saints connected with the area of your school and local church. If there is a specific one of interest, consider changing the “big question” to something like “Is St ... a good name for a school/church?” or “How should St ... be best remembered?” This is a good unit to bring in a little local colour. It is worth noting also that Christians are still persecuted for their faith in many parts of the world (see Open Doors charity for information and resources) and that other faiths also talk about saints. Christians do not consider Jesus to be a saint, however for although he was killed unjustly he was God as well as human. In theological understanding his death was essential for the salvation of humans and therefore different to that of a martyr. Relics of saints have been kept in churches and revered through the centuries; elaborate containers – reliquaries – often contain bones, hair, clothing or other items said to belong to the saint. Some churches have grown around such items and have become places of pilgrimage.

Expected learning

Pupils will know the story of Stephen, the first Christian martyr and know a range of other saints; they will know some reasons why people may be called saints and evaluate their contribution; they will know about any local saints; they will know that people are still beatified today and be able to name some modern day saints; they will know that Jesus is not considered to be a saint, but the Son of God and discuss the difference; they will know that some other religions talk about saints and describe what that means for them.

Developing

Pupils will be able to name a small range of saints and evaluate their contribution; they will know that some denominations value saints more highly than others; they will know that many saints have chosen to die rather than renounce their faith; they will know that places are often named after saints

Excelling

Pupils will understand and discuss questions of holiness, commitment and martyrdom; they may link their knowledge of saints to current affairs; they will know that religious persecution continues today and make links to ideas about tolerance and individual liberty

Engage:

- Ask whether it is good for a school to be named after a saint or other famous religious person? (Vary according to context – if a school is named for a specific saint, explore that one.) Can the children name any saints? Do they know anything about them? Pupils look at art works/photographs depicting saints and other religious believers, particularly any which have been killed for their faith. (Martin Luther King, Mother Teresa, Dietrich Bonhoeffer, and Oscar Romero as well as St. Michael, St. Peter, St. George, St. Joan, St. Catherine, St. Stephen, St. Francis, St. Paul, Thomas à Beckett and Charles I) Do they have anything in common? Choose the odd one out from the three they have? Does this raise questions? Why are these people depicted like that?

Enquire & Explore: (AT1)

- Research any that the children find interesting. Use Wikipedia; research some of the early Christian martyrs from the book of Acts. Use www.request.org.uk for lots of information about saints, exploring particularly why the church has called these people saints. (N.B. many protestants view all believers as saints, as in the letters of St. Paul) Find out why people did the things that they did; did they hope to gain by their actions, including being martyred?
- Find out about how saints have been revered through the years – look at the issues of pilgrimages, relics, shrines and the Catholic custom of praying to the saints.
- Establish that people are still killed for what they believe today – news stories could be explored where appropriate.

Evaluate: (AT2 Impersonal)

- If these people had not died for their faith would they be famous? What are the consequences of their deaths? How do people cope with persecution?
- Compare the saints to Jesus. Is Jesus a saint? What does the church believe about saints? Do saints have to be dead? Do saints have to have been killed? Do saints have to be believers? Should people be considered as saints if they deliberately get themselves killed?

Reflect & Communicate: (AT2 Personal)

- Would you want to make anyone a saint? Why? Could they be a saint if they were still alive?
- Would you want to be thought of as a saint? If so, why? If not, why not?
- Are these people role models or warnings? If someone is killed for their faith does that encourage you?
- Do you need to change your views about saints as a result of what you have learned?

Year 5/6: Unit 2**Term: Autumn 2****Year: B****Is “God made man” a good way to understand the Christmas story?****Key Concepts:** Christ; Incarnation; Emmanuel**Learning Objective:** to explore the concept of incarnation in the Christmas story; to compare the Biblical narrative with a traditional Christmas story**Brief Background information for teachers**

Christmas is an important Christian festival, not celebrated by other faiths, but often heavily secularised as a time for “Peace and Goodwill”. For Christians, it is the time to celebrate the birth of Jesus, born to a Virgin by the power of the Holy Spirit; Jesus is understood to be God made Man and the name Emmanuel or Immanuel mean “God with us”. This is the mystery of the incarnation – God taking flesh and living as man among humankind. This is a theology that has evolved over time as believers considered the implications of Jesus’ birth, life, teaching, death and resurrection. The so called traditional Christmas narrative is only present in 2 of the 4 gospels and even then, some of the elements most familiar in the western world are only present in one of the two. Mark and John, pay little attention to Jesus’ early years, but the opening chapter of John is important for understanding the concept of Incarnation. The prophecies of Isaiah 6 and Micah 2, which are part of a traditional carol service, and which pupils should have looked at in Y5 also add to the understanding of Jesus as Son of God. The name Jesus (Joshua or Yeshua) means “he saves” and Christ and Messiah both mean “anointed one”; the people of Israel had long understood that God would send his anointed one to rescue and redeem them; the initial reaction of many to Jesus was that he would save them from the Roman occupation. The celebration of Christmas as known in the west, is relatively new and there are some Christian denominations that give it little emphasis. In the Northern Hemisphere, the coincidence with the darkest time of the year has led to much of the imagery associated with Christmas. Many scholars believe that the actual date of Jesus’ birth is more likely to be around the time of the last harvest in Israel, around the time of Sukkot, when the people of Israel remember their escape from Egypt and celebrate the ingathering of the crops. God sending Jesus to earth as his son only makes sense to Christians in the context of what he went on to do on the cross. This is also a good place to think about the Trinity; from the start of the Bible in Genesis God is both singular and plural and the opening of the Gospel of John makes it clear that Jesus was believed to have existed with God before he was made man.

Expected Learning

Pupils will be able to explain simply what is meant by Incarnation and why it is important to a Christian understanding of Christmas; they will know that the celebration of Christmas needs to be understood in the light of what Jesus went on to do as an adult; they will be able to link Christian beliefs about Christmas and Jesus to bible texts; they will be able to evaluate Christmas celebrations in the light of what they have learned. Pupils will know that there are differences between the Christian view of incarnation and Hindu avatars.

Developing

Pupils will know that the biblical version of the Christmas story is not quite the same as the Christmas card versions suggest; they will know the word incarnation and be able to say what Christians understand by it.

Excelling

Pupils will know that there are differences between the Biblical accounts of the Christmas story and know some reasons for this. They will know that it can be read literally or symbolically and discuss the impact of this. They will put incarnation into a theological context. They will link beliefs to the celebration of Christmas.

Engage:

- Children should make a list of all the characters, features, facts and events of the Christmas story. Give out lots of Christmas cards and ask pupils to sort them into pictures that tell the Christmas story and those that don't. Do the ones that tell the story have anything in common? If they didn't know the Christmas story what would the Christmas cards tell them? Who appears to be the most important character?

Enquire & Explore: (AT1)

- Read the Christmas story in the four gospels (actually the story is only really in Matthew and Luke; Mark and John both express it very differently). Are any of the Christmas cards really telling the story as found in the Bible? What are the Bible stories actually telling us? Focus particularly on the opening of the Gospel of John and what that tells about Christian beliefs. Find out what Christians are actually celebrating at Christmas – try to link the celebrations with beliefs. Are there any links? Listen to some carols – what story is told there? Find out the meaning of the name “Emmanuel” or “Immanuel”.
- Are there other ways of understanding the story? Use the Arziti painting “Incarnation” and explore what that picture is telling us. Find other nativity/incarnation pictures to explore and compare. Find out what Christians understand by the word “Incarnation.”

Evaluate: (AT2 Impersonal)

- What do Christians really believe about the Christmas story? Does it make a difference to the way that Christians live? Does it make a difference that Christians believe Jesus is God incarnate? What does incarnation mean? Does it change the way Christians celebrate Christmas? Is Christian belief in Jesus similar to Hindu belief in avatars? Does Christmas make sense if Jesus is not God Incarnate? Does it make sense for people who do not believe to celebrate Christmas?

Reflect & Communicate: (AT2 Personal)

- How would they draw/paint the meaning of Christmas? What does “God made man” or “incarnation” mean to the children? What do they believe about Christmas? How do they think Christmas should be celebrated? Discuss whether the children think Christmas is too commercialised. Is God made man just for Christmas? Address the main question and debate the answer, allowing the children time to reflect on whether what they have learned or thought about changed how they feel about Christmas?

Year 5/6: Unit 3

Term: Spring 1

Year: B

Do clothes express belief?

Key Concepts: Sikh; Khalsa; 5Ks

Learning Objective: to explore how clothing rules can express belief and give people a sense of identity

Brief Background for teachers

Sikh people are most easily recognised by certain of the 5Ks – most evident is the Kesh, the uncut hair which most Sikh men wear in a turban. (There are different styles of turban and it is worth noting that some Muslim men also wear turbans.) Most Sikhs accept that the uncut hair signifies the belief that all people are created by God and the body is sacrosanct in its completeness. It stands in contrast to the way that hair is handled by both Muslims and Hindus: Hindus often shave the heads of young boys and where hair is long worn by holy men, it is unkempt to show devotion to God.

Sikh hair by contrast is to be kept clean and neat to represent disciplined holiness. The Khanga (the little comb worn under the turban) serves also as a reminder to be holy and to keep their lives free from “knots”. That might be compared to the Christian view of keeping a short account with God, and not allowing sins to go unrepented. The kara, the steel band worn on the right wrist, is a reminder to do the right thing as the unbroken circle represents the never-ending, all-knowing God. It is sometimes also referred to as a handcuff to God. Its origin however, may lie in its possible use in self-defence, protecting the wrist from sword blows. The Kirpan, is a small sword that Sikhs carry for self-defence and as a reminder of the call to uphold justice and protect the weak. It also serves as a symbol of the two swords that were carried by Guru Hargobind at his investiture as Guru, one representing worldly authority (miri) and the other spiritual authority (piri). The shape of the Kirpan is also echoed in the Khanda symbol, present on Sikh flags and pennants. The Kachh or Kachhahira are cotton undershorts; these serve as a reminder to maintain sexual purity, but were also a practical improvement on the tied loincloth style of clothing, enabling the wearer to ride, run and fight if necessary. At least in part these very visible items were required by those joining the Khalsa, in order to mark the wearer as a good Sikh, rather than the leaders who had been imposed on them by the English, during the periods of unrest in the Punjab area of India. It also served to ensure that they distinguished themselves from Hindus and Muslims. Guru Nanak originally taught that religious trappings were not needed, so it might be profitable to consider whether religious clothing is for the observer or the wearer. Would there be other ways that people could express the same beliefs? In many cultures clothing has been an indicator of job, or status and in some parts of the world strong regional differences exist/ed in dress style and headgear. (France and Wales both offer good examples of this). Within the Jewish community, different styles of dress, particularly men’s hats denote the faction or sect to which they belong.

Expected Learning

Pupils should know the names of the 5Ks, their significance in terms of symbolic and practical application. They should have investigated how the wearing of the 5Ks make young Sikh people feel and whether there are other ways that they could express their beliefs. They will know whether there are Sikh beliefs that cannot be expressed in clothing and they will know some of the ways in which other faiths express their beliefs, both with regards to clothing and behaviour. They will have some idea about the historical connections between clothing and identity, religious or otherwise. They will be able to comment on the impact of clothing choices on the local community

Developing

Pupils should know the 5Ks and be able to give a simple explanation of their meanings, linked to some Sikh beliefs. They will know that many Sikhs choose to wear the 5Ks in order to show their identity and they will be able to discuss the impact on young Sikhs.

Excelling

Pupils will be able to discuss the implications of dressing differently from those around you, recognising the advantages and the disadvantages. They will be able to evaluate the merits of displaying beliefs in clothing or in other forms.

Engage:

- Start with a human bar chart on clothes. Give the children five statements about clothing and they have to Strongly Agree, Agree, Not Sure, Disagree or Strongly Disagree and stand by the number that corresponds to their answer. It is often a good idea to get them to answer on the sheet, and then pass the sheets around several times so that no one knows who has given which answer.
- Show children pictures of a variety of people dressed in a variety of ways. Do we judge people based on what they are wearing? What judgements do we make? Are they justified? Hold a debate at this point and see what conclusions they come to – make sure there are things like Goths, mods, rockers, bikers etc. rather than simply uniform items.

Enquire & Explore: (AT1)

- Pupils working at this level could set up an investigation and explore the dress code of Sikhs, Muslims, Hindus, Christians or Jews as they want, with guidance of course. What is the dress code that they discover? What do the items tell us? Does the dress code apply to men and women? What does this tell us?
- Look for links to beliefs that dictate the code for what people wear. Look for variety within faith groups and for differences and similarities between faith groups. Is there anything that they have in common?

Evaluate: (AT2 Impersonal)

- Do these clothing rules/codes help children to feel part of their community? Do they restrict them? Does the fact that they can or can’t wear certain items limit their freedom? Does it help them to behave better? Does it make them think about their faith more? Listen to interviews with young believers or if possible invite in a young person who adheres to a dress code to talk about how it makes them feel.

Reflect & Communicate: (AT2 Personal)

- How do the children choose what to wear? Do they have a free hand or do parents tell them what to wear? Do they think about the messages that their clothes send to others? Is it right to judge people by what they

wear? Is it possible that some people are making a deliberate statement? Is it just important to be correctly dressed for a particular event or circumstance? (E.g. wedding, interview, sport, rain or heat?)

- Hold a second debate, now that they have some facts. Have they changed their minds? Do they think it matters what people wear? Maybe design a dress code for a particular belief – if they find that there is no dress code for Christians they could work out what it could be and why.

Year 5/6: Unit 4

Term: Spring 2

Year: B

Is the resurrection important to Christians?

Key Concepts: Resurrection; Reincarnation; Funeral; Heaven

Learning Objective: to explore the resurrection of Jesus, the Easter narrative and concepts of life after death

Brief background for teachers

The resurrection of Jesus is probably one of the most contentious parts of the Christian narrative and even within Christians circles there are differences of interpretation and belief. Many Christians take the resurrection narrative as historically correct, citing the evidence of historians such as Josephus and the reaction of the Jewish and Roman leaders at the time. If they had had the body of Jesus, they would have produced it to stop the spread of the heresy. Others question whether the disciples would have been prepared to die for something that they knew to be false if they had stolen the body. Some read it more symbolically, understanding it to mean that it was a spiritual resurrection – that is that the influence of Jesus lived on. Biblical teaching however, supports the notion of a physical resurrection – although clearly the body of Jesus is different. Some of the disciples do not recognise him and he is able to appear and disappear easily. On the other hand, he can be touched, cook and eat fish. For most Christians, the resurrection is the most important part of the story of Jesus as without it, all of Jesus teaching is called into question as he himself predicted his death and return to life (Matthew 27:63). St Paul's encounter with the risen Jesus on the road to Damascus changed him and he wrote about the centrality of the resurrection to Christians belief in the first letter to the Corinthians in chapter 15:12ff. Jesus in his resurrected body meets disciples on the road to Emmaus in Luke 24:13ff and explains “to them what was said in all the scriptures concerning himself” (v 27). For Christians the resurrection is proof that Jesus is the son of God, that he has power over death and that therefore there is hope for life after death, forgiveness of sins and the promise of a new heaven and a new earth. If followed through, these beliefs lead to a sense for Christians that death is not the end and therefore many Christian funerals are celebrations in the midst of the sadness that still accompanies death. For many this also means that Christians need to be concerned about how they live as there will be consequences. It is important to note the differences between resurrection and reincarnation. Reincarnation refers to the belief that beings return to life as something else, dependant on whether they have behaved well or badly. Christians believe that each person has one body, one soul and it is that that is resurrected. Another confusion is that in resurrection Jesus became an angel. That would have been demotion, as angels are viewed as below God and the Son of Man/God.

Expected Learning

Pupils will be able to make links between the narrative of the resurrection and Christian beliefs about life after death and the significance of the resurrection for understanding the nature of Jesus. They will know how Easter Sunday is celebrated and the reason for the joy of the event. They will be able to explain how a Christian understanding of the resurrection might influence the way that Christians respond to death. They will be able to explain why many Christians believe that Jesus resurrection is important.

Developing

Pupils will know the story of the death and resurrection of Jesus and be able to identify some reasons why this is important to Christians. They will know that not everyone thinks the same and they will be able to explore what difference this may make.

Excelling

Pupils will be clear about the difference between Resurrection and reincarnation and some of the other misconceptions. They will be able to evaluate the significance of believing in a bodily resurrection as opposed to a spiritual resurrection. They will be able to compare Christian views about death with those of another faith or non-religious worldview.

Engage:

- Ask the question: What happens when people die? Take suggestions. The children grade them from likely to unlikely. Discuss whether death is the same for everyone or everything. Think about seeds. The seed dies and rots in the ground but look at what grows from it. Discuss whether that is really dying or whether it is something else. Watch or read the resurrection of Aslan in *The Lion, the Witch and the Wardrobe*. Discuss the image, looking at the effect it has on the story, the characters.

Enquire & Explore: (AT1)

- Watch the resurrection of Christ in the *Miracle Maker*; what does this show about Christian beliefs about death? Why do Christians believe it? Do other religions have similar beliefs? Explore briefly Hindu and Sikh beliefs in reincarnation, establishing the differences between resurrection and reincarnation (resurrection – return to life as self; reincarnation – being reborn as something or someone else). Research the way different faiths conduct funerals, looking to see whether the funeral reflects the beliefs and in what way. Explore Christian/other faith views of “Heaven” especially in Revelation 22.
- Interview a Vicar or a Funeral Director to see how they understand death and resurrection.

Evaluate: (AT2 Impersonal)

- Do Christian beliefs about the resurrection of Jesus make a difference to the way Christians do/should live? Read 1 Corinthians 15 and discuss what it might mean. Look at: www.request.org.uk for interviews with Tom Wright and Amy Orr-Ewing about life after death. Does resurrection stop Christians being sad when someone dies? Should it mean that they rejoice at the funeral of a Christian? Do Christian funeral practices reflect these beliefs? Does it matter if the resurrection is not a fact but a symbol? What difference might that make to what Christians believe and how they behave?

Reflect & Communicate: (AT2 Personal)

- What are the children’s own beliefs about life after death? How do they compare to the beliefs of Christianity and other faiths? Does it matter what the children believe? Design either a memorial, a funeral service, paint a picture of heaven or imagine being reincarnated or resurrected. How does what they believe influence what they think any of these items should be like? Do the children need to reconsider their ideas in the light of what they have found out?

Year 5/6: Unit 5**Term: Summer 1****Year: B****Can we know what God is like?****Key Concepts:** God; Prayer; Faith; Shahadah; Revelation**Learning Objective:** to explore different views of God and how some people believe they can know God or know about God and why some do not believe at all**Background Information for teachers:**

Islam mean submission to God and for Muslims Allah is God. They believe that Allah is one – the word is neither masculine of feminine and has no plural form and for Muslims God has no equals, no partners. In the Shahadah, the first words that are whispered into the ears of a baby and which have to be recited three times in the presence of other Muslims for a person to become a Muslim, the declaration is “There is no deity worthy of worship except Allah and Muhammad is his prophet.” Islam also believes that the prophets of the Old Testament and Jesus reveal the nature of God but not that Jesus is the Son of God. The Qur’an reveals most of what there is to know about God, as it is a copy of a book kept in heaven and it contains God’s guidance on what to believe and how to live good lives. It contains the 99 names for Allah which describe his character; the existence of Allah is also believed to be revealed in nature. Some quotes from the Qur’an: **Surah 112.1-4:** *In the name of God, the Gracious, the Merciful. 1. Say, “He is God, the One. 2. God, the Absolute. 3. He begets not, nor was He begotten. 4. And there is nothing comparable to Him.”* **9.72:** *God promises the believers, men and women, gardens beneath which rivers flow, abiding therein forever, and fine homes in the Gardens of Eden. But approval from God is even greater. That is the supreme achievement;* **2.255:** *God! There is no god except He, the Living, the Everlasting. Neither slumber overtakes Him, nor sleep. To Him belongs everything in the heavens and everything on earth. Who is he that can intercede with Him except with His permission? He knows what is before them, and what is behind them; and they cannot grasp any of His knowledge, except as He wills. His Throne extends over the heavens and the earth, and their preservation does not burden Him. He is the Most High, the Great.* Muslims believe that they can get to know God by reading the Qur’an, reciting the daily prayers and obeying the other tenets of their faith. There is a requirement to believe in the “unseen” and so belief in God requires faith as humans are unable to understand everything. Only God is perfect. Most Christians also

believe that they can know God through prayer, revelation, worship and nature, but also believe that Jesus is the ultimate expression of God, being God Incarnate. (See Y6 U2 on the Incarnation) The Trinity – belief in Father, Son and Holy Spirit is central to Christian theology, expressing the relationship that is believed to be at the heart of Christian faith.

Expected

Pupils will know the key beliefs about God expressed by Muslims and Christians and will know the source of some of these beliefs. They will know the significance of the Shahadah and be able to compare the beliefs of Muslims and Christians about God. They will be able to form some conclusions about the differences that the beliefs make to the lives of followers. They will know some of the ways in which Muslims and Christians seek to know God and express their beliefs – in art, calligraphy and by their lives. They will understand the role of prayer, worship and revelation in getting to know God

Developing

Pupils will identify some similarities and differences between Christian and Muslim beliefs about God and know that both faiths believe that some of their knowledge comes from their sacred texts. They will know that faith requires believing in things that are unseen.

Excelling

Pupils will make additional connections between the beliefs and practices in both faiths. They will be able to compare and contrast the beliefs, drawing on other religious and non-religious views that they have encountered. They will make suggestions about the significance of the 99 names of Allah and his character.

Engage:

- Draw (or give) an outline picture of two people. In one write down all the things that describe themselves and in the other all the things that describe the person next to them (e.g. friend, brother, uncle, cousin, etc.) Give the sheet about the other person to the person themselves. Were they right? How do/did they know what to put? Discuss whether that information sums that person up? Did they miss things? How would they know? Where could they get the answers? Was/is one word sufficient to describe someone?

Enquire & Explore: (AT1)

- Research all the words, names, characteristics that are used to describe God. How do Christians and Muslims find out what God is like? – explore the symbols, prayers, pictures, scriptures etc. that the two faiths use. Explore the things that are similar and the things that are different. Include other faiths' images of God if appropriate for class members (e.g. Hindu avatars or the Sikh Mool Mantra). Include the humanist/secular view that there is no God or pantheistic views that god is in everything. Compare this with the way that the Abrahamic faiths believe that nature reveals what God is like.
- Look at the Shahadah and quotes from the Qur'an that describe Allah. Explore the 99 names of Allah and what they tell about the Muslim view of God. Compare these to the images of God in the Bible and discuss what these things reveal about what these two faiths believe about God and how he is revealed.

Evaluate: (AT2 Impersonal)

- Use www.natre.org.uk children talking section and explore the views expressed by children to see what believers in various faiths believe about God, looking for similarities and differences. What makes people think that their view is right? Should people decide what is true? Are things true for everyone or are there different truths for different people? (Read the conversation between Pilate and Jesus just before the crucifixion) Can we know for certain? Does it matter if people's views are right or wrong? Can someone's view of God be wrong?

Reflect & Communicate: (AT2 Personal)

- What have they learned about different views of God? How do they see God or do they believe that there is no God? Do they believe it is possible to know what God is like? If so why, if not why not? What difference does it make if there is/isn't a God? If you were God what would you do differently? If you were God, how would you let people know about you? How would you choose to communicate with the world?

Year 5/6: Unit 6

Term: Summer 2

Year: B

Does it matter what we believe about creation?

Key Concepts: Multi faith; Creation; Care for world (possible cross curricular unit, linked to literacy); Stewardship, Tawhid, Aum, Creator

Learning Objective: to explore different views of creation and consider the consequences of holding certain beliefs

Background information for teachers

Most of the world faiths have a creation story and a key part of each account is that the Earth/universe has been created. Whether by the word of God, or hatching from an egg, created from the body parts of a divine being, each myth/account puts a Creator at the centre. For many believers, especially Hindus, Sikhs and Muslims, there is no contradiction between the religious account(s) and the modern scientific theories of the Big Bang and Evolution. For Sikhs and Hindus in particular, there is a belief that the universe has been created and destroyed many times. After each creation it evolves, until it is destroyed again. Hindus believe that the avatars of Vishnu (Rama, Krishna, Buddha etc.) have intervened in this universe to maintain it, but that in the end it will be destroyed. Sikhs do not believe that God (Waheguru) intervenes directly, but that wise people (Gurus and contemplatives) can connect with the divine and act to preserve the world, until it is time. Both faiths incline towards a belief that the world was called into being by a word (the words of Waheguru) or the sound "Aum" and that it has been expanding and growing, but as the goal of each faith is to achieve liberation from the constant cycle of death and rebirth in complete unity with the Divine, eventually it will all re-combine into one. A similar sense of unity can be seen in Islam, with the belief in the oneness of God (Tawhid). Surahs 7:55-59; 51:56 and 21:31-34 all speak of Allah's creation of the world and other passages encourage respect for the Earth (Surah 30:30 and 13:3-4). There is also a passage in the Hadith about care for the world: *The Earth is green and beautiful, and Allah appointed you his stewards over it. The whole earth has been created a place of worship, pure and clean. Whoever plants a tree and diligently looks after it until it matures and bears fruit, is rewarded.* The Christian and Jewish creation accounts are well known; there is more discussion in Jewish and Christian circles about the difficulty of reconciling these accounts with the modern theories, but a range of views are expressed from those who take the accounts literally to those who read them metaphorically. There is also very little in either the Old or New Testaments on care for the environment. Genesis 1:28 is taken by both Jews and Christians to give humankind responsibility or stewardship over the earth. There are passages in Deuteronomy about the care of trees, particularly during warfare (Deuteronomy 20:19), and many Jewish believers will never cut down a fruit tree. Jesus talks about the way that God cares for the earth and the creatures he has created (Luke 12:27-8).

Expected

Pupils will know a variety of creation accounts and be able to compare and contrast at least two of them, focusing particularly on what a believer might learn from these accounts and how they might impact their views about the world. They will be able to use other religious texts to inform their responses to environmental issues, comparing their responses with those of believers in other faiths or none.

Developing

Pupils will be able to identify some similarities between different creation accounts and show how these stories might influence believers to behave. They will identify some environmental issues and talk about what might motivate people to set out to solve them

Excelling

Pupils will be able to suggest reasons for some of the similarities and differences between creation accounts, and compare them to scientific views. They will be able to talk about the challenges faced by those who chose to read texts literally and by those who dismiss them. They will use religious material to create responses to environmental issues and compare the responses of adherents to different faiths.

Engage:

- Use the picture book "Window" by Jeannie Baker or other similar book that shows the world being changed or damaged by man. How did the change in environment make the children feel? Hold a discussion about care for the environment. Get the pupils to choose the question for the debate. Ensure that somewhere along the line the motives for caring for the environment are raised. Use a human bar chart activity to ascertain the majority beliefs in the class or put some statements about creation onto a True – False spectrum line.

Enquire & Explore: (AT1)

- Find out which creation stories the children already know. Revise the Judeo-Christian creation story, perhaps using pictures. Find out about the varying views of creation in a variety of world faiths (Hinduism, Sikhism, Islam) paying particular attention to the consequences of holding certain beliefs. Research other creation accounts as required (e.g. Aboriginal) Read the two biblical accounts of creation (Genesis 1-2) and explore some other religious texts that mention creation and human responsibility for the world.

Evaluate: (AT2 Impersonal)

- Does holding a belief affect the way people behave? If so how? Does a belief in "creation" always result in the same response to an issue? Explore a news issue, such as fracking or wind power to see if all believers respond the same way and discuss the reasons why or why not. Does belief in a creator God really make a difference to the way people treat the environment? Should it make a difference? What difference do the children think it should make? Do people have to believe that God made the world to care about it? What other motivation could there be?

Reflect & Communicate: (AT2 Personal)

- Do the children themselves look after the environment? Why? Do they think the reason for looking after the world matters? Would they feel and behave differently if they believed the universe was made by God or by accident? Discuss the consequences of not caring for the environment. Have their ideas changed as a result of thinking more about creation? Are they going to make any changes to their behaviour as a result of what they have learned?

Languages (French)

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Subject Lead	
Briony Lea	
Languages at Ewelme C.E. Primary School	Cultural Capital
<p>At Ewelme CE Primary School we aim for our Language Curriculum to:</p> <p>To broaden children’s horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.</p> <p>To enable children to make substantial progress in one language, both spoken and written language.</p> <p>To develop children’s ability and ambition to communicate with native speakers in speech and writing.</p> <p>Giving children the opportunity to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. To develop children’s engagement in conversations, ask and answer questions, express opinions and respond to those of others, seek clarification and help, by focussing the study on practical communication.</p> <p>To broaden children’s vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in order to support the study of modern languages at key stage 3.</p>	<p>Each Year will experience an embedding international activity with other schools, giving them the opportunity to participate in a penfriend exchange and developing their communicative skills.</p> <p>Upper KS2 will develop activities such as spelling competitions and art projects linked to international artists to support their transition into KS3.</p> <p>European Day of Languages celebration, involving different cultures, gastronomy, traditions, and the importance of the language diversity.</p> <p>School library where children can access to a range of books in different languages.</p>

Progression of skills in Languages (French):

	Year 3 and 4	Year 5 and 6
To read fluently	<ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.
To write imaginatively	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. 	<ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). • Use dictionaries or glossaries to check words.
To speak confidently	<ul style="list-style-type: none"> • Understand the main points from spoken passages. • Ask others to repeat words or phrases if necessary. 	<ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short prepared talk that includes opinions.

	<ul style="list-style-type: none"> • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. 	<ul style="list-style-type: none"> • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty.
To understand the culture of the countries in which the language is spoken	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

Music

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Subject Lead	
Mandy Rowley	
Music at Ewelme C.E. Primary School	Cultural Capital
<p>In Key Stage One, music is taught through their termly topics. The activities and ideas are based on their topics. For example, in Year 2 in the Autumn term when the topic is Castles; the children learn about musical instruments from Medieval times, and develop the skills to play tune and untuned instruments keeping to a steady beat.</p> <p>In Key Stage Two, music is taught through weekly Ukuele lessons which cover all aspects of the music curriculum.</p> <p>Musical teaching and learning is not neat or linear. The strands of musical learning presented within the lessons are part of a learning spiral. Over time, children can both develop new musical skills and re-visit established musical skills and concepts. Repeating a musical skill does not necessarily mean their progress is slowing down or their development is moving backwards – it's just shifting within a spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.</p>	<ul style="list-style-type: none"> - All year groups have the opportunity to participate in a range of annual performances throughout the year. These include: Christmas service, performing carols to Newelme Club, Big Christmas sing, Easter Experience, KS1 Music Festival, Festival of Voices and a Summer performance. - Years 3 to 6 receive weekly instrumental tuition from the music service. - Children have the opportunity to have 1:1 tuition in a range of instruments including piano, trumpet and clarinet. - We have a visit from an African Drumming company, who run sessions for each year group.

Progression of skills in Music:

	Reception	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Singing and playing		<ul style="list-style-type: none"> - Use their voice in different ways such as speaking, singing and chanting with accompaniment. - Develop control and accuracy on tuned and untuned percussion and can copy 	<ul style="list-style-type: none"> - Develop their control of pitch and duration when singing with accompaniments. - Performs simple patterns and accompaniments on tuned and untuned instruments keeping to a steady beat. 	<ul style="list-style-type: none"> - Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency. - Keeps to a steady beat in 2, 3 and 4 metre - Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato. 	<ul style="list-style-type: none"> - Pupils sing songs in parts with increasing control and expression. - Play pieces with parts with accurate control of pitch, duration, tempo and dynamics
Rehearsing and Notating		<ul style="list-style-type: none"> - Order sounds within simple structures. - Begin to represent sounds with symbols and can recognise some of the musical dimensions. 	<ul style="list-style-type: none"> - Respond to graphic notation for pitch, duration and rhythm 	<ul style="list-style-type: none"> - Starts to develop rehearsal routines and strategies - Respond to graphic notation for pitch, duration and rhythm - Pupils improvise repeated patterns and combine several textures of sound. - Create graphic notation for pitch, duration and rhythm 	<ul style="list-style-type: none"> - They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures - They understand and use the staff and other musical notations.
Listening and responding		<ul style="list-style-type: none"> - Recognise mood, character and contrast in pieces. 	<ul style="list-style-type: none"> - Recognises changes in mood, character and contrasts in pieces. 	<ul style="list-style-type: none"> - Compare and contrast different pieces recognising how different musical elements are combined and used expressively. - Pupils can listen with increasing attention to detail and recall sounds with growing aural memory 	<ul style="list-style-type: none"> - Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose. - They suggest improvements to their own and others' work, commenting on how intentions have been achieved.
Describing and discussing		<ul style="list-style-type: none"> - Begin to use appropriate vocabulary 	<ul style="list-style-type: none"> - Begin to use appropriate vocabulary 	<ul style="list-style-type: none"> - Use appropriate vocabulary - Pupils recognise how the different musical elements are combined and used expressively 	<ul style="list-style-type: none"> - Further extend appropriate musical vocabulary - Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians

Physical Education

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Subject Lead						
Joe Ottaway						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Multi Skills	Gymnastics/dance	Dance	Ball games	Athletics	Athletics
		Team games			Ball skills	Bat and ball games
1 and 2	Multi Skills	Gymnastics	Dance	Dance	Athletics	Athletics
	Ball skills	Ball skills	Swimming		Bat and ball games	Bat and ball games
3 and 4	Tag Rugby/Netball	Gymnastics	Basketball	Dance	Athletics	Athletics/OAA
	Swimming		Football	Netball	Rounders	Kwik Cricket
5 and 6	Netball	Basketball/Sports Hall Athletics	Gymnastics	Dance	OAA	Athletics
	Cross Country/ Fitness	Football	Games for Understanding	Games for Understanding	Rounders	Kwik Cricket
Intra-school competition	Multi skills Yr6 lead	Gymnastics Rec and Yr 1	Netball KS 2	Dance Festival All	Rounders KS 2	Sports Day All

Why we learn PE at Ewelme C.E. Primary School	Cultural Capital
<p>To develop in our children:</p> <ul style="list-style-type: none"> - A love of physical activity and sport that they will take in their futures. - A full understanding of the importance of physical activity in promoting their own mental and physical health and well-being. - Confidence in their own achievements and abilities and becoming the best they can be. - Confidence to try out new things and take on new challenges. - The school values of being ready, respectful, resilient, responsible and reflective. - Progressive development of physical literacy as defined by The International Physical Literacy Association, May 2014 - "Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life." - An experience of a broad range of games and activities. 	<ul style="list-style-type: none"> - Confident, cooperative, determined, team-players and leaders.

	Reception	Year 1/2	Year 3/4	Year 5/6
Development of the 5Rs	<p>Ready - Having correct kit and on time</p> <p>Resilience - Will persevere with difficult tasks.</p> <p>Respect - Themselves and others space</p> <p>Responsible - For themselves and equipment</p> <p>Reflective - Can see how well they have done</p>	<p>Ready - Having correct kit and on time</p> <p>Resilience - Will persevere with difficult tasks. Start to analyse own performances</p> <p>Respect - Themselves, others space, equipment and simple rules</p> <p>Responsible - For themselves and equipment</p> <p>Reflective - Can see how well they and others have done</p>	<p>Ready - Having correct kit and on time</p> <p>Resilience - Will persevere with difficult tasks. Start to analyse own and others performances.</p> <p>Respect - Themselves, others space, equipment and all games rules</p> <p>Responsible - For themselves, equipment and team</p> <p>Reflective - Can see how well they and others have done and make suggestions for improvement</p>	<p>Ready - Having correct kit, on time and help with equipment.</p> <p>Resilience - Will persevere with difficult tasks. Analyse own and others performances and give constructive feedback.</p> <p>Respect - Themselves, others space, equipment and all games rules.</p> <p>Responsible - For themselves, equipment, team and class.</p> <p>Reflective - Can see and articulate how well they and others have done and make suggestions for improvement.</p>

Physical literacy	<p>Develop fundamental movement skills of agility, balance and coordination.</p> <p>Become increasingly competent and confident across a broad range of opportunities.</p>	<p>Extend agility, balance and coordination, individually and with others.</p> <p>Able to make simple decisions and be aware of what they need to improve.</p> <p>Be creative in their skill development and use.</p> <p>Keen to participate in activities and clubs at school and in community</p>	<p>Continue to apply and develop a broader range of skills.</p> <p>Be creative with their skills.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Learn how they can improve in activities.</p> <p>Start to evaluate own and others performances.</p> <p>Develop communication and teamwork.</p> <p>Keen to participate in activities and clubs at school and in community</p>	<p>Continue to apply and develop a broader range of skills.</p> <p>Use these skills in different ways and continue to be creative.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Understand how to improve in different activities and sports.</p> <p>Learn how to evaluate and recognise their own success.</p> <p>Should enjoy communicating and collaborating with each other.</p> <p>Keen to participate in activities and clubs at school and in community</p>
Games Awareness	<p>Small team games and sticking to the rules.</p> <p>Engage in competitive (against self and others).</p>	<p>Introduction of some team sports with attacking and defending roles.</p> <p>Engage in competitive (against self and others) and cooperative physical activities in a range of increasingly challenging situations.</p>	<p>Development of team games and sports, the positions, tactics and game play.</p> <p>Engage in competitive (against self and others) and cooperative physical activities</p>	<p>Ability to play full sports with rules and take role of coach and umpire/referee.</p> <p>Lead in competitive (against self and others) and cooperative physical activities.</p>

Health and wellbeing	Understand how physical activity changes the body. Make good choices to be active	Understand the differences between activities and the effects on the body and mind.	Understand the benefits of activity on well being and so make good choices.	Can develop their own fitness regime. Will choose what activities make them feel good.
Vocabulary	Balance, control, speed, travelling, safety, direction, control, pathways, jump, hop, catch, throw, repeat, copy,	+ Body tension, sequence, motif, sprint, introduction of sport specific terms.	+ fluency, gesture, stamina, passing, receiving, attacking, defending, pivot, dribbling, all sport specific terms	+ accuracy, weave, dodge, control, rebound, umpire, referee, coach, all sport specific terms

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Subject Lead			
Joe Ottaway			
Whole school PSHE themes	Autumn	Spring	Summer
	Relationships	Living in the Wider World	Health and Wellbeing
Why we learn PSHE at Ewelme C.E. Primary School		Cultural Capital	
<p>At Ewelme C.E. Primary School we aim for our PSHE Curriculum to:</p> <ul style="list-style-type: none"> To develop children's understanding that they are in control of their behaviour. That they have the ability to regulate their behaviour and the way they respond to others. To improve children's awareness about their mental health and strategies they can use to improve it. To build children's capacity for learning and equip them for life beyond the school gate. To develop children who are respectful towards others regardless of their race, religion or background. To ensure that children are Ready for their life beyond the school gate with strategies for coping with worries and fears, and understanding how they develop and change as they grow. Giving children awareness and knowledge of their responsibilities as members of the community. Building up children's resilience and determination to succeed and achieve their potential, dependant of the individual. Promotion of British values through learning about Democracy, Rules of Law, Individual liberty, mutual respect and tolerance of those different faiths and beliefs. To promote the children's, spiritual, cultural, moral and social awareness at the school and within society. 		<ul style="list-style-type: none"> Each Year will have an anti-Bullying workshop and a Black History Month workshop. Children in Year 5 and 6 have the opportunity to become 'Active Leaders', giving them responsibility to encourage and develop games and activities for children to be healthy mentally and physically. School nurse coming in to KS2 children to talk about their physical development. Sports teams and house point treats so children can work collaboratively in order to succeed. Outdoor learning activities and clubs to encourage children's experiences of outdoor environments. School play and performances at Christmas and Easter where children can perform to an audience, exhibiting their creative flair. Opportunities to sing at the Festival of voices in Dorchester Abbey. Residential Opportunities for years 5 & 6 which involve team building activities, communication skills problem solving and building resilience. 	

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Reception									
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3/4 A	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

Year 3/4 B	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care		Medicines and household products; drugs common to everyday life
Year 5/6 A	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 5/6 B	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online		Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Please note that Relationships and Sex Education are taught to Year 5 and 6 separately on an annual basis. Please see page 197 for details.

The Relationships and Sex Education curriculum and policy can be viewed at: www.ewelmeprimaryschool.co.uk/curriculum

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	<ul style="list-style-type: none"> about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns

Spring — Living in the wider world	Belonging to a community What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling
	Media literacy and Digital resilience Using the internet and digital devices; communicating online PoS Refs: L7, L8	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do


Summer- Health and wellbeing	Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...
Autumn — Relationships	Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views

Spring	<p>Belonging to a community</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>PoS Refs: L2, L4, L5, L6</p>	<ul style="list-style-type: none"> • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community
Spring — Living in the wider world	<p>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9</p>	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true
	<p>Money and Work</p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15</p>	<ul style="list-style-type: none"> • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants

Summer — Health and wellbeing	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
	Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year
	Keeping safe Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	<ul style="list-style-type: none"> • how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products

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- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
 - how to respond if there is an accident and someone is hurt
 - about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

YEAR 3/4 Cycle A – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	KiVa lessons: Students will...
Autumn — Relationships	Families and friendships What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	Unit 1 – lesson 1 - 3: <ul style="list-style-type: none"> know that KiVa stands for a positive school environment understand that every pupil has the right to a safe learning environment know more about themselves and their classmates know what is meant by emotions and about different emotions and the situations in which we experience them understand the difference between emotions and actions define and identify: social groups; how to join them; how to help others to be included in social groups; the emotions associated with group membership
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision 	
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30, R31	<ul style="list-style-type: none"> to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely the ways in which people show respect and courtesy in different cultures and in wider society 	

Spring — Living in the wider world	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3	<ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	Unit 1 – lessons 4 – 6 <ul style="list-style-type: none"> think about how to take others into consideration and the importance of this recognise the positive characteristics of other people, and also of themselves understand what bullying is understand how bullying differs from accidentally inflicted harm, an argument or playful teasing understand what bullying may feel like know the consequences of bullying know that at this school bullying will not be tolerated and will be dealt with immediately understand the meaning of ‘bystanders’ in bullying situations reflect on their own behaviour in bullying situations and how to positively change it understand that it is everyone’s responsibility to reduce bullying *to be taught after, or as part of, KiVa Unit 1 Lesson 5 (There’s no bullying at a KiVa School)
	Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12	<ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication about bullying online, and the similarities and differences to face-to-face bullying* 	
	Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30	<ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby 	

Summer — Health and wellbeing	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 	Unit 1 – lessons 7-10 <ul style="list-style-type: none"> • identify ways to support the victim of bullying • understand that even small gestures or actions can help a victim of bullying • understand that bullying is not the victim's fault and that no one should give in to being bullied • know what assertiveness means and how being assertive can reduce bullying • know of ways of how to act in bullying situations • review the anti-bullying rules of the class created during the school year • commit to following the rules next year
	Growing and changing Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	

	<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	
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YEAR 3/4 Cycle B – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	KiVa lessons: Students will...
Autumn – Relationships	Families and friendships Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	<ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online 	Unit 1 – lesson 1 - 3: <ul style="list-style-type: none"> know that KiVa stands for a positive school environment understand that every pupil has the right to a safe learning environment know more about themselves and their classmates know what is meant by emotions and about different emotions and the situations in which we experience them understand the difference between emotions and actions define and identify: social groups; how to join them; how to help others to be included in social groups; the emotions associated with group membership
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	<ul style="list-style-type: none"> recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares when it is right to keep or break a confidence or share a secret how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 	

	<p>Respecting ourselves and others</p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R32, R33</p>	<ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone 	
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Spring — Living in the wider world	Belonging to a community What makes a community; shared responsibilities PoS Refs: L4, L6, L7	<ul style="list-style-type: none"> the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them 	Unit 1 – lessons 4 – 6 <ul style="list-style-type: none"> think about how to take others into consideration and the importance of this recognise the positive characteristics of other people, and also of themselves understand what bullying is understand how bullying differs from accidentally inflicted harm, an argument or playful teasing understand what bullying may feel like know the consequences of bullying know that at this school bullying will not be tolerated and will be dealt with immediately understand the meaning of ‘bystanders’ in bullying situations reflect on their own behaviour in bullying situations and how to positively change it understand that it is everyone’s responsibility to reduce bullying *to be taught after, or as part of, KiVa Unit 1 Lesson 5 (There’s no bullying at a KiVa School)
	Media literacy and Digital resilience How data is shared and used PoS Refs: L13, L14	<ul style="list-style-type: none"> how to respond if they witness or experience hurtful behaviour or bullying online to differentiate between playful teasing, hurtful behaviour and bullying online* that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access 	
	Money and Work Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	<ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	

Summer — Health and wellbeing	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	Unit 1 – lessons 7-10 <ul style="list-style-type: none"> identify ways to support the victim of bullying understand that even small gestures or actions can help a victim of bullying understand that bullying is not the victim's fault and that no one should give in to being bullied know what assertiveness means and how being assertive can reduce bullying know of ways of how to act in bullying situations review the anti-bullying rules of the class created during the school year commit to following the rules next year
	Keeping safe Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46	<ul style="list-style-type: none"> the importance of taking medicines correctly and using household products safely to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice 	

YEAR 5/6 Cycle A – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	KiVa lessons: Students will...
Autumn — Relationships	Families and friendships Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26	<ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships 	Unit 2 – lessons 1-4 <ul style="list-style-type: none"> know that KiVa stands for a positive school environment understand that every pupil has the right to a safe learning environment understand that being alone is different from being together and that both of them are important understand the importance of respect in human relationships and know what is respectful and disrespectful behaviour understand what interpersonal communication is and what problems it might present define and identify social groups and the characteristics of communication in a group. Understand that group pressure can lead to people behaving in a manner they don't want to Understand that in a social group people have different roles and that the group itself contributes to defining these roles Know how to join a group and include others Reflect on what kind of group the
	Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	<ul style="list-style-type: none"> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact 	

	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	<ul style="list-style-type: none"> to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online 	class is <ul style="list-style-type: none"> Know what bullying is, including the different forms, and how common it is know that at this school bullying will not be tolerated and will be dealt with immediately know how to report bullying and how it will be tackled
			<ul style="list-style-type: none"> understand the concepts of: hidden bullying; mixed messages; cyberbullying know ways of protecting themselves from online bullying.

Spina	Belonging to a community Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	<ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment 	Unit 2 – Lessons 5-7: <ul style="list-style-type: none"> understand what bullying may feel like know the consequences of bullying understand that being bullied might affect a person's life even after many years reflect on the well-being of the class as a group and the possible changes that have taken place reflect on: their own attitudes towards bullying, and the attitudes of others; how people may act contrary to their attitudes due to peer or group pressure; the roles in bullying situations; their own behaviour during a bullying situation identify ways to support the victim of bullying understand that even small gestures or actions can help a victim of
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	<ul style="list-style-type: none"> to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information 	

	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	<ul style="list-style-type: none"> to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<ul style="list-style-type: none"> bullying reflect on and role play different ways of behaving in a bullying situation
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Summer — Health and wellbeing	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12	<ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment 	Unit 2 – Lessons 8-10 <ul style="list-style-type: none"> know: what to do if they get bullied; what assertiveness is; what happens in school if a teacher finds out that someone is getting bullied; that it may feel difficult to tell anyone about bullying. Revise the anti-bullying rules created throughout the year Reflect on what the rules mean in their class Reflect on what the class could do in the future to further reduce/eradicate bullying Know the consequences for breaking the rules Reflect on how the situation in the class has changed and how others
	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27	<ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes that for some people their gender identity does not correspond with their biological sex how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing 	

<p>*TAUGHT EVERY YEAR TO YEAR 5 PUPILS ONLY*</p> <p>Growing and changing</p> <p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty 	<p>experience it</p> <ul style="list-style-type: none"> • Reflect on how they contributed to the change or the fact that the situation has remained the same
<p>*TAUGHT EVERY YEAR TO YEAR 6 PUPILS ONLY*</p> <p>Growing and changing</p> <p>Human reproduction and birth</p> <p>PoS Refs: H24, H33, H35, H36</p>	<ul style="list-style-type: none"> • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life 	
<p>Keeping safe</p> <p>Keeping safe in different situations, including responding in emergencies, first aid and FGM</p> <p>PoS Refs: H38, H43, H44, H45</p>	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM 	

¹ Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia). See our [Addressing FGM in schools information sheet](#) for further information

YEAR 5/6 Cycle B – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, students learn...	KiVa lessons: Students will...
Autumn — Relationships	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried 	Unit 2 – lessons 1-4 <ul style="list-style-type: none"> • know that KiVa stands for a positive school environment • understand that every pupil has the right to a safe learning environment • understand that being alone is different from being together and that both of them are important • understand the importance of respect in human relationships and know what is respectful and disrespectful behaviour • understand what interpersonal communication is and what problems it might present • define and identify social groups and the characteristics of communication in a group. • Understand that group pressure can lead to people behaving in a manner they don't want to • Understand that in a social group people have different roles and that the group itself contributes to defining these roles • Know how to join a group and include others • Reflect on what kind of group the
	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations 	

	<p>Respecting ourselves and others</p> <p>Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>PoS Refs: R30, R34</p>	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements 	<p>class is</p> <ul style="list-style-type: none"> • Know what bullying is, including the different forms, and how common it is • know that at this school bullying will not be tolerated and will be dealt with immediately • know how to report bullying and how it will be tackled • understand the concepts of: hidden bullying; mixed messages; cyberbullying • know ways of protecting themselves from online bullying.
<p>Spring — Living in the wider world</p>	<p>Belonging to a community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p>PoS Refs: L8, L9, L10, R21</p>	<ul style="list-style-type: none"> • what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this 	<p>Unit 2 – Lessons 5-7:</p> <ul style="list-style-type: none"> • understand what bullying may feel like • know the consequences of bullying • understand that being bullied might affect a person's life even after many years • reflect on the well-being of the class as a group and the possible changes that have taken place • reflect on: their own attitudes towards bullying, and the attitudes of others; how people may act contrary to their attitudes due to peer or group pressure; the roles in bullying situations; their own behaviour during a bullying situation • identify ways to support the victim of bullying • understand that even small gestures or actions can help a victim of bullying

<p>Media literacy and Digital resilience</p> <p>Evaluating media sources; sharing things online</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact 	
<p>Money and Work</p> <p>Influences and attitudes to money; money and financial risks</p> <p>PoS Refs: L18, L22, L23, L24</p>	<ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks 	

Physical health and Mental wellbeing

What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online

PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24

- that mental health is just as important as physical health and that both need looking after
- to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support
- how negative experiences such as being bullied or feeling lonely can affect mental wellbeing
- positive strategies for managing feelings
- that there are situations when someone may experience mixed or conflicting feelings
- how feelings can often be helpful, whilst recognising that they sometimes need to be overcome
- to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available
- identify where they and others can ask for help and support with mental wellbeing in and outside school
- the importance of asking for support from a trusted adult
- about the changes that may occur in life including death, and how these can cause conflicting feelings
- that changes can mean people experience feelings of loss or grief
- about the process of grieving and how grief can be expressed
- about strategies that can help someone cope with the feelings associated with change or loss
- to identify how to ask for help and support with loss, grief or other aspects of change
- how balancing time online with other activities helps to maintain their health and wellbeing
- strategies to manage time spent online and foster positive habits e.g. switching phone off at night
- what to do and whom to tell if they are frightened or worried about something they have seen online

Unit 2 – Lessons 8-10

- know: what to do if they get bullied; what assertiveness is; what happens in school if a teacher finds out that someone is getting bullied; that it may feel difficult to tell anyone about bullying.
- Revise the anti-bullying rules created throughout the year
- Reflect on what the rules mean in their class
- Reflect on what the class could do in the future to further reduce/eradicate bullying
- Know the consequences for breaking the rules
- Reflect on how the situation in the class has changed and how others experience it


Reflect on how they contributed to the change or the fact that the situation has remained the same

	<p>Growing and changing</p> <p>Increasing independence; managing Transitions</p>	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school 	
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Summer — Health and wellbeing	PoS Refs: H24, H33, H35, H36	<ul style="list-style-type: none"> practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school 	
	TAUGHT EVERY YEAR TO YEAR 5 PUPILS ONLY Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	<ul style="list-style-type: none"> how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing regularly and using deodorant how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty 	
	TAUGHT EVERY YEAR TO YEAR 6 PUPILS ONLY Growing and changing Human reproduction and birth PoS Refs: H24, H33, H35, H36	<ul style="list-style-type: none"> identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb that pregnancy can be prevented with contraception² about the responsibilities of being a parent or carer and how having a baby changes someone's life 	
	Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50	<ul style="list-style-type: none"> how to protect personal information online to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves to identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be 	

		<ul style="list-style-type: none"> • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions 	
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² Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.

<p style="text-align: center;">Democracy</p> <ul style="list-style-type: none"> ✓ Children involved in Democratic processes: election of their school councillors; circle time, rewards and incentives etc. ✓ School council meetings ✓ Ongoing pupil voice activities including conferencing, surveys, questionnaires etc. ✓ School council trip planned to Houses of Parliament ✓ Democracy linked assemblies and lessons ✓ Children preparing reports for whole-school newsletter ✓ Newsround discussions ✓ PSHE lessons based around democracy ✓ Children to lead mock elections in school to coincide with national elections (i.e. general election in 2024) 	<p style="text-align: center;">British Values at Ewelme C.E. Primary School</p> <div style="text-align: center;">  </div> <p style="text-align: center;">All aspects of British Values are taught in each year group through PSHE and the broader curriculum</p>	<p style="text-align: center;">Rule of Law</p> <ul style="list-style-type: none"> ✓ School Behaviour policy ✓ Pupils have regular opportunities to reflect e.g. learning, their behaviour, during Collective Worship ✓ Pupil interviews and surveys on behaviour ✓ Parent / carers questionnaires relating to behaviour, safety etc. ✓ Class rules: e.g. taking turns and sharing fairly ✓ Police visits ✓ Collective Worship with a focus linked to the law e.g. school rules ✓ Home/School Agreement ✓ Junior Citizen trip ✓ Learning safety rules at lunchtime; visit from Fire service ✓ Residential visits (Y5/6)
<p style="text-align: center;">Tolerance</p> <ul style="list-style-type: none"> ✓ Links with other local schools, through the partnership to participate in sport, drama, art. ✓ Stories from world faiths and cultures ✓ Workshops e.g. African drumming and Commonwealth Dance ✓ R.E. curriculum: which includes the study of all major faiths. ✓ Visits to different places of worship mapped out across school. ✓ Reflection opportunities in Collective Worship; promotion of respect for others' views ✓ Equalities Policy and Accessibility Plan ✓ Y6 and Y5 Residential visit to promote collaborative team work with peers ✓ Political views brought to the attention of pupils e.g. poverty/space exploration debate through weekly watching and discussion of Newsround in Key Stage 2 ✓ Research of different charities on an annual basis in order to choose one to raise money for. ✓ Support for Comic Relief, Save the Children UK, Christian Aid, Children in Need 	<p style="text-align: center;">Responsibility and Liberty</p> <ul style="list-style-type: none"> ✓ Behaviour rules ✓ Understanding responsibility in school in terms of behaviour and learning attitudes. ✓ Pupils' roles in school e.g. Active Leaders program, house captains ✓ Visits from Fire Brigade, community police officers ✓ Home / school agreements ✓ Junior Citizen trip ✓ Cycle safety course for Y5 and 6 ✓ E-safety lessons for pupils ✓ Learning about famous people who have had an impact e.g. Rosa Parks ✓ Giving to those less fortunate e.g. Harvest festival celebration assembly ✓ Annual charity afternoons ✓ Comic Relief 	<p style="text-align: center;">Mutual Respect</p> <ul style="list-style-type: none"> ✓ Social and Emotional aspects of learning taught across all year groups as part of the PSHE curriculum; circle time; listening with respect. ✓ Positive relationships encouraged and modelled; to listen, share and be polite. ✓ Inclusive ethos e.g. SEND policy ✓ School rules ✓ R.E curriculum embracing all faiths ✓ Anti-bullying week ✓ School Council ✓ Partnership Sports link with local schools ✓ Headteacher's Award house points and praise to appreciate individual and team effort ✓ Celebration of Black History Month (October 2022) ✓ Awareness of Holocaust Memorial Day



Ewelme Church of England (VA) Primary School

Ready Respectful Responsible Reflective Resilient

Spiritual, moral, social and cultural education tracker 2022-2023

	Spiritual development	Moral development	Social development	Cultural development
Our aim/intent	Children at Ewelme are reflective about their own beliefs and understand and respect different people's faith and feelings, including if they are different from their own.	Children at Ewelme clearly understand the difference between right and wrong and understand that their behaviour and actions have consequences for themselves and others. As they get older they are able to apply this to their developing understanding of the law and can investigate and discuss moral and ethical issues, understanding and appreciating differing points of views.	Children at Ewelme work and socialise well with other pupils, including those from different religious, ethnic and socio-economic backgrounds and participate in the school and wider community through activities such as volunteering, fundraising etc. They understand and live by the fundamental British values and are well prepared, in their skills and character, for life in modern Britain.	Children at Ewelme have a good understanding and appreciation for the range of cultural influences that have shaped their own heritage and that of others. They recognise and respect diversity and difference but also recognise and value the things we have in common. They know about our system of democracy and participate in school democracy, as well as in a range of artistic, musical, sporting and cultural opportunities.
All	Regular reference to and discussion of the 5Rs (school values – ready, respectful, responsible, resilient and reflective) throughout school life, including during collective worship. These are also displayed throughout the school. Focus on diversity and respect for difference during collective	All children from Year 1-Year 6 have the opportunity to stand to be a School councillor and all children, including reception, get a vote in the school council elections. School council discuss a variety of issues linked to the life of the school, including representing children's views on house point treats, which	Celebration of Black History Month through whole school assembly and class-based activities. Celebration of Pride Month through a whole school assembly. The fundamental British value of democracy is promoted through the school council and the participation of all pupils in	Celebration of Black History Month through whole school assembly and class-based activities. Celebration of Pride Month through a whole school assembly. All children from Year 1-Year 6 have the opportunity to stand to be a School councillor and all children, including reception, get a vote in

	<p>worship, especially during second Autumn term during assemblies on school value of respect. The children collectively wrote, and now recite in all collective worship, the 'school prayer' which focuses on the school values, including being reflective "about our learning and god's teachings".</p> <p>The children attend a weekly service in church led by Father Stephen – Year 5 and 6 children are responsible for readings and lighting the candles. Children are encouraged and supported to be reflective about their own strengths and areas for development within their learning and wider school life during weekly 'Feedback Friday' sessions.</p> <p>All children participate in a variety of annual events that develop their spiritual education: Harvest festival in the Autumn term, the Christingle service in December and the 'Easter Experience' in April.</p>	<p>charities and causes should be supported in school and organising events such as fundraising cake sales and litter picks.</p> <p>All children earn 'house points' for good behaviour choices and hard work which are then counted up on a weekly basis with totals shared in assembly. At the end of each term, the house with the most points earns a reward – certificate, small prize, special celebration assembly and non-school uniform day. This teaches the children that positive behaviour choices and hard work lead to good consequences. The school behaviour policy sets out appropriate sanctions that can be used if children's behaviour has not been good enough, including missing a period of break or lunch-time play, a school adult speaking with a parent/guardian, internal exclusions, fixed term suspensions etc. This teaches the children that poor or inappropriate behaviour choices have a negative consequence.</p> <p>Expectations for behaviour are reinforced through the school values (5Rs – ready, respectful, responsible, resilient, reflective), our rules for 'perfect lining up' and the playtime rules (all of which are displayed throughout school and regularly referred to).</p>	<p>elections. Pupils also have regular opportunities to hear feedback from their councillors and to ask questions and make suggestions. School council discuss a variety of issues linked to the life of the school, including representing children's views on house point treats, which charities and causes should be supported in school and organising events such as fundraising cake sales and litter picks.</p> <p>Children participate in a range of volunteering and fundraising activities focused both on the local community and national and international causes, including harvest festival donations to Wallingford Food Bank, Red Nose Day, Children in Need, Christmas Jumper Day (for Save the Children UK), sponsored participation in the Children's Chase and donations of supplies for Ukraine as well as litter picks on the school playground and field and community volunteering days to develop areas/aspects of the school site (i.e. painting the playground fence, clearing and redeveloping the peace garden). The importance and benefits of cooperation and teamwork are promoted by the weekly house point competition with the winning house receiving a reward each</p>	<p>the school council elections. School council discuss a variety of issues linked to the life of the school, including representing children's views on house point treats, which charities and causes should be supported in school and organising events such as fundraising cake sales and litter picks. Pupils also have regular opportunities to hear feedback from their councillors and to ask questions and make suggestions.</p> <p>All children participate in their house teams during Sports Day in the summer term.</p> <p>The whole-school sing at the Newelme Club Christmas Party in December each year.</p> <p>All children perform and sing, alongside class, during the harvest festival, Christingle service, and Easter Experience.</p> <p>Children in Years 1-6 have opportunity to participate in peripatetic piano lessons during school time.</p> <p>Children in Years 2-6 have opportunity to participate in London Academy of Music and Dramatic Arts tuition and to enter LAMDA examinations.</p> <p>Whole school attends a Christmas pantomime at Oxford Playhouse theatre in December each year.</p>
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			term. All children participate in their house teams during Sports Day in the summer term. The whole-school sing at the Newelme Club Christmas Party in December each year.	All pupils participate in an African drumming workshop or Commonwealth Dance workshop every year. All children participate in the Spotlight on Dance event in spring term.
Chaucer class (Reception and Y1)	RE curriculum begins to introduce children to Christian and Jewish beliefs.	The PSHE curriculum teaches children what kind and unkind behaviour is and how this behaviour can make people feel; about what respect means; about class rules, being polite to others, sharing and taking turns; about rules in different situations (in school, at home, outside etc.). PC Ben visits from TVP and discusses the role of the police in looking after the local community and upholding the law.	The children participate in a Multi-skills festival in autumn, competing in houses and supported by Year 5 and 6 sports leaders. The children also take part in the Gymnastics Showcase in the second autumn term, working as part of team of classmates and Year 5/6 helpers to produce routines/sequences of gymnastic moves that are then demonstrated to an audience. The PSHE curriculum teaches children what kind and unkind behaviour is and how this behaviour can make people feel; about what respect means. Mutual respect and tolerance is developed through the RE curriculum which begins to introduce children to Christian and Jewish beliefs.	The children participate in a Multi-skills festival in autumn, competing in houses and supported by Year 5 and 6 sports leaders. The children also take part in the Gymnastics Showcase in the second autumn term, working as part of team of classmates and Year 5/6 helpers to produce routines/sequences of gymnastic moves that are then demonstrated to an audience. The children participate in a Multi-skills festival in autumn, competing in houses and supported by Year 5 and 6 sports leaders. Children perform as part of whole class routine and as part of chorus for whole-school production every 2 years.
Roet class (Y2)	RE curriculum builds on the children's existing knowledge of Christian and Jewish beliefs and traditions. PSHE curriculum teaches children about respecting ourselves and others; recognising things in common and differences; sharing	The PSHE curriculum teaches the children about their different rights and responsibilities within school and the wider community; how to respond to hurtful behaviour, including online, and including incidences of bullying. PC Ben visits from TVP and discusses the role of the police in	The children participate in a Multi-skills festival in autumn, competing in houses and supported by Year 5 and 6 sports leaders. The PSHE curriculum teaches the children what makes a good friend, how to meet people and make friends, what causes arguments between friends and peers and how	The children participate in a Multi-skills festival in autumn, competing in houses and supported by Year 5 and 6 sports leaders. Children perform as part of whole class routine and as part of chorus for whole-school production every 2 years.

	opinions; being the same and being different in a community.	looking after the local community and upholding the law.	to resolve them positively. The PSHE curriculum also reinforces the fundamental British values of mutual respect and tolerance by teaching the children about respecting ourselves and others; recognising things in common and differences; sharing opinions; being the same and being different in a community. This is complemented by the RE curriculum which builds on the children's existing knowledge of Christian and Jewish beliefs and traditions.	PSHE curriculum teaches children about respecting ourselves and others; recognising things in common and differences; sharing opinions; being the same and being different in a community.
Burghersh class (Y3/4)	RE curriculum continues to builds on the children's existing knowledge of Christianity and Judaism and introduces Hindu beliefs and traditions. PSHE curriculum teaches children about respecting ourselves and others including the ways in which people show respect and courtesy in different cultures and in wider society. PSHE curriculum teaches children the importance of respecting the differences and similarities between people and helps them to develop a vocabulary to sensitively discuss difference and include everyone.	The PSHE curriculum teaches the children the reasons for rules and laws in wider society; the importance of abiding by these and consequences for not doing so; to identify basic examples of human rights and their own rights and responsibilities in school and within their communities. The children watch Newsround on an at least weekly basis, discussing the stories and issues raised as part of Key Stage 2 assembly.	Key Stage 2 pupils are offered the opportunity of joining the school choir who work together to rehearse for a variety of events including performing in assemblies, services and at events such as the Big Christmas Sing and Festival of Voices. Children participate in a range of inter-house competitions in school, including rounders and netball. The trip to Ufton Court, linked to their history learning on prehistoric Britain, requires the children to work cooperatively in pairs and small groups to complete challenges, including weaving wattle, building a stone circle and making fire. The PSHE curriculum teaches children about the features of positive, healthy friendships,	Key Stage 2 pupils are offered the opportunity of joining the school choir who work together to rehearse for a variety of events including performing in assemblies, services and at events such as the Big Christmas Sing and Festival of Voices. Children participate in a range of inter-house competitions in school, including rounders and netball. Children take on roles as part of group dances/routines or lines of dialogue for the whole-school show every 2 years. PSHE curriculum teaches children about respecting ourselves and others including the ways in which people show respect and courtesy in different cultures and in wider society. PSHE curriculum teaches children the importance of

			<p>strategies to build positive friendships, how to seek support if they feel lonely or excluded and how to communicate respectfully with friends online.</p> <p>The PSHE curriculum supports the values of mutual respect and tolerance by teaching the children about respecting ourselves and others including the ways in which people show respect and courtesy in different cultures and in wider society. The PSHE curriculum also teaches children the importance of respecting the differences and similarities between people and helps them to develop a vocabulary to sensitively discuss difference and include everyone. In RE, the children continue to build on their existing knowledge of Christianity and Judaism and are introduced to Hindu beliefs and traditions.</p>	<p>respecting the differences and similarities between people and helps them to develop a vocabulary to sensitively discuss difference and include everyone.</p>
De La Pole class (Y5/6)	<p>RE curriculum continues to build on the children's existing knowledge of Christianity, Judaism and Hinduism and introduces Sikh and Islamic beliefs and traditions.</p> <p>PSHE curriculum teaches the children why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. The PSHE curriculum also teaches</p>	<p>The practical purpose behind some laws and rules – i.e. personal and public safety – are explored and experienced through the Year 6 trip to Junior Citizens where they role play a variety of real life scenarios, such as dealing with strangers, crossing railway tracks etc.</p> <p>The PSHE curriculum introduces concepts such as homophobia, racism and other discrimination, in real life and online, and teaches the</p>	<p>Key Stage 2 pupils are offered the opportunity of joining the school choir who work together to rehearse for a variety of events including performing in assemblies, services and at events such as the Big Christmas Sing and Festival of Voices.</p> <p>The annual residential trip (5 days or 3 days in alternate years) builds the children's cooperation, communication, independence and</p>	<p>Key Stage 2 pupils are offered the opportunity of joining the school choir who work together to rehearse for a variety of events including performing in assemblies, services and at events such as the Big Christmas Sing and Festival of Voices.</p> <p>Children participate in the Oxfordshire Dance festival at Oxford New Theatre.</p>

	<p>the children how to listen to and respect different points of view and how to constructively challenge points of view they disagree with.</p>	<p>children how to safely respond to and report this. The PSHE curriculum also teaches the children about regulations and choices, drug use and the law and how to recognise and manage 'mixed messages' about drug use in the media.</p> <p>The children watch Newsround on an at least weekly basis, discussing the stories and issues raised as part of Key Stage 2 assembly. They also have access to up-to-date editions of First News on a weekly basis.</p> <p>During their history work on Victorian Britain, the children learn about and debate the criminal justice system of Victorian Britain, discussing the fairness of each punishment in relation to the crime committed and comparing this to the modern world.</p>	<p>teamwork through activities such as canoeing, climbing, abseiling, coasteering and caving.</p> <p>The PSHE curriculum teaches the children to manage friendships and peer influences and supports the fundamental British values of mutual respect and tolerance by teaching the children why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. This is complimented by the RE curriculum which continues to build on the children's existing knowledge of Christianity, Judaism and Hinduism and introduces Sikh and Islamic beliefs and traditions.</p>	<p>Children take leading, speaking roles in whole-school production staged at the village hall every 2 years.</p> <p>PSHE curriculum teaches the children why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. The PSHE curriculum also teaches the children how to listen to and respect different points of view and how to constructively challenge points of view they disagree with.</p>
<p>Areas for development/ next steps</p>	<p>Spiritual development: Establish reflection/prayer spaces in each classroom with a candle, copy of the bible, prayer slips and other calming objects to promote personal development, well-being and reflectiveness within the children.</p> <p>Spiritual, social and cultural development: Organise a broader range of trips and visitors to encompass a greater diversity of faiths and traditions i.e. visits to a mosque, orthodox and/or catholic church, hindu and sikh temples; visit from a rabbi.</p> <p>Social and cultural development: Invite local political leaders and representatives, such as the county councillor and/or member of parliament, to visit school and speak to the children.</p> <p>Cultural development: Explore the possibility of a whole-school trip to London with a different, age-appropriate focus for different year groups and/or phases i.e. visit to House of Commons for Year 5 and 6, visit to museum or theatre for Key Stage 1 etc.</p> <p>Social development: Develop links with a partner primary school in Oxfordshire that is situated in an area of socio-economic and cultural difference compared to Ewelme/South Oxfordshire.</p>			

