Our Curriculum Knowledge

Our Vision

At Haggonfields Primary School we aim to ensure that all of our children become confident, independent learners with an enthusiasm for acquiring knowledge. Children are supported to develop and maintain positive relationships and to respect and value both themselves and others. We deliver an exciting and innovative curriculum that engages and develops the whole person. We ensure that the curriculum and resources are flexible, adaptable and relevant for the needs of all learners in an evolving world and encourages individuals' interests and aptitudes to flourish.

- **Believe in yourself, anything is possible.**
- **Aspire to be the best you can be.**
- **Excel in all that you do.**

Through a passion for learning rooted in mutual respect and strong relationships, Haggonfields Primary School provides a supportive community and a platform for all to **Believe, Aspire** and **Excel**. Haggonfields Pupils leave the school equipped with the knowledge and skills to continue their journey through education and beyond as resilient passionate individuals.

Haggonfields Primary School: Our Curriculum Vision

Respect:
To understand ourselves.
To appreciate each other.
To value diversity.

Possibilities:
To challenge ourselves.
To challenge each other.
To push boundaries.

Ambition:
To aim high.
To have aspirational goals.
To understand that continual improvement is part of the learning process.

Collaboration:
To learn from each other.
To support each other.
To be successful together.

Curriculum Intent

Wellbeing, Nurture and Support:
At Haggonfields Primary School, children are provided with a supportive and nurturing start to school that begins in Early Years and progresses throughout the Key Stages One and Two. Here children develop their knowledge, thinking and skills through play-based provision and focused activities that begin to build children's knowledge of reading, writing and maths, enriched by the wider curriculum. Children begin to learn to work independently and collaboratively, developing life-long learning skills which promote resilience and the ability to learn from setbacks and mistakes, enhanced by the exemplification of the school's values. There is support for all pupils including SEND and disadvantaged pupils.

Acquisition of Knowledge:
Our curriculum has the acquisition of knowledge at its heart. We ensure pupils are supported throughout their learning by a carefully sequenced and planned programme of study which is enhanced by special events, visits and experiences that impact positively on progress and learning. Creativity is a strong thread that permeates our curriculum. Teachers plan opportunities in all subjects for pupils to think in different ways, find solutions, create original designs, make links and connections between subjects and information, and imaginatively use and apply knowledge. A range of assessment is used to check children's progress throughout school and this in turn informs planning.

Cultural Capital:
The National Curriculum defines Cultural Capital as 'The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' At Haggonfields Primary School we provide a broad curriculum that enables children to be suitably equipped for their next stage of education and to go on to be active contributors to our society. Our inclusive culture and Christian ethos promotes the rich diversity of Britain and encourages children to actively take part in their local community, understanding the importance of being a global citizen. We strive for excellence in all we do and for our children to be the best that they can be.

Implementation and Impact

Wellbeing for all:
Every classroom is a nurture classroom. Continuous Provision in EYFS and KS1. ELSA support across the school. Teachers quickly identify and respond to special educational needs. SENDCo support to deliver effective interventions. Positive partnerships with families. Strong community links. Enhanced PE provision. Values based daily worship. Breakfast provided for all pupils. Take 5 Breathing training for all. Wellbeing days for staff.

Children take responsibility for their own learning. Positive relationships encourage collaboration. Children develop strategies to support their own wellbeing. Children know & understand heathy lifestyles. All children are ready to learn at the start of each lesson. Staff feel valued.

Creative Curriculum:
The Arts and Technology are drivers for our long term plans (Cycle A&B). Bespoke knowledge based Curriculum built by our staff for our children. Quality First Teaching for all children. Research based teaching and learning strategies. Lessons focus on direct instruction as our pedagogical approach. The ten evidence-based Principles of Direct Instruction *(Rosenshine, 2010)* used by all. Gap analysis feeds forward from assessment to planning. The promotion of strong oracy skills from Early Years and throughout the curriculum.

Children know more and remember more. They make links in learning and activate hard thinking. Children build confidence through exposure to a wide range of experiences. Children are ambitious and have high aspirational goals. Children develop wide and rich vocabularies. Children are resilient learners and are open to possibilities.

Broad and Balanced Curriculum: A curriculum built to support the personal, social, physical, spiritual, moral and cultural development of all children. Curriculum drivers specific to the personal attributes and characteristics our children need to be successful. A diverse and inclusive curriculum which supports the progress of all children. British and community values a thread running throughout. Children's individuality is embraced through creativity.

Children make good progress in all areas of the curriculum. Personal development is good in all key stages. Attainment is in line with national expectations, ensuring that they are prepared for the next stage of their education. Children talk confidently about citizenship and what is important to them.

Our Curriculum Drivers:

The Arts:
To express ourselves as individuals.
To communicate.
To create without boundaries.

Technology:
To embrace change.
To develop creativity and imagination.
To solve problems.

Linked Documents:
- Subject Specific Curriculum Intents and Knowledge
- Long Term Plans
- Year Group Specific Curriculum Overviews
- Subject Specific Knowledge Organisers

Quality First Teaching - Direct Instruction

Introduction / Review

Set the stage for learning.

Development

Model the outcomes by providing clear explanations and examples.

Guided Practice

Monitor and engage pupils with assigned learning tasks.

Closure

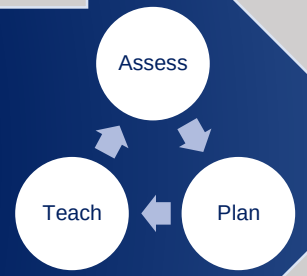
Bringing the lesson to a conclusion by highlighting what was covered.

Independent Practice

Provide learning tasks that are independent of teacher assistance.

Evaluation

Assess pupil progress



Direct instruction has a clear, strong evidence base for effective teaching. Research in the field of cognitive psychology shows that learning is a change in long-term memory. We know that if nothing has been altered in long-term memory, then nothing has been learned. To store learning in long-term memory, information must go via our working memory which has a limited capacity. Fortunately, long term memory is not limited and we can store as much learning as we need there. The challenge is moving information to long term memory and storing it there so that it can be used in future through a process of retrieval.

Direct instruction takes into account the limits of working memory and the process of moving learning to long term memory and keeping it there. “Decades of research clearly demonstrates that for novices (pupils learning and rehearsing new material), direct, explicit instruction is more effective and more efficient than partial guidance” *(Clark, Kirschner and Sweller, 2012)*

We use the ten evidence-based Principles of Direct Instruction *(Rosenshine, 2010)* that were collated through decades of research. These principles come from three sources: a) research into cognitive science; b) research on master teachers; and c) research on cognitive supports.

The Principles of Direct Instruction used by teachers helps pupils to develop strong, readily available background knowledge. Teachers ensure that pupils efficiently acquire, rehearse and connect background knowledge by providing a good deal of instructional support. Teachers activate pupils’ relevant prior knowledge through regular retrieval practice, teach new material in small amounts, model processes, guide pupil practice to the point of independent practice, ensure a high success rate and provide immediate feedback to help pupils when they make errors. Teaching using principles of direct instruction leads to pupils experiential, hands on learning through using and applying what they have been taught after, not before, the basic material has been taught. Pupils build schema through carefully sequenced component tasks

Principles of Direct Instruction are:

- Begin lessons with a short review of relevant prior learning (retrieval practice)
- Present new material in small steps with pupil practice after each step
- Ask a large number of questions to all pupils
- Check for understanding from all pupils
- The teacher directly models the full process, including showing worked examples
- Guide pupil practice under close supervision of the teacher with immediate feedback
- Obtain a high success rate

A Curriculum Built to Support Pupils With Special Educational Needs

Quality First Teaching within an Adapted Curriculum for all

Despite receiving adapted learning opportunities:

- Makes little or no progress
- Shows signs of difficulty in developing skills in Reading, Writing or Maths
- Presents signs of persistent emotional or behavioural difficulties
- Has sensory/physical problems despite the provision of specialist equipment
- Has communication or interaction difficulties.

Put Early Support Plan in place.
Discuss with SENDCo if second cycle is needed.

Assess SEN support

Plan & Do

Interventions planned and delivered.

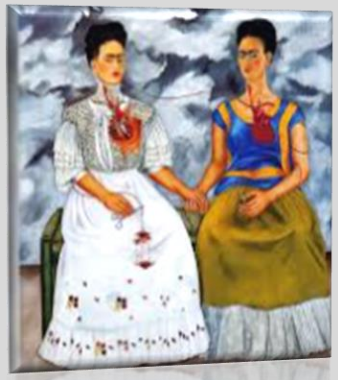
Progress will be carefully tracked.

Review

Further intervention

Art and Design

Comprehension



Communication

Composition

Techniques

ART and DESIGN INTENT

At Haggonfields Primary we are committed to providing an Art and Design Curriculum that is placed at the heart of pupil's learning. Teaching will foster an enjoyment and appreciation of the visual arts through a wealth opportunities. Pupils will study core pieces of Art during their journey through school. Ensuring artworks represent different eras and diverse communities. A high quality dedicated Art and Design room that promotes the exploration of a range of art forms. As well as first hand experiences through gallery visits and working with accomplished artists.

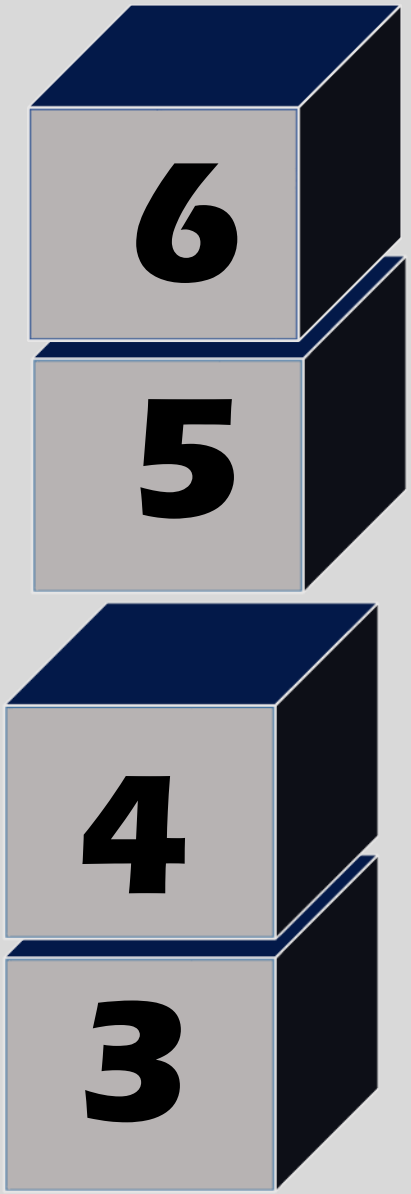
The three priorities for Art and Design Learning are that lessons:

- Artwork studied explores, critically analyses and sparks interest.
- Ensure pupils are immersed in an artistic way of learning that teaches how to communicate understanding, comprehend meaning and confidently use artistic processes.
- Allow pupils to be curious about the world and have a desire to further their artistic knowledge.

"You can't use up creativity. The more you use, the more you have."
Maya Angelou

Art & Design – Comprehension

Knowledge and understanding of the themes and inferences in art.



- Know how to **evaluate** how the occasion, audience and purpose affects the way a piece of art is created.
- Interpret what might have **inspired** an artist and influence how their art is presented.
- Analyse elements within different pieces of art.
- Share and present their own understanding with others.
- Use **digital media** to record and develop their own art.

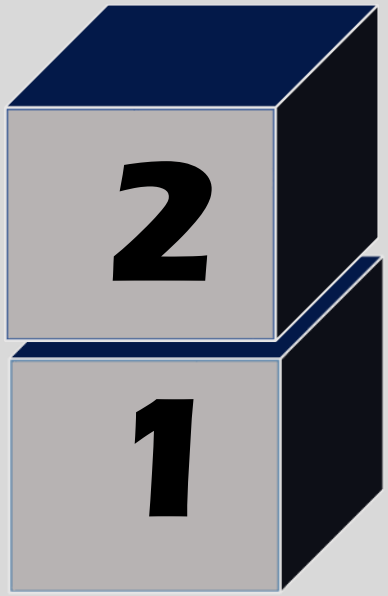
- Know that each viewer may interpret art in different ways
- Express their own **interpretations** using artistic vocabulary.
- Give a **balanced** explanation of what other's interpretations might be of a piece of art.
- Describe, compare and evaluate art using correct vocabulary.
- Analyse and reflect upon progress of their own art, taking into account intention.

- Know that art gives the viewer messages.
- Identify what **mood** or moods are being expressed in a piece of art.
- Explore what **historical viewpoints** are being shared in a piece of art.
- Describe and identify the different purposes of art.
- Compare the same cultural event or period of time shared by artists with **diverse** viewpoints**.**

- Know how to evaluate a piece of art using subject specific vocabulary.
- Explore the work of an artist at stages of development and discuss what might have influenced their next steps.
- Analyse their own work; making **reflective** decisions and record the journey through the use of an annotated sketchbook.
- Using learnt knowledge and vocabulary discuss how an artist has shown his/her experiences in their artwork.

Art & Design – Comprehension

Knowledge and understanding of the themes and inferences in art.



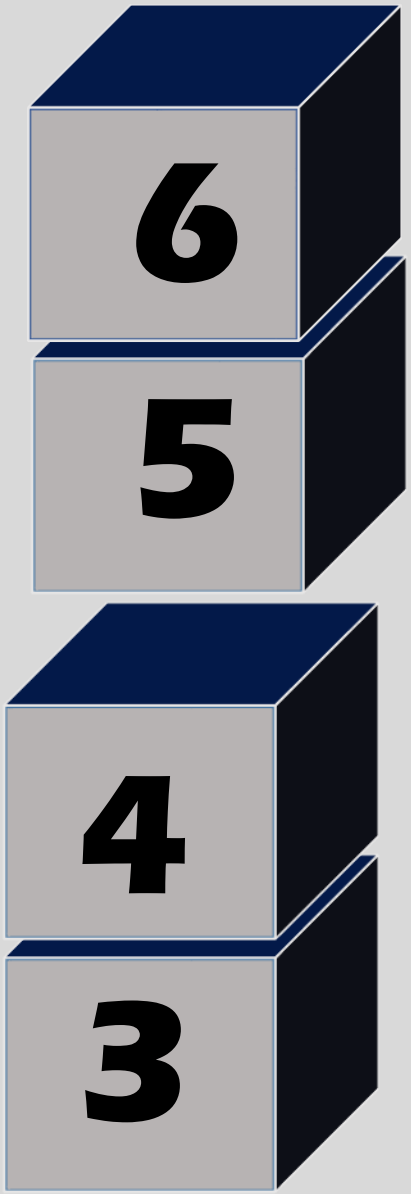
- Know that outside influences affect an artist's work
- Know the role of an art curator.
- Discuss possible reasons for artists' i**ntentions** and suggest alternative choices that could have been made.
- Identify and describe **commonalities** in the work of one particular artist
- Using similar contexts and techniques **replicate a**n artist's work.
- Use a similar context to an artist express **emotions** and ideas through a variety of art forms.

- Know that **materials** are chosen for a specific purpose
- Discuss what **emotions** an artist might have been **expressing**.
- Describe and discuss the reason for an artist using a specific **colour palette**.
- Explore the **materials** chosen and suggest reasons for the choices made.
- Explain how the artist's life experiences influences art and **compare artists** with similar and different experiences

- Know that art is **valued** and people can see it in different ways.
- Identify what an **art gallery** is and the different forms galleries take
- Describe the **colours and forms** within a piece of work
- Observe and share ideas about the **composition** of a piece of art
- Talk about and suggest answers to more abstract questions about the **dynamics** of a piece of art (e.g. is this a fast or a slow painting?)

Art & Design – Communication

Pupils share their ideas and thoughts about different creative forms



- Know how to develop a range of ideas which show **curiosity, imagination and originality**.
- Present the work of an artist showing the emotions and ideas that might have been felt by the artist and also how those viewing may interpret the work.
- Share explanations of the **inspirations** that influenced an artist eg culture, period in history, surroundings.
- Share the thoughts, ideas, influences and developmental stages of their own piece of art through **annotation** and use of **digital media.**
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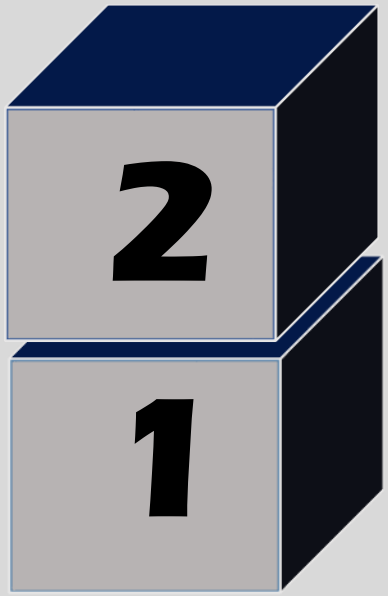
- Know how to engage in open ended **research and exploration** to further knowledge
- Understand how studied art work might have **evolved** by looking at the prior work of the artist.
- Initiate and explore personal ideas through a variety of research methods.
- Use sketchbooks as a means of recording questions, information, observations and developing ideas.
- Know that sketchbooks are places to explore personal **creativity** and developmental stages in the style of artwork being studied.

- Know and use **language** of art to **compare** different pieces of art.
- Know how to compare pieces of art both **subjectively** and **objectively** using artistic vocabulary.
- Recognise **characteristics** of a piece of art and link these to an artist that has been studied.
- Know that taking time to reflect upon their own work is valuable; using sketchbooks allows an artist to create a reference to build upon.
- Understand that it is valuable to express success and areas to develop in their own art, noting how these might **modified.**

- Know how to gather and **review** information from different **sources**
- Know how an artist **references** sources of information related to the culture and time in which they are representing.
- Be able to gather resources related to their ideas and **intentions**.
- Know that **inspiration** can come from many rich and personal sources to feed into artwork.
- Know how to use a sketchbook for different purposes, including: recording **observations and shaping** ideas

Art & Design – Communication

Pupils share their ideas and thoughts about different creative forms



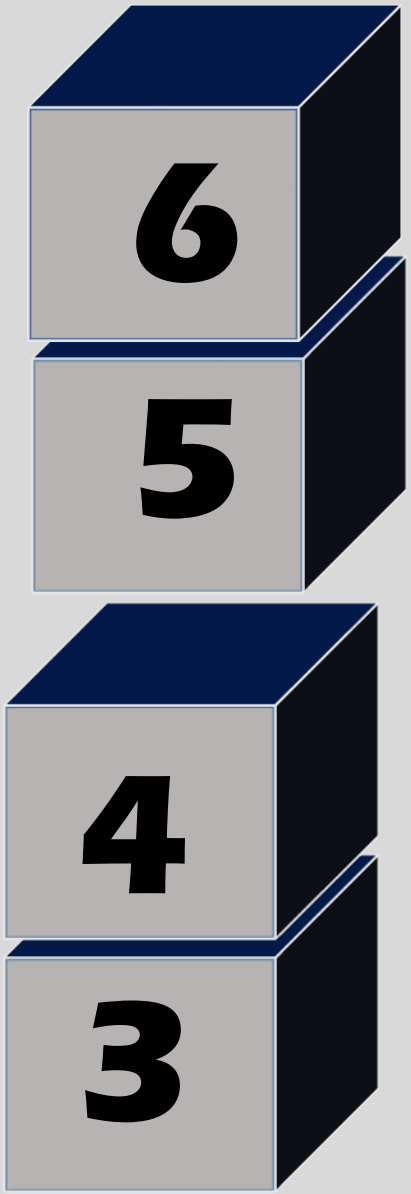
- Know that art can be expressed as an **action** or a physical **product**
- Understand that all art should be **valid and valued.**
- Know that art may be different dependent on the cultural or **historical influence** and explain some of these differences.
- Compare the work of two **diverse** artists, noting the ways in which emotions are created and ideas represented.
- Understand that art work can be partly completed does not always need to be finished.
- Learn how to produce artistic **techniques**; then create art using these skills and techniques.
- Explain why particular techniques have been selected and consider the effectiveness.

- Know that art is often linked to the personal experiences of the artist.
- Explore and discuss realistic and abstract art from a variety of **cultures** and times in history.
- Describe the **emotions** felt and ideas ignited when **diverse** art is explored.
- Know and identify **similarities and differences** between art that has the same inspiration but created with different perspectives.
- Understand that their own art is inspired by their own experiences.
- Explain why a piece of art is valued by themselves.

- Know that art can be both **abstract and realistic**
- Discuss the emotions felt and ideas ignited when exploring a piece of art.
- Understand that art can be realistic and abstract.
- Explore ways of creating **realistic** and abstract art.
- Explain how the process used when creating their own **realistic or abstract** art
- Explore, identify and talk about the work of several **artists.**

Art & Design – Composition

Progression through techniques – Collage and Digital Media



Collage –
- Use collage as a means of extending work from initial ideas
- Independently select a range of media to produce a collaged image

Digital Media -
- Use digital media as a means of extending work from initial ideas
- Use digital media in order to self-evaluate the creative learning journey
- Present personal ideas and choices using a range of digital media

Collage
- To create a photomontage using given photographs from a range of sources
- Add collage to a painted, printed or drawn background to enhance work

Digital Media
- Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools
- Understand that a digital image can be made up of different layers
- Create layered images from original ideas

Collage –
- Develops experience in embellishing, using more advanced joining techniques
- Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images

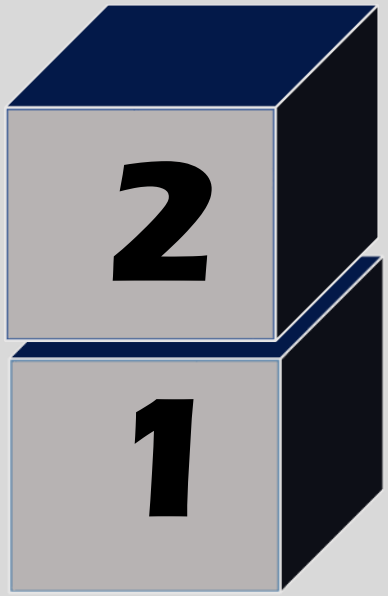
Digital Media –
- Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose
- Begin to use digital media to record and evaluate a creative learning journey

Collage
- Understand the properties of different glue and how these can be used to fix materials together
- Use collage as a means of collecting ideas and information to build a visual brainstorm
- Collect and select textured papers to form a collaged image

Digital Media –
- Use a graphics package or app to create images using different tools and effects with increased precision
- To have experience of using a green screen to create a digital image
- Extending knowledge of photography

Art & Design – Composition

Progression through techniques – Collage and Digital Media



Collage –
- Develops a range of cutting, tearing and fixing techniques to create a specific picture
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- Has experience of adhesives and decides on most effective for a given task

Digital Media –
- Use a graphics package or app to explore digital image creation
- Have the opportunity to manipulate an image using various digital tools
- Use a digital camera to take a specific image portrait/landscape

Collage -
- Use scissors in a controlled way to cut with accuracy
- Fold, crumple, tear and overlap papers to create an image

Digital Media -
- Record information using digital cameras
- Explore digital tools (e.g. brushes, shape and fill tools, eraser)

Collage -
- Begin to use scissors and tearing to create a range of shapes
- Explores different methods of fixing one material to another
- Create an image from a variety of cut or torn media
- Arrange and glue materials to different backgrounds

Digital Media -
- Begin to explore digital media to create an image
- Record information using digital cameras

Art & Design – Composition

Progression through techniques – Drawing and Painting

Drawing :
- Select appropriate media and techniques to achieve a specific outcome
- Develop their own style
- Draw for a sustained period of time over a number of sessions
- Use tone in drawings to achieve depth
- Develop drawing with perspective and focal points
- Adapt drawings according to evaluations and discuss further developments

Painting
- Select colour to express feelings
- Discuss harmonious and contrasting colours and their placement on the colour wheel
- Work in a sustained and independent way, developing own style
- Purposefully controlling the types of marks, brushstrokes used to create desired effect
- Use colours and brushstrokes to create atmosphere and light effects

Drawing –
- Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture)
- Draw from different viewpoints considering horizon lines.
- Begin to consider perspective
- Use different techniques for purpose eg. different styles of shading
- Work from a variety of sources including observation and photographs to develop own work

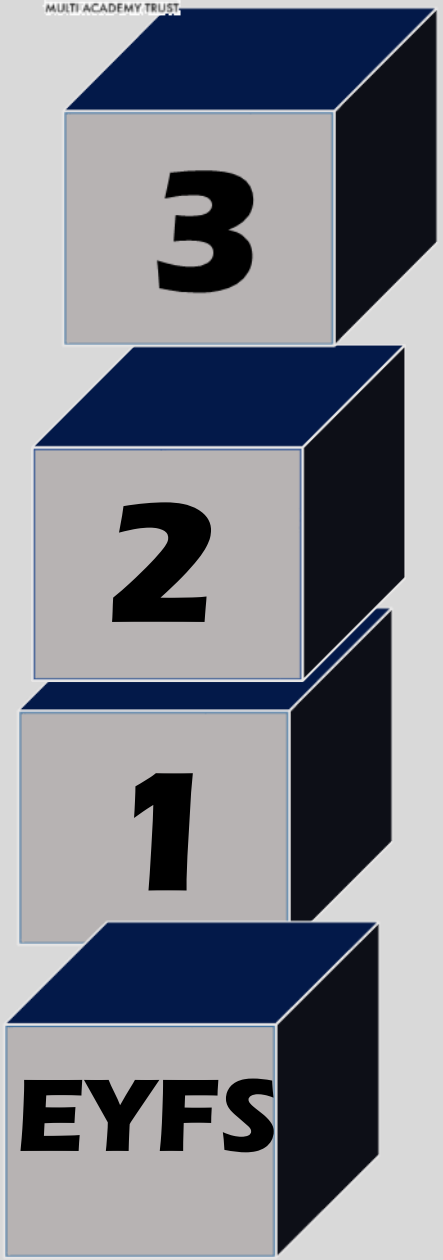
Painting –
- Make and discuss hue, tint, tone, shade and mood
- Mix colours, shades, tones, tints with confidence, building on previous knowledge
- Select colour for purpose explaining choices
- Discuss how colour can be used to express ideas, feelings and mood.
- Confidently control the types of marks made and experiment with different effects and textures

Drawing - :
- Consider scale and proportion
- Create accurate observational drawings
- Work on a variety of scales
- Produce drawings using IT
- Identify and draw the effect of light
- Draw for a sustained period of time
- Collect and record visual information
- Plan and collect source material
- Develop techniques to create intricate patterns – range of media images

Painting - :
- Make tints, tones and shades using white, grey and black
- Observe colour and suggest why it has been used
- Independently choose the right paint and / or equipment for the task.
- Select colour to reflect mood
- Explore different brush strokes and why / when they might be used
- Begin to discuss how they are influenced by the work of other artists

Art & Design – Composition

Progression through techniques – Drawing and Painting



Drawing - :
- Experiment with various pencils
- Use a sketchbook to document and develop ideas
- Draw from observation and imagination
- Experiment with mark making using alternative tools
- Create initial sketches for painting
- Begin to draw with accuracy
- Discuss shadows, light and dark
- Have an awareness of how pattern can be used to create texture

Drawing –
- Experiment with tools and surfaces
- Draw experiences and feelings
- Sketch to make records
- Begin to control marks made with different media
- Investigate tone by drawing light/dark lines using pencil
- Investigate textures and produce an expanding range of patterns

Drawing –
- Explore a range of drawing tools to make marks
- Begin to control the types of marks made with a range of media.
- Draw on different surfaces
- Explore different textures
- Draw from imagination
- Explore drawing from observation
- Investigate textures by describing, naming, rubbing and copying
- Produce a range of patterns and textures

Drawing
- Know that hard and soft pencils create different effects (2H and 8B)
- Know how to draw with oil pastels
- Investigate drawing spirals and cut them out
- Investigate continuous line drawings (e.g. draw a flower without taking pencil off the paper)

Painting –
- Make tints of one colour by adding white
- Darken / Lighten colours without using black / white
- Mix / create colour for use on a large scale. (wash)
- Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc)
- Demonstrate increasing control of the types of marks made to create certain effects

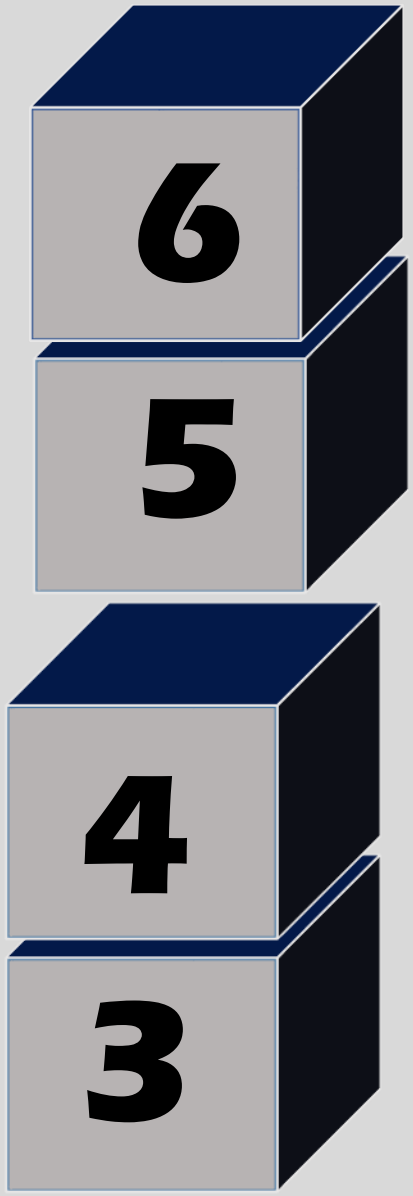
Painting –
- Begin to describe a range of colours
- Mix a range of secondary and tertiary colours
- Be able to discuss the colour wheel
- Talk about why they have selected colours for their artwork
- Begin use a range of paint and discuss why some are more suited to particular painting styles

Painting
- Begin to explore and experiment with the primary colours
- Mix primary colours to create secondary colours
- Describe collections of colours
- Discuss and use warm and cold colours
- Describe favourite colours and why colours may be used for different purposes
- Explore a range of paint, brush sizes and tools

Painting -
- Know primary colour names
- Know how to hold and manipulate brushes
- Know how to paint basic shapes, lines and dots
- Investigate how to paint horizontally and vertically (e.g. on an easel, on the floor)
- Investigate how to paint on different scales
- Investigate paint using body parts
- Investigate a wide variety of brush types and shapes brushes etc.)
- Investigate a variety of paint

Art & Design – Composition

Progression through techniques – Print and Sculpture



Printing -
- Use Thermofax screens to explore screen printing
- Combine different printing techniques within the same piece of artwork
- Use print as a starting point to embroidery

Printing -
- Gain experience in overlaying colours
- Start to overlay prints with other media
- Continue to experience in combining prints to produce an end piece
- Explore, experiment, plan and collect source material for future work

Printing -
- Design and create a Collograph print using a range of materials
- Explore the process of mono printing
- Demonstrate an awareness of printing with multiple colours
- Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper

Printing -
- Design and create a repeated relief print considering background paper
- Use sketchbooks to explore and develop prints making changes where needed
- Understand the difference between repeat printing and mono printing

Sculpture -
- Recognise sculptural forms in the environment and use these as inspiration for their own work
- Demonstrate experience in relief and freestanding work using a range of media
- Independently select sculpture as a method of producing work, if this fits the criteria of the task
- Confidently carve a simple form

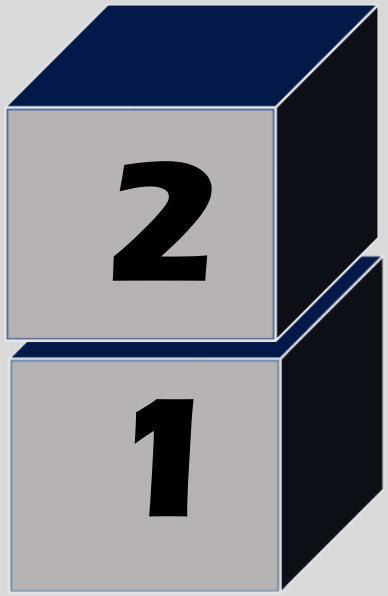
Sculpture –
- Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish)
- Understand that a range of media can be selected (due to their properties) for different purposes
- Independently recognise problems and adapt work when necessary – taking inspiration from other sculptors

Sculpture -
- Discuss the work of other sculptors and architects and how these have influenced their own work / designs
- Work in a safe, organised way, caring for equipment. Secure work to continue at a later date
- Make slip to join and secure pieces of clay together
- Adapt work when necessary and explain why.
- Demonstrate awareness in environmental sculpture

Sculpture –
Plan, shape, mould and make constructions from different materials
- Understand the different adhesives and methods used in construction
- Consider and discuss aesthetics
- Produce more intricate surface patterns using a range of processes
- Show an awareness of how texture, form and shape can be transferred from 2D to 3D
- Model over an armature

Art & Design – Composition

Progression through techniques – Print and Sculpture



Printing -

▪ Understand the concept of lateral inversion ▪ Know how to make an African cone print to make complex patterns (on paper and in clay)

▪ Know how to print onto fabric •

▪ Know how to make prints with letters

Printing -
▪ Know how to make and use a simple stencil (cut a shape in paper and stencil it) • ▪ Know how to make a monoprint with a mask •
▪ Know how to use printing inks and rollers
▪ Investigate different materials to make printing blocks (e.g. draft excluders, polystyrene)

Sculpture
▪ Apply skills to create higher quality finish to products •
▪ Know how to hide attachments so that joins cannot be seen •
▪ Know how to use and make their own nets to create basic shapes •
▪ Know what a net is •
▪ Know how to make scratch and slip (clay) connections •
▪ Investigate using a basic armature (skeleton inside e.g. using wire) •
▪ Explore curling and coiling materials

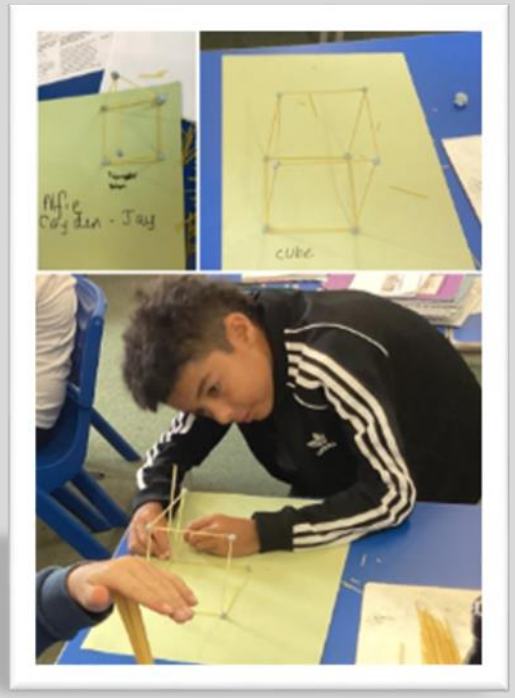
Sculpture –
▪ Explore combining materials to make more complex forms •
▪ Know how to turn boxes inside out so that print cannot be seen •
▪ Know how to pleat and fold paper to make more complex forms (e.g. animals) •
▪ Know how to roll, tear and scrunch with more intention •
▪ Know and use some different types of attachment
▪ Experiment with simple techniques for working with clay to create more complex forms

Printing
▪ Explore how to use these shapes to make compound and complex shapes (e.g. triangles to make stars) •
▪ Know how to make a printing shape (e.g. corrugated card) •
▪ Know how to make a monoprint (paint on table, create shape, press paper onto it)

Sculpture -
▪ Know how to roll, scrunch and tear materials to create specific forms
▪ Experiment with pleating and folding paper ▪ Experiment with clay and make simple forms (e.g. thumb pots) •
▪ Investigate appropriate materials for attaching things together

Design Technology

Exploration



Implementation

Design & Develop

Evaluation

DESIGN TECHNOLOGY INTENT

At Haggonfields Primary we are committed to providing Design Technology lessons that are relevant to pupil's learning including the local community, its interests and its history. Our vision is to provide a curriculum that is progressive, creative and inspires imagination. We have aspirations for pupils who leave Haggonfields to be able to use relevant technological skills as a part of their daily lives and see the potential to design in order to create solutions.

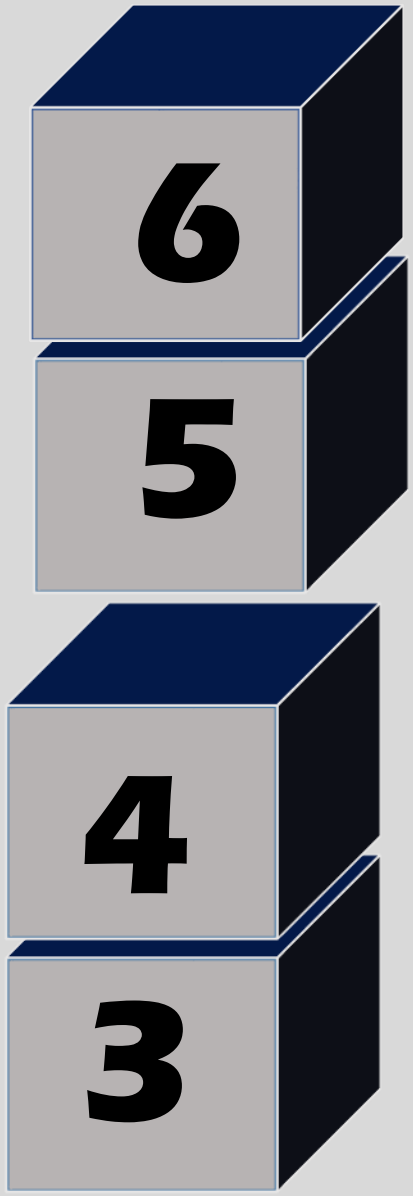
The three priorities for Design Technology Learning are that lessons:

- Enable pupils to acquire technical knowledge of how to use materials, tools and techniques with increased skill, precision and accuracy.
- Allow pupils to think critically in order to communicate their own ideas, problem solve, test, reason, evaluate and develop.
- Inspire pupils to be curious about the world and make design technology connections to the wider curriculum.

"The design is not just what it looks like and feels like. The design is how it works"
Steve Jobs

Design Technology – Exploration

Analyse existing products to identify pros and cons



- Know how to **deconstruct** products safely to investigate the workings
- Knowledge 3 **inventors, designers, engineers, chefs and manufactures** who have created their own innovative designs that made groundbreaking improvements.
- Know what **cooking processes** might have been used in the production of a food.

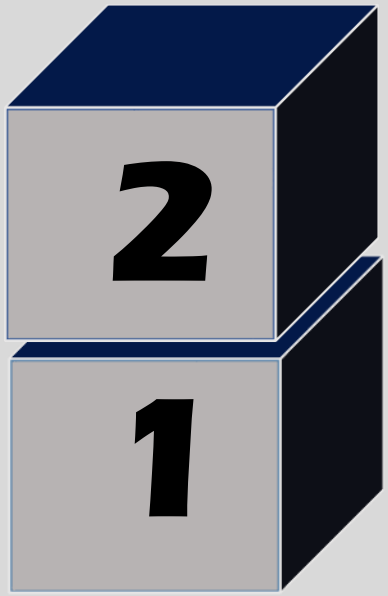
- Know how to collate relevant information to gain an **overview** of existing products (i.e.,users' views).
- Suggest **alternative plans**, considering the positive aspects and drawbacks of each.
- Use research to know what **design criteria** a designer may have used to inform the design of a product.

- Know how to gather information about others' views on products.
- Know how to **disassemble** products. to understand how they work.

- Identify a purpose and establish criteria for a successful product.
- Explain how well products have been designed, made and what materials have been used.
- Know 5 **inventors, designers, engineers, chefs and manufacturers** who have developed groundbreaking products.
- Know whether products can be **recycled or reused**.

Design Technology – Exploration

Analyse existing products to identify pros and cons



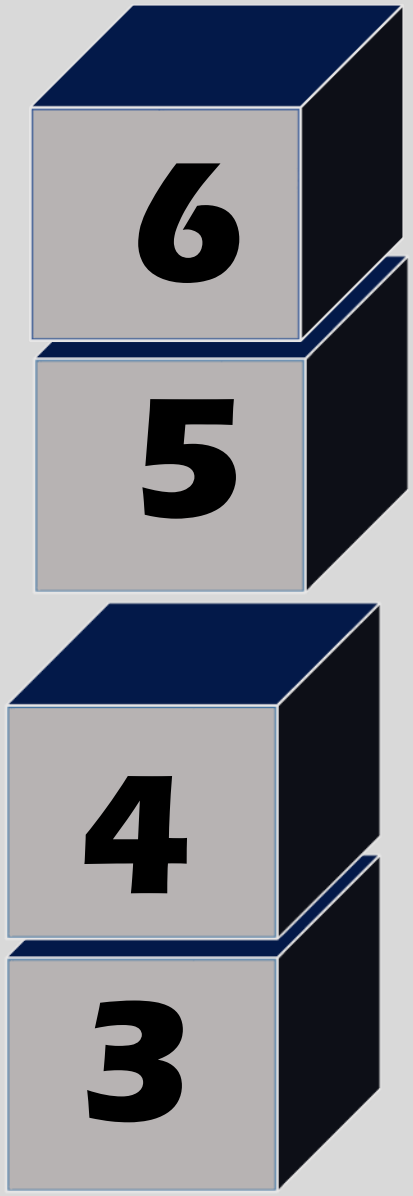
- Explore how **products** have been created and suggest **improvements** to existing designs
- Explain the plus and minus **factors** of existing designs and products including food
- Know what i**mprovements** could be made to existing designs.

- Know how 3 existing products might have been made and how these **processes** have changed over time.
- Know what **products** are best used to make a successful large structure (little pigs houses)
- Know how products have changed over time including food.
- Know the use of 5 existing products: What they are for, how they work, materials used,
- Identify **likes and dislikes** of an existing design.

- Make **observations** about features of objects and explain to others
- Use **senses** to **explore and describe** objects
- Taste different foods and express **likes and dislikes**

Design Technology – Design & Develop

Identify needs and propose ideas to solve



- **Generate, develop, model and communicate** ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, and pattern pieces.
- Use research and **develop design criteria** to inform the design of innovative, functional, appealing products that are fit for purpose.
- Know how to apply a range of finishing techniques, including those from art and design.
- Plan the order of the making process, choosing appropriate materials, tools and techniques.
- Suggest **alternative** methods of making if the first attempts fail.

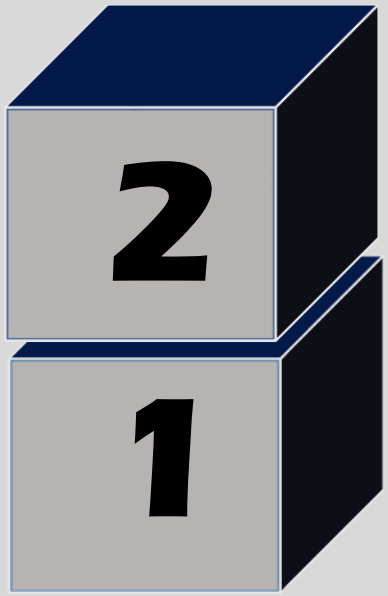
- Know how to produce a detailed **plan, with step-by-step instructions, cross-sectional diagrams and prototypes**.
- Suggest **alternative plans**, considering the **positive aspects and drawbacks** of each.
- Know how to use research to develop design criteria to inform the design of **innovative, functional, appealing** products that are fit for purpose.
- Select appropriate materials, tools and techniques.
- Know how much products cost to make, how sustainable and innovative they are, and the impact products have beyond their intended purpose.

- Generate more than one idea for how to **create** a product.
- Produce a detailed plan with **labelled diagrams**, a written explanation and step-by step guide.
- Know how to show a clear idea of what has to be done, planning how to use **materials, equipment and processes**, choice of materials and components according to function and aesthetics and suggest alternative methods of making, if the first attempts fail

- Create a design that meets a **range of requirements**, considering its purpose and user/s.
- Consider the **materials, components, equipment** and tools needed when planning.
- Describe a design using an **accurately labelled diagram**, and in words.
- Identify a purpose and establish **criteria** for a successful product.

Design Technology – Design and Develop

Identify needs and propose ideas to solve.



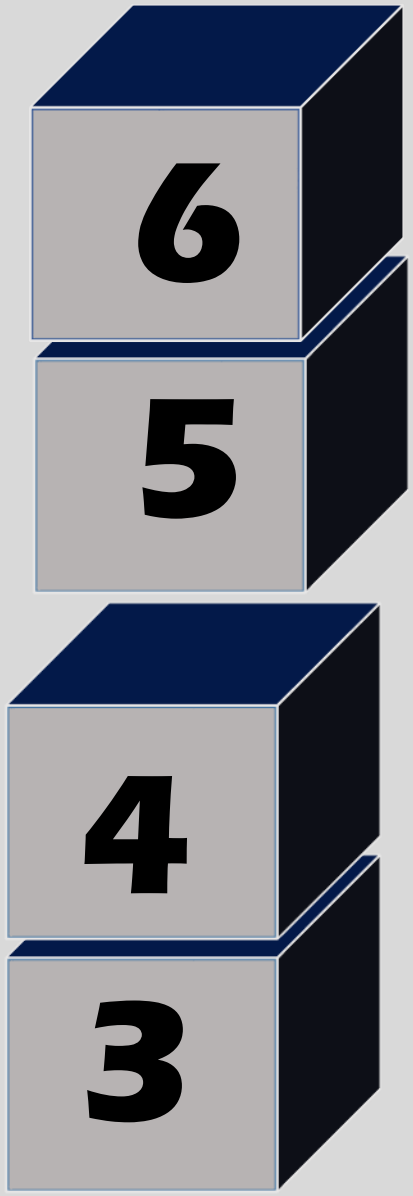
- Generate ideas by drawing on personal and other people's **experiences** and plan what to do next.
- Know how to describe designs using pictures, diagrams, models, mock-ups, words, through **discussion, observation, drawing, modelling and ICT.**
- Design a product own use and others, following **design criteria**.
- Identify a purpose/ target group for a design and make based on a design criteria.

- Suggest ideas prior to **creating plan** these by talk and drawings.
- Know how to draw on previous **experience** to help generate ideas
- Know how to make **templates** and mock ups of ideas in card and paper or using ICT

- Think of some ideas as to how to make a **product or structure** – talk about it prior to creating
- Plan how best to approach a task – know what products might be used

Design Technology – Implementation

Use a wide range of equipment effectively



- Know how to use a range of tools and equipment **precisely**.
- Consider the **aesthetic qualities** and **functionality** of a product as making it, **refining** details as necessary.
- Know how to pin and tack fabrics, use patterns and seam allowances and join fabrics to make quality products.
- Know that some materials have different **qualities**
- Choose appropriate tools to cut and shape.
- Create a dietry **balanced meal** to share with others

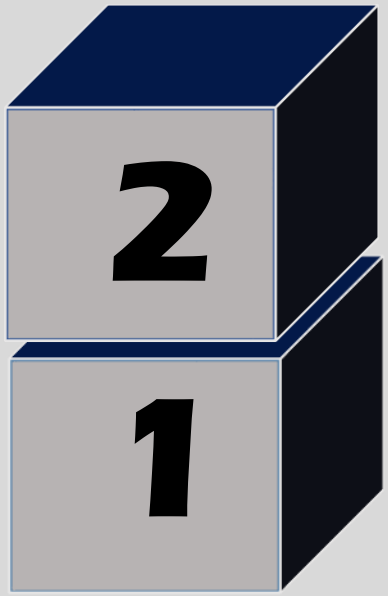
- Know how to use a range of tools and equipment **expertly**.
- Know how to cut materials with precision. accuracy and safely to a marked line.
- Know how **to join/ combine** materials with temporary, fixed or moving joints.
- Know how to use equipment safely under supervision eg an oven, glue gun.
- Know how to use **mechanical systems** such as cams, pulleys or gears create movement.
- Know how to use a hand drill to drill tight and loose fit holes.

- Know how to use a range of tools and equipment with accuracy including food preparation
- Know how to measure, mark out, join, and **assemble** materials and components with accuracy (to the nearest mm).
- Know how to cut, then **join textiles** using a running stitch, over sewing, back stitch or fastenings.
- Know how to make structures more **stable** e.g.widening the base.
- Know how to use mechanical structures in products e.g., gears, pulleys, levers and gears.

- Know how to use a range of tools and equipment with **some accuracy**.
- Know how to measure, mark out, assemble and join materials and components safely with some accuracy by selecting **appropriate tools**.
- Know about the movement of **simple mechanisms** such as levers, gears, pulleys and linkages.
- Know how to strengthen frames using **diagonal struts**.

Design Technology – Implementation

Use a wide range of equipment effectively



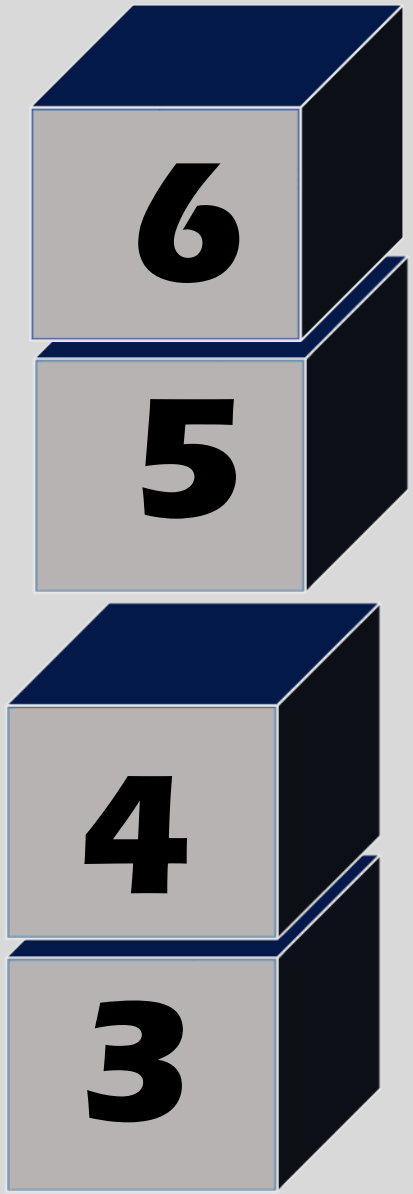
- Know a range of cutting and **shaping techniques** (such as tearing, cutting, folding and curling).
- Know what tools and equipment might be appropriate to use describing and explaining why they are being used.
- Know how to drill, **screw glue and nail materials** to make and strengthen products.
- Know how to create products using **levers, wheels and winding mechanisms**.
- Know how to measure, mark and cut out to the nearest centimeter (using templates if needed),

- Know how to cut, **fold and tear** materials safely using appropriate tools provided.
- Explain what is being made.
- Know a range of **joining techniques** such as gluing, stapling or taping.
- Know how to use mechanisms [for example, **levers, sliders, wheels and axles**],
- Know how to attach wheels to **chassis** using an axle.
- Know how to cut **wood/ dowel using a hacksaw** with support

- Know how to se a variety of tools and materials to make **models/ products/ pictures**.
- Can they explain what they are making?
- Can they select appropriate resources and tools?
- Can they explain which tools are they using and why?
- Can they use tools safely?
- Can they use tools to manipulate materials?

Design Technology – Evaluation

Test, refine and suggest further developments



- Know how to **evaluate products**, identifying strengths and areas for development, and carrying out appropriate tests.
- Know how to evaluate products both during and the end of the assignment.
- Record **evaluations** using drawings with labels.
- Know how to evaluate against original criteria and suggest ways that my product could be improved.

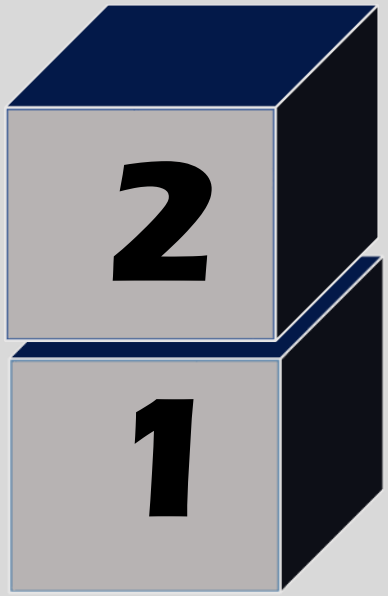
- Know how to evaluate a product against the original **design specification** and by carrying out tests.
- Know evaluate products personally and seek evaluations and suggested **developments** from others

- Know how to evaluate product by carrying out **appropriate tests.**
- Know how to evaluate learning both during and at the end of the assignment
- Know how to **collate opinions** of others in a balanced way.

- Know how to evaluate a product against original design criteria e.g., how well it meets its intended purpose.
- Know how to ask evaluative **questions** of others to help **develop** a design

Design Technology – Evaluation

Test, refine and suggest further developments



- Know how to evaluate a product against the **design criteria**.
- Know how to evaluate products as they are developed, **identifying strengths and possible change**

- Know how to evaluate a product by discussing how well it works in relation to **the purpose** (design criteria).
- Know how to evaluate products as they are **developed, identifying strengths** and possible changes

.

- Be excited about what has been made.:
- **Identify success** and next steps
- Know how to change a **strategy**

Mathematics

Time

Measurement

Fractions

Statistics

Addition and Subtraction

Multiplication and Division

MATHEMATICS INTENT

At Haggonfields Primary we are committed to providing 'In-Depth' Mathematical learning that is engaging, stimulating and inspiring. Our vision is to provide a curriculum that embeds and builds on teaching from previous weeks, months and years. We have aspirations for pupils who leave Haggonfields to be able to use relevant Mathematical skills and knowledge as a part of their daily lives and see the potential to understand even more.

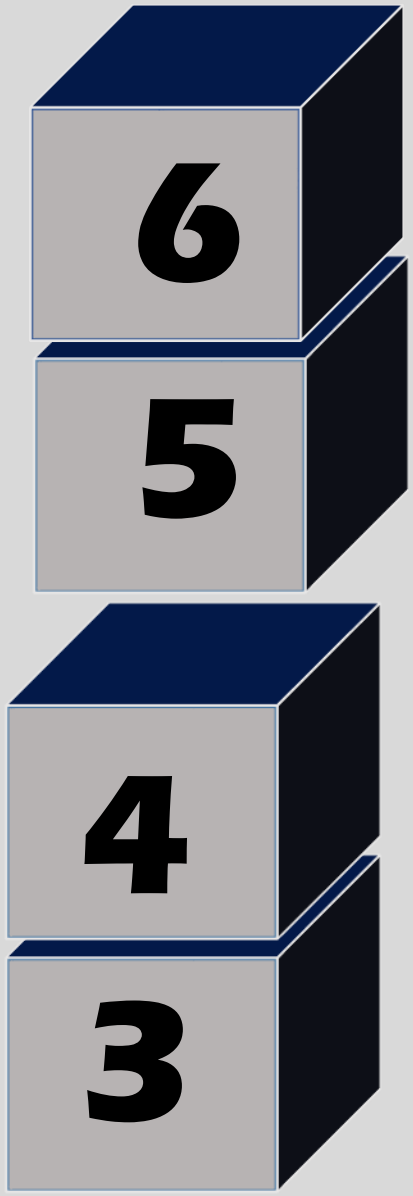
The three priorities for Mathematical Learning are that lessons:

- Ensure pupils have a secure knowledge and fluent use of skills.
- Enable pupils to confidently apply skills when explaining, reasoning and solving problems in a range of contexts.
- Allow pupils to be curious about the world and make mathematical connections to the wider curriculum.

"Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding."
William Paul Thurston

Mathematics – Addition and Subtraction

Knowledge of combining and splitting amounts.



- Be able to apply column method confidently to solve addition and subtraction multi-step problems
- Be able to add and subtract decimal numbers confidently
- Develop further the ability to round and approximate answers develop further the use of inverse operations to check answers
- use algebraic rules to solve calculations in one-step and two-step equations

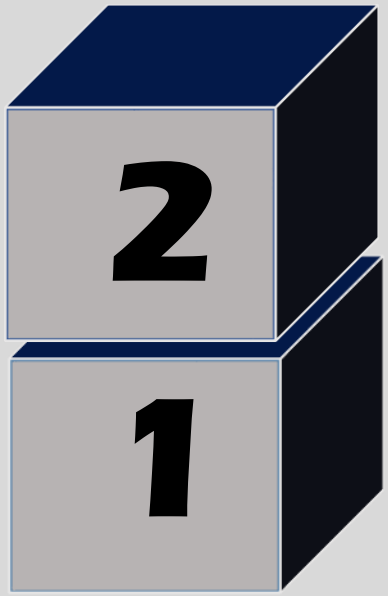
- Be able to add whole numbers with more than 4 digits (column method)
- Be able to round and approximate answers be able to use inverse operations confidently to check answers
- Be able to use calculations methods to solve multi-step addition and subtraction problems

- Be able to add two 4-digit numbers with more than one exchange be able to subtract two 4-digit numbers with more than one exchange
- Develop efficient methods for calculations be able to estimate confidently
- Understand how to use the inverse to check answers

- Be able to add and subtract multiples of 100
- Be able to add 3-digit numbers (crossing and not crossing ten)
- Be able to add 3-digit numbers using the exchange method
- Be able to estimate answers to calculations

Mathematics – Addition and Subtraction

Knowledge of combining and splitting amounts.



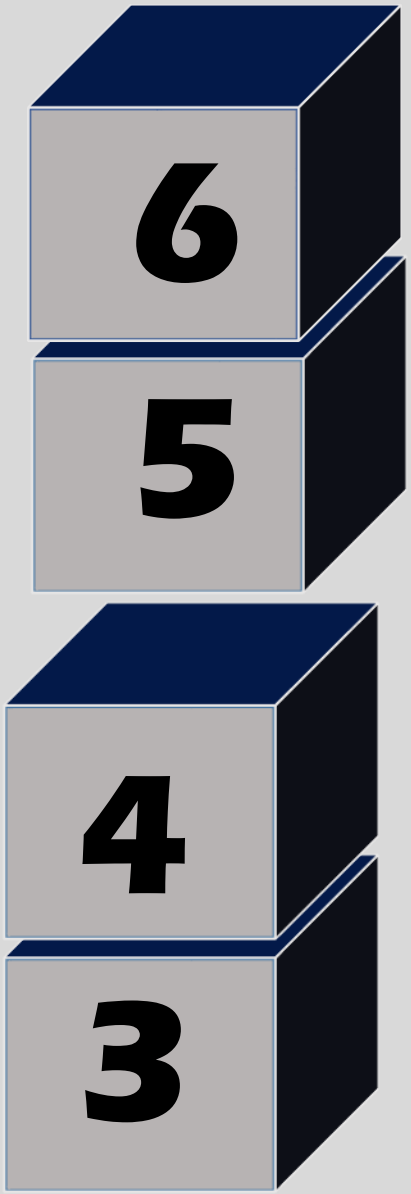
- Be able to add and subtract 1s and 10s
- Have rapid recall of bonds to 100 (tens and ones)
- Be able to add two 2-digit numbers (crossing and not crossing tens)
- Be able to subtract a 2-digit number form a 2-digit number (crossing and not crossing tens)
- Use a number line confidently to solve addition and subtraction calculations, making use of bond facts to make jumps efficient
- Use a bar and a part-whole method to solve additions/subtractions
- Be able to add three 1-digit numbers

- Be able to use the part-whole model with images and objects
- Be able to use part-whole model with integers
- Be able to recognise and use the addition and subtraction symbols
- Have rapid recall of number bonds to 10 and recognise the patterns for larger number bonds
- Be able to use a number line to add two single digits
- Be able to subtract a single digit from a single or two digit number using a number line
- Know how to find the difference between two numbers
- Know how to find the total between two numbers

- Be able to compare quantities up to 10, recognizing when one quantity is greater than, less than or the same as
- Be able to automatically recall number bonds up to 5.
- Be able to double 1, 2, 3, 4 and 5

Mathematics – Multiplication and Division

Knowledge of grouping and sharing



- Be able to multiply a 4-digit number by a 2-digit number
- Be able to solve long divisions with remainders
- Be able to calculate the radius diameter and the circumference of a circle
- Develop appropriate mental skills for solving calculations rapidly, reasoning from known facts
- Be able to find prime numbers up to 100
- Be able to solve division using factors
- Be able to solve calculations when brackets alter the order of the operations

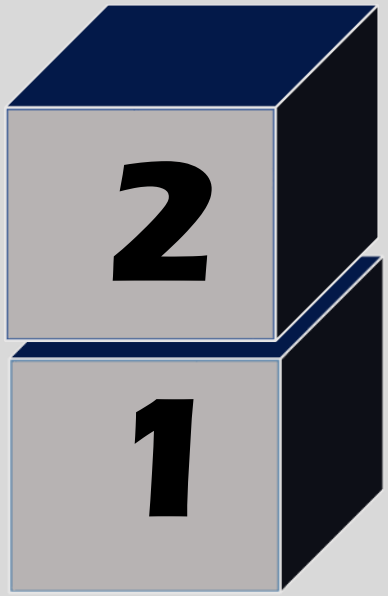
- Be able to find common multiples
- Be able to find factors and common factors of numbers - numbers with more than two factors are composite numbers
- Know that numbers with more than two factors are composite numbers
- Know that numbers with only two factors are prime numbers
- Know that the product of an integer multiplied by itself is a square number
- Know that the product of an integer multiplied by itself twice is a cubed number
- Be able to divide by 1,000

- Have rapid recall of all multiplication and division facts up to 12 x 12
- Be able to multiply by 10 and 100
- Be able to multiply by 1 and 0
- Be able to divide by 10 and 100
- Be able to divide by 1 and itself

- Have rapid recall of the 3, 4 and 8 times table
- Be able to multiply 2-digits by 1 digit
- Be able to divide 2-digits by 1 digit
- Be able to divide with remainders
- Be able to use a bar model to work out scales—eg 45 is how many times greater than 5?

Mathematics – Multiplication and Division

Knowledge of grouping and sharing.



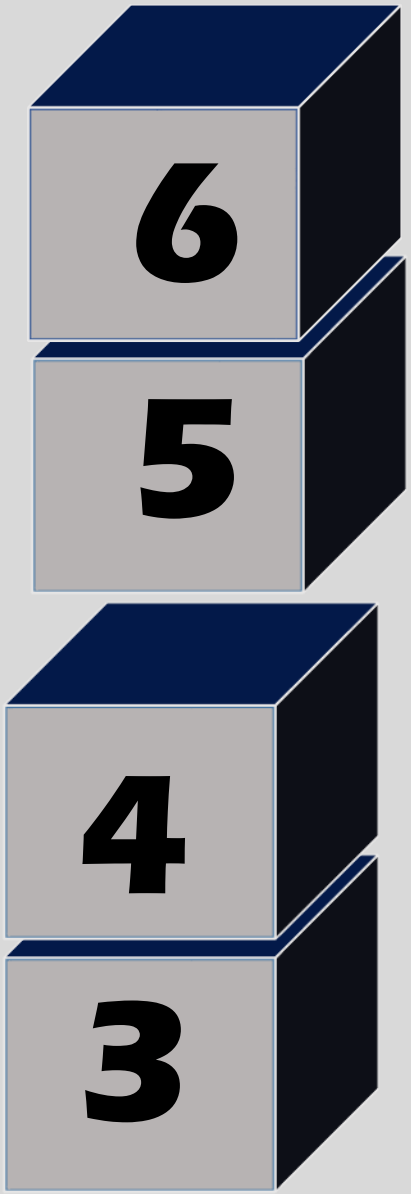
- Have rapid recall of the 2, 5 and 10 times table
- Be able to recognise equal groups
- Be able to make and add equal groups
- Be able to solve multiplication sentences using the x symbol
- Solve multiplication sentences from pictures
- Be able to use arrays
- Be able to make doubles
- Be able to solve division sentences using (divide sign)

- Be able to count in 2s
- Be able to count in 5s
- Be able to count in 10s
- Be able to make equal groups, labelling—3 lots of 2, etc

- Be able to share objects equally
- Understand the word equal means the same amount
- Begin to use the term ‘lots of’ when grouping items in equal groups

Mathematics – Fractions

Knowledge of dividing a whole into equal parts.



- Be able to compare and order by denominator
- Be able to compare and order by numerator
- Be able to multiply fractions by fractions
- Be able to divide fractions by integers
- Be able to find a fraction of an amount
- Be able to find the whole from a given fraction
- Be able to turn fractions into percentages and find a percentage of an amount

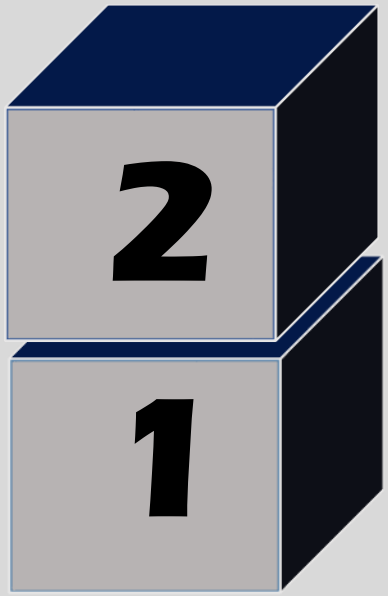
- Be able to convert improper fractions to mixed numbers
- Be able to convert mixed numbers to improper fractions
- Be able to compare and order fractions less than 1 and greater than 1
- Be able to add and subtract mixed numbers
- Be able to multiply unit and non-unit fractions by an integer
- Be able to multiply mixed numbers by integers
- Be able to find a percentage of an amount

- Be able to compare fractions and find equivalents
- Represent and compare fractions greater than 1
- Be able to count in fractions
- Be able to add 2 or more fractions
- Be able to subtract 2 fractions
- Be able to subtract fractions from whole amounts
- Be able to calculate fractions from a quantity

- Recognise, represent and find a half, a quarter and a third of a number
- Understand that a half is equivalent to two quarters
- Be able to find three quarters
- Be able to count in halves, quarters and thirds
- Recognise and find unit and non-unit fractions

Mathematics – Fractions

Knowledge of dividing a whole into equal parts.



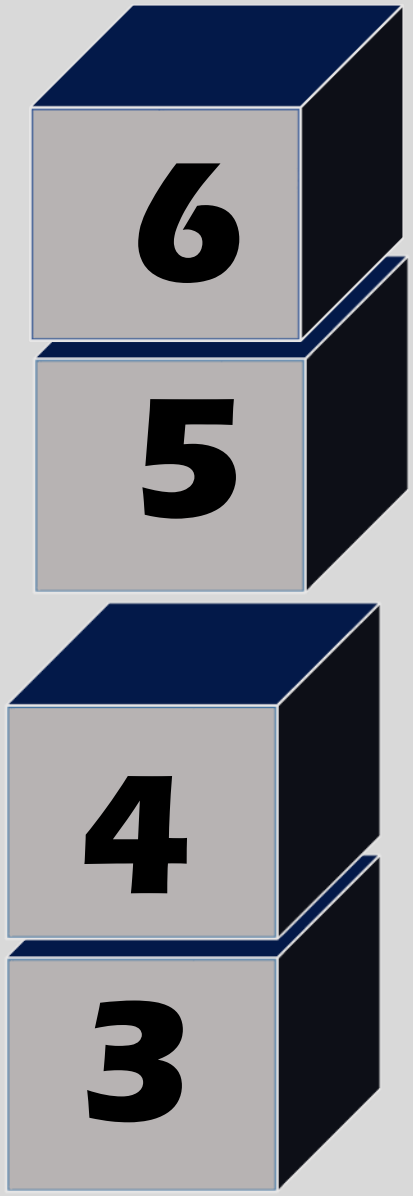
- Recognise and find a half, a quarter and a third of a number
- Understand that a half is equivalent to two quarters
- Be able to find three quarters
- Recognise unit and non-unit fractions
- Be able to count in halves and quarters

- Be able to find a half of a number
- Be able to find a quarter of a number

- Be able to share items fairly between two groups
- Be able to say that each group has one half
- Be able to share objects equally

Mathematics – Measurement

Knowledge of mass, height, length and capacity.



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- Be able to calculate with metric measures
- Be able to compare and understand miles and kilometers
- Be able to work with metric and imperial measures for mass, capacity and length
- Understand how to solve multi-step problems involving money, length, capacity and mass
- Be able to calculate the area of a triangle
- Be able to calculate the area of a parallelogram
- Be able to calculate the volume of a cuboid

5

- Be able to calculate the area of compound and irregular shapes
- Be able to find equivalent measures (mass, height, length and capacity)
- Understand the difference between metric and imperial measures and find equivalents (2.5cm=1 inch and so on)
- Understand how to solve two step problems involving money, length, capacity and mass
- Be able to calculate the perimeter of rectilinear shapes
- Be able to calculate the area of compound shapes
- Be able to calculate the area of irregular shapes

4

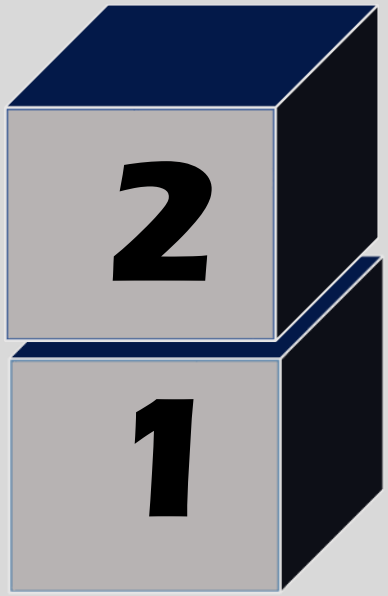
- Be able to find equivalent lengths (m/cm and mm/cm)
- Be able to add and subtract lengths (m, cm, mm)
- Be able to be able to measure perimeter on a grid, of a rectangle and of rectilinear shapes
- Be able to calculate and compare the area of two shapes
- Be able to estimate amounts of money and use the four operations to solve money problems

3

- Be able to add lengths together
- Understand what a perimeter is and be able to calculate this for given shapes
- Be able to compare and order lengths (m, cm and mm)
- Be able to count pounds to pence
- Be able to add and subtract amounts of money and give the correct change
- Be able to compare and order masses and capacity
- Understand that temperature is measured in degrees celsius and know the boiling and freezing points of water
- Be able to solve temperature related problems, finding the difference between temperatures

Mathematics – Measurement

Knowledge of mass, height, length and capacity.



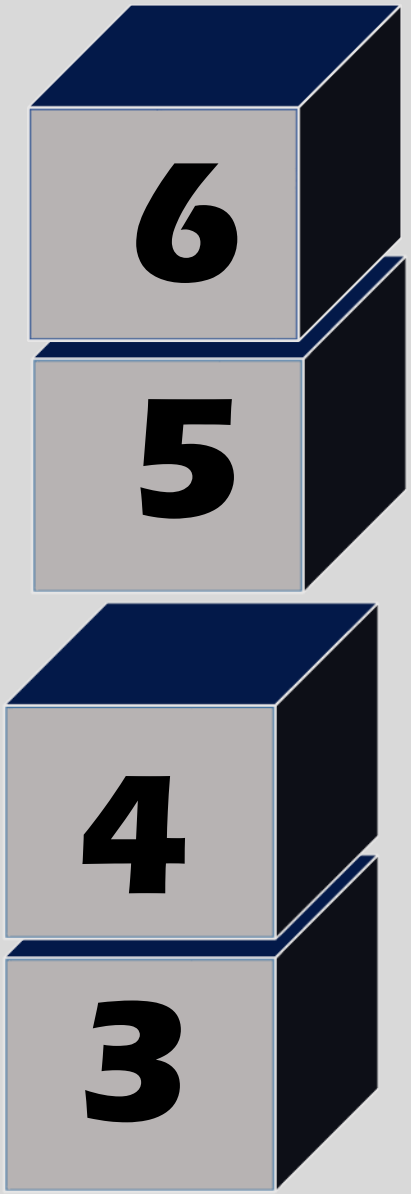
- Be able to measure (m and cm), comparing lengths and heights
- Be able to order objects of differing lengths after accurate measuring
- Be able to solve problems involving lengths
- Be able to measure and compare objects (g)
- Be able to measure and compare volume (ml and l)
- Be able to use the four operations to solve problems involving mass, volume, length and height
- Be able to make the same amount with different coins
- Be able to count money using different coin and not amounts to find an accurate total
- Be able to find the difference between two amounts of money to give change
- Be able to read temperatures on a thermometer which uses a scale of ones or two intervals

- Be able to measure objects with non-standard units
- Be able to measure objects and heights to the nearest centimeter
- Know how to start measuring at the line indicating 0cm
- Be able to compare containers with different capacities and describe—more, less, greater than, less than
- Be able to solve word problems involving wight and capacity
- Be able to weigh objects with non-standard measures
- Be able to recognise all british coins and notes
- Be able to count coins in 1s, 2s, 5s and 10s and compare amounts

- Be able to compare objects of different lengths using the words longer than, shorter than correctly
- Be able to compare objects of different weights using the words lighter and heavier than correctly
- Be able to compare objects of different heights using the words taller, shorter and the same as correctly
- Be able to compare objects of different capacity using the words full and empty correctly

Mathematics – Time

Knowledge of the measurement and recording of different durations of time.



- Be able to solve multi-step problems involving seconds, minutes, hours, days, weeks, months and years
- Be able to read more complex timetables and solve problems involving arrival and departures for different scenarios

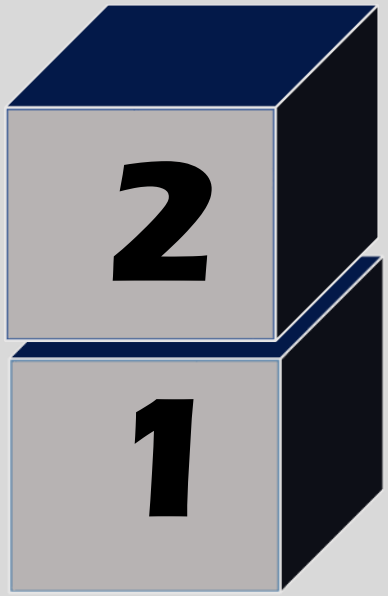
- Be able to convert units of time eg days to weeks, months or years and seconds to minutes or hours etc
- Be able to read a timetable and work out arrival and departure times
- Be able to complete missing times on a regular timetable
- Solve word problems involving seconds, minutes, hours, days, weeks, months and years

- Be able to tell the time to the minute—analogue and digital
- Be able to tell the time—hours, minutes and seconds
- Be able to solve word problems involving years, months, weeks and days

- Know how many days are in each month of the year
- Be able to say how many days are in a ‘normal’ year and how many are in a leap year
- Be able to count on days from a monthly calendar between events
- Be able to tell the time to the minute
- Be able to use a.m and p.m
- Be able to read the 24-hour clock

Mathematics – Time

Knowledge of the measurement and recording of different durations of time.



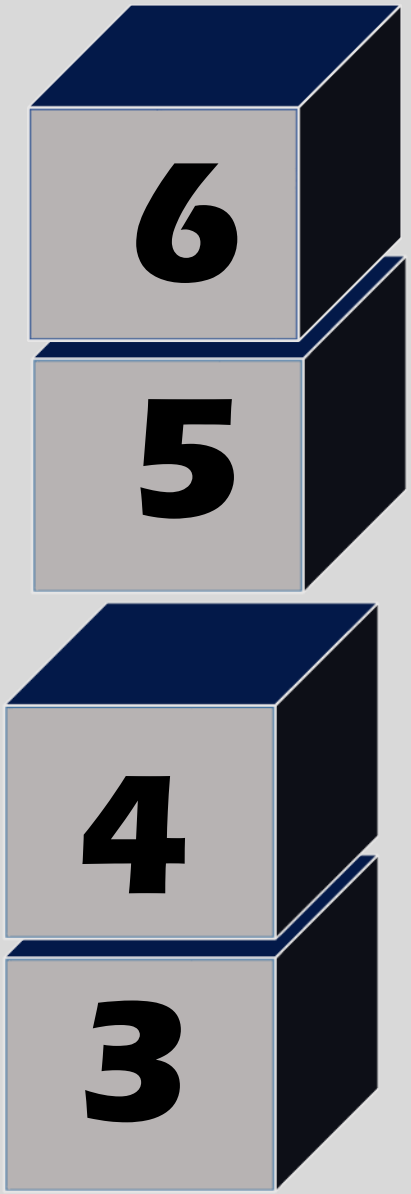
- Be able to tell the time to the quarter hour
- Be able to tell the time to five minutes
- Know that there are 60 minutes in one hour
- Know that there are 30 minutes in half and hour
- Know that there are 15 minutes in a quarter of an hour
- Understand how to solve problems involving the passing of time in hours and half hours

- Know that some things are happening now, some things happened before and some things will happen after
- Be able to read a calendar and say which day certain events are happening on
- Know the 12 months of the year
- Know the order of the four seasons
- Be able to tell and write the time to the hour and half-past the hour

- Be able to say the days of the week in order
- Know which day comes before or follows a given day
- Understand and use the words yesterday and tomorrow
- Be able to sing a song that lists the months of the year
- Be able to order and sequence familiar events
- Se every day language related to time such as now, then, next, in a while, later, soon and after that

Mathematics – Shape, Position and Direction

Knowledge of regular and irregular shapes, movement and position.



- Be able to find the missing coordinate for a shape where only some of the coordinates have been given
- Be able to plot and read coordinates in the four quadrants
- Be able to use knowledge of shape to solve problems involving shape translations in the four quadrants
- Be able to reflect a shape in the x and y axis and in a line given in the four quadrants
- Be able to calculate missing angles on a straight line and around a point
- Be able to calculate angles in a triangle, regular polygons and in special quadrilaterals
- Be able to calculate vertically opposite angles

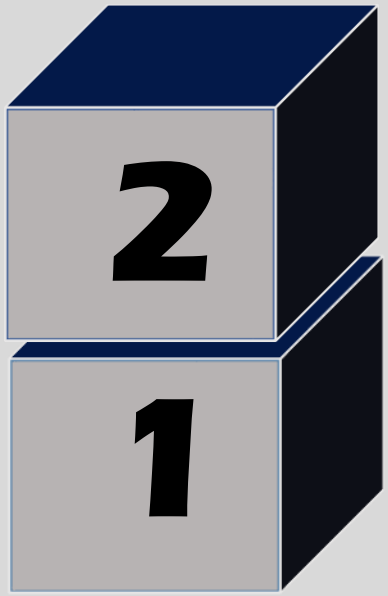
- Know how many degrees are in a full turn, a half-turn and a quarter turn
- Be able to plot shapes in the first quadrant using given coordinates
- Be able to translate shapes and give the new coordinates (eg translate this triangle up 2
- Be able to identify lines of symmetry in regular and irregular shapes
- Know how to use 90°, 180°, and 360° when giving and following instructions for rotations
- Be able to plot shapes in the first quadrant using given coordinates
- Be able to translate shapes and give the new coordinates (eg translate this triangle up 2

- Know that a half-turn is equal to two right angles and makes a straight line
- Be able to compare the sizes of different angles
- Be able to explain why an angle is a right angle, obtuse or acute
- Be able to locate objects using simple coordinates eg, (3,2)

- Be able to recognise right angles in shapes and objects that are all around
- Know that a right angle is 90°
- Know that angles that are smaller than a right angle are acute angles
- Know that angles that are greater than right angles are obtuse angles
- Know which lines and surfaces are horizontal, vertical, parallel and perpendicular
- Recognise triangular prisms and square based pyramids

Mathematics – Shape, Position and Direction

Knowledge of regular and irregular shapes, movement and position.



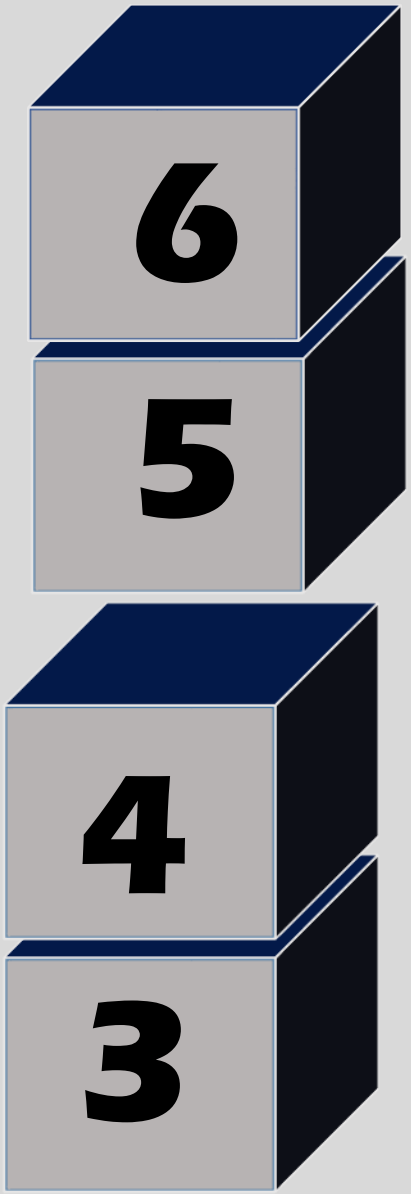
- Recognise and label circle, hexagon, pentagon, square, rectangle and triangle and say how many sides and vertices they each have
- Recognise lines of symmetry and complete shapes where the reflective half is missing
- Be able to use clockwise and anti-clockwise when giving and following directions
- Be able to complete missing patterns involving turning shapes and describe the turn pattern that they can see

- Be able to describe turns—quarter turn, half-turn, three quarter-turn, full turn
- Describe the position of an object using left and right—the square is to the left of the triangle, etc
- Be able to give and follow directions using forwards, backwards, left and right
- Recognise and name correctly regular 2D shapes (circle, square, triangle and rectangle) and make/describe repeating
- Patterns with them
- Recognise and name correctly regular 3D shapes—cube, cuboid, sphere, pyramid, cone and cylinder

- Begin to use the labels related to regular 2D shapes; triangle, circle, square and rectangle
- Begin to use the labels related to regular 3D shapes; sphere. Cube, cylinder, cone and cuboid
- Use prepositions to effectively describe the position of an object such as in front of, on top of, behind and next to
- Be able to create and sustain a repeating pattern with three elements such as circle, square, triangle, circle….
- Be able to sort objects by a number of characteristics –colour, shape, size, texture, plus number of sides, corners and faces

Mathematics – Statistics

Recording and Retrieval of Data.



- Be able to read and interpret line graphs
- Use line graphs to solve problems
- Be able to calculate the radius and the circumference of a circle
- Be able to read and interpret pie charts with and without percentages
- Be able to accurately draw a pie chart with given data
- Be able to calculate the mean, mode and median averages

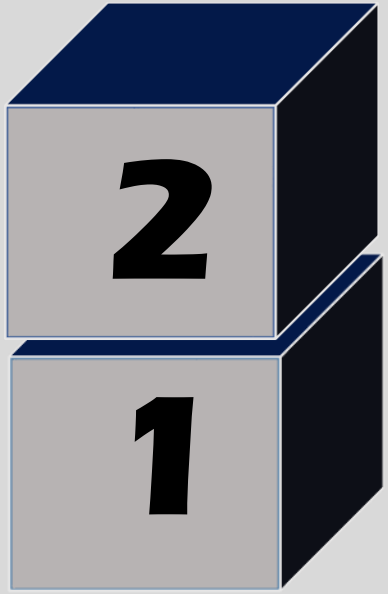
- Be able to identify which data medium is best to represent the information gathered
- Be able to solve word problems by analysing data in tables, bar charts, line graphs and pictograms
- Be able to present data accurately on a simple line graph
- Be able to present two sets of data on a line graph using separate colours for each set of data
- Be able to read and interpret more complex tables

- Be able to convert information in one data source (e.G a bar chart) into another source (e.G. A pictogram or table)
- Be able to represent data on a bar chart with an appropriate scale

- Use, make and interpret bar charts where the scales have intervals of 2, 5 and 10
- Use, make and interpret pictograms where the scales have intervals of 2, 5 and 10
- Convert data collected in a tally chart to make a bar chart or pictogram
- Collate and organise information into a simple table eg ways we travel to school on each day of the week

Mathematics – Statistics

Recording and Retrieval of Data.



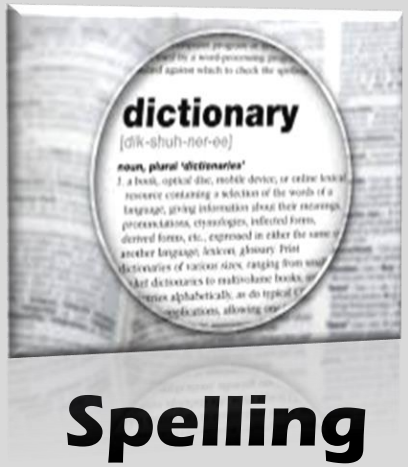
- Be able to make a simple tally chart
- Be able to draw and interpret pictograms
- Be able to draw and interpret block/bar graphs

- Be able to read and make group and class pictograms
- Be able to read and make group and bar charts
- Know how to collect information for personal topics eg—collecting names of people who had milk, people who like a specific story, people having school dinners, counting numbers for preferences etc

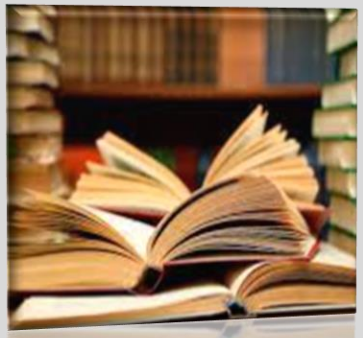
- Know how to put their own name against the category that relates to them—eye colour, hair colour, favourite food, favourite story, etc
- Know how to count numbers in any given category and say which has the most or the least
- Begin to read and understand a simple tally chart that the teacher has modelled

English

Writing



Spelling



Reading

Handwriting, Punctuation

ENGLISH INTENT

At Haggonfields Primary we are committed to providing English teaching that flows across all areas of teaching. A love of language; spoken, written and text that allows learners to learn about the world. All pupils who leave Haggonfields Primary will be able to understand, explore and express themselves confidently becoming successful communicators.

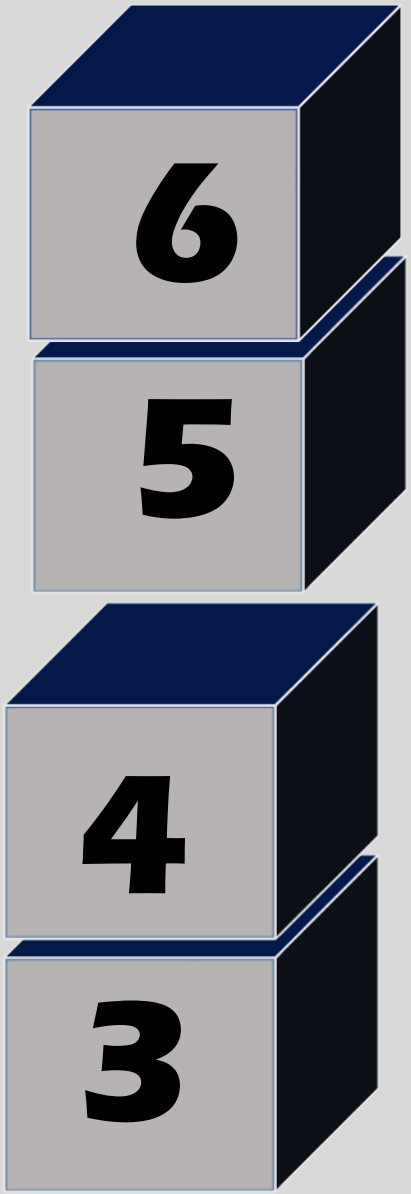
The three priorities for English Learning are that lessons:

- Encompass real-life, meaningful learning so that there are a wealth of opportunities to understand and use oral language and develop comprehension.
- A systematic teaching approach to reading and regular exposure to high quality literature.
- Across all areas of the curriculum have equal expectations for quality use of written language

"Literacy is one of the greatest gifts a person could receive"
Jen Selinsky

English – Reading (comprehension)

Knowledge and understanding of the themes and inferences in art.



- Identify and discuss themes and conventions in and across a wide range of writing
- Learn a further two poems 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

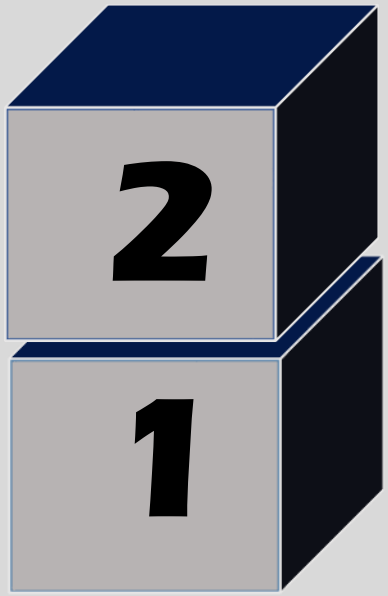
- Become increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Learn a further two poems by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

- Be able to read all year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Be able to apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
- Prepare three more poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

- Be able to apply their emerging knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet
- Be able to read many year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Prepare at least three poems by heart perform a play script , showing understanding through intonation, tone, volume and action

English – Reading (comprehension)

Knowledge and understanding of the themes and inferences in art.



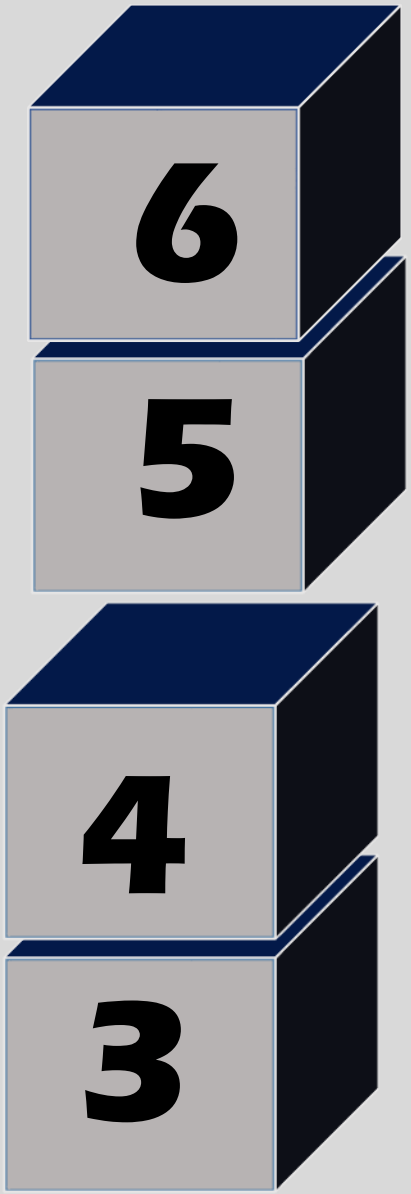
- Be able to apply phonic decoding until automatic and reading is fluent
- Know how to re-read books to build up fluency and confidence in word reading
- Know how to pay attention to punctuation to read with appropriate expression
- Read accurately by blending, including alternative sounds for graphemes
- Be able to read year 2 common exception words, noting unusual correspondences
- Be able to read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically
- Be able to read most words quickly & accurately without overt sounding and blending

- Be able to read aloud phonically-decodable texts
- Know how to re-read books to build fluency and confidence
- Be able to speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes
- Be able to read year 1 common exception words noting unusual correspondences between spelling and sound
- Be able to read polysyllabic words containing taught GPC
- Be able to read accurately by blending taught gpcs
- Develop some fluency and expression, pausing at full stops

- Be able to identify the taught GPCS (the sounds that the letters make) including some digraphs
- Blend the taught sounds to read CVC, CVCC and CCVC words.
- Read some taught common exception/ high frequency and familiar words.
- Read sentences made up of words with taught sounds and common exception words

English – Reading (fluency)

Knowledge and understanding of the themes and inferences in art.



- Read fluently books that are structured in different ways and read for a range of purposes
- Confidently make comparisons within and across books
- Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader

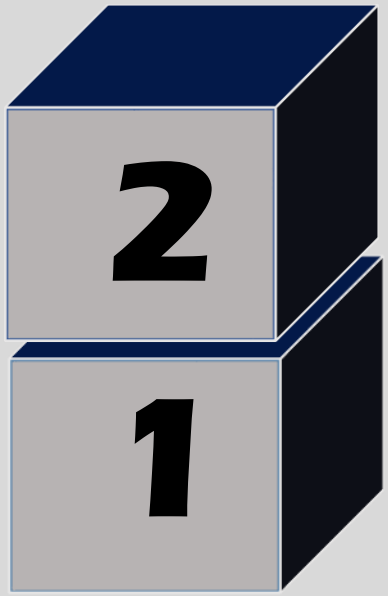
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Begin to make comparisons within and across books
- Confidently use dictionaries to check the meaning of words that they have read
- Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context
- Ask questions to improve their understanding

- Know how to use dictionaries to check the meaning of words that they have read
- Identify morals and messages in a story
- Dentify main ideas drawn from more than one paragraph and summarise these
- Justify inferences with evidence
- Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say

- Read books that are structured in different ways and reading for a range of purposes
- Identify themes and conventions in a wide range of books
- Use dictionaries to check the meaning of words that they have read
- Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- Identify how language, structure, and presentation contribute to meaning
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions

English – Reading (fluency)

Knowledge and understanding of the themes and inferences in art.



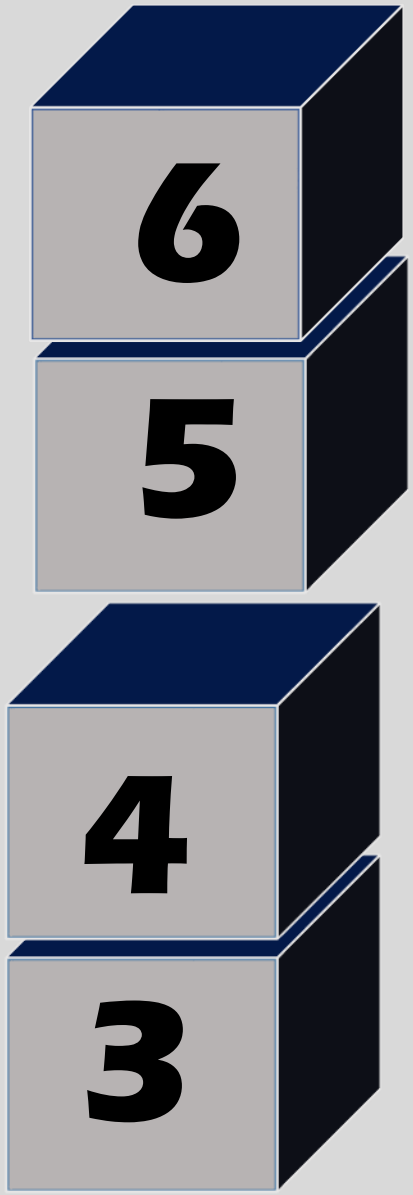
- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry
- Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear
- Make inferences on the basis of what is being said and done answer and ask questions
- Predict what might happen on the basis of what has been read so far

- Be able to read simple sentences and understand the meaning, checking that the text makes sense to them as they read,
- Correcting inaccurate reading
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, joining in with predicatable phrases
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular
- Characteristics
- Learn to appreciate rhymes and poems, and to recite at least three by heart
- Discuss word meanings and link new meanings to words already known

- Be able to listen attentively, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events
- Know how to use non-fiction books to develop new knowledge and vocabulary
- Know how to talk about elements of a topic using newly introduced vocabulary
- Begin to interpret stories, rhymes and poetry; making suggestions for actions and events
- Know how to talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words
- Understand how to listen carefully

English – Writing

Knowledge and understanding of the themes and inferences in art.



- Be able to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.G. The use of the first person in a diary; direct address in instructions and persuasive writing)
- Be able to escribe settings, characters and atmosphere in narratives
- Be able to integrate dialogue in narratives to convey character and advance the action
- Be able to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately degrees of possibility)

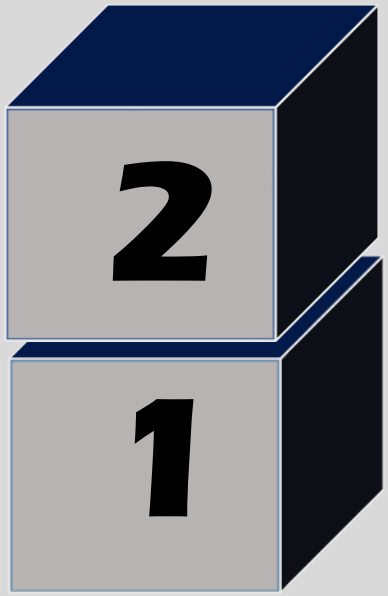
- Know how to write effectively for a range of purposes and audiences
- Know how to describe settings, characters and atmosphere
- Know how to integrate dialogue in narratives to convey character and advance the action
- Know how to use more complex grammatical structures (eg: contracted forms in dialogues in narrative; using passive
- Verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Know how to use a range of devices to build cohesion (e.G. Conjunctions, adverbials of time and place, etc)
- Use verb tenses consistently and correctly throughout their writing

- Know how to proof read and correct work to ensure there is a mixture of grammatically accurate simple and compound sentences
- Know how to extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although.
- Know how to use a wide and varied range of sentence openings, including fronted adverbials with commas.
- Know that the choice of tense must be consistent and accurate and the choice of pronoun across sentences adds clarity
- Know how to create more detailed settings and characters using adverbs, adjectives and powerful verbs

- Know how to write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary
- And grammar of their writing
- Know how to make simple additions, revisions and proof-reading corrections to their own
- Begin to organise writing into distinct sections, sometimes using paragraphs
- Know how to use some organisational devices such as headings and subheadings in non-narratives,
- Know how to use a variety of sentence openers, noun phrases and adventurous adjectives and adverbs to add detail to their writing

English – Writing

Knowledge and understanding of the themes and inferences in art.



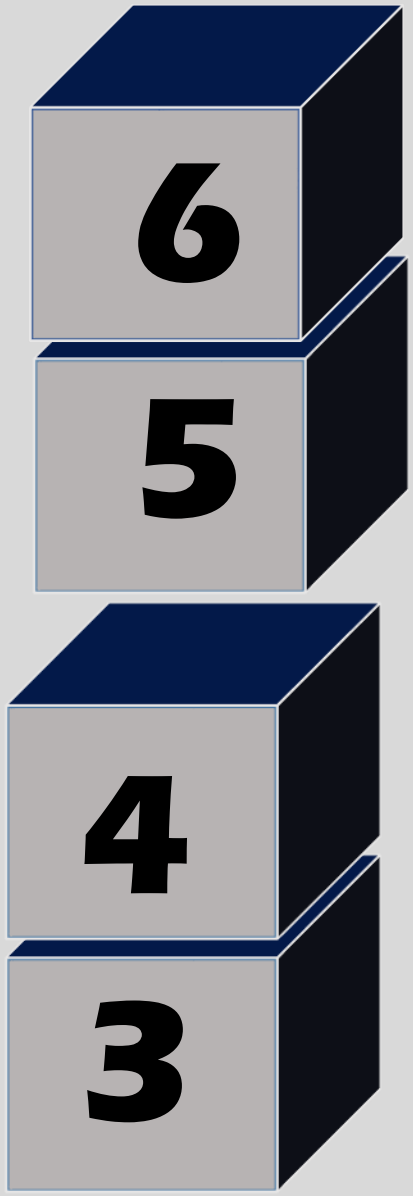
- Be able to write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Use co-ordination (eg. Or / and / but) and some subordination (eg When / if / that / because) to join clauses
- Be able to write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Be able to make simple additions, revisions and proof-reading corrections to their own writing
- Know how to use adverbs and adjectives to add detail to writing
- Be able to use skeletons and 'washing line' prompts to plan instructions and simple recounts

- Know how to sequencing sentences to form short narratives
- Know how to compose a sentence orally before writing it and re-reading what they have written to check that it makes sense
- Know how to use pictures to sequence an event or story to aid retelling
- Know how to use simple adjectives to add detail to writing

- Know how to write simple sentences which can be read by themselves and others
- Know how to write a simple label or caption
- Know how to say a sentence and count the number of words needed to write it
- Know how to use picture prompts and props to retell a story or event

English – Spelling

Knowledge and understanding of the themes and inferences in art.



- Know how to spell correctly most words from the year 5 / year 6 spelling list
- Know how to use a dictionary efficiently to check the spelling of uncommon or more ambitious vocabulary

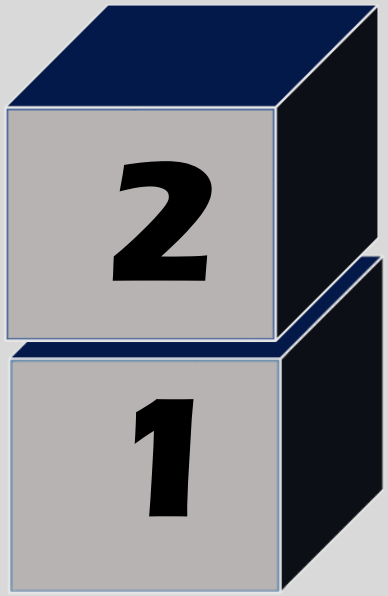
- Know how to spell correctly some words from the year 5 / year 6 spelling list
- Know how to use a dictionary to check the spelling of uncommon or more ambitious vocabulary

- Know how to use prefixes and suffixes and understand how to add them to root words
- Know how to spell words from year 3/4 spellings accurately most of the time
- Know how to always choose the correct Y3/4 homophone
- Know how to use the first 2 or 3 letters of a word to check its spelling in a dictionary

- Know how to use a or an correctly
- Know how to spell many Y3/4 common exception words correctly
- Know that some words are homophones and begin to select the correct ones when writing
- Understand that a dictionary can be used to check the meaning and spelling of a word and begin to use

English – Spelling

Knowledge and understanding of the themes and inferences in art.



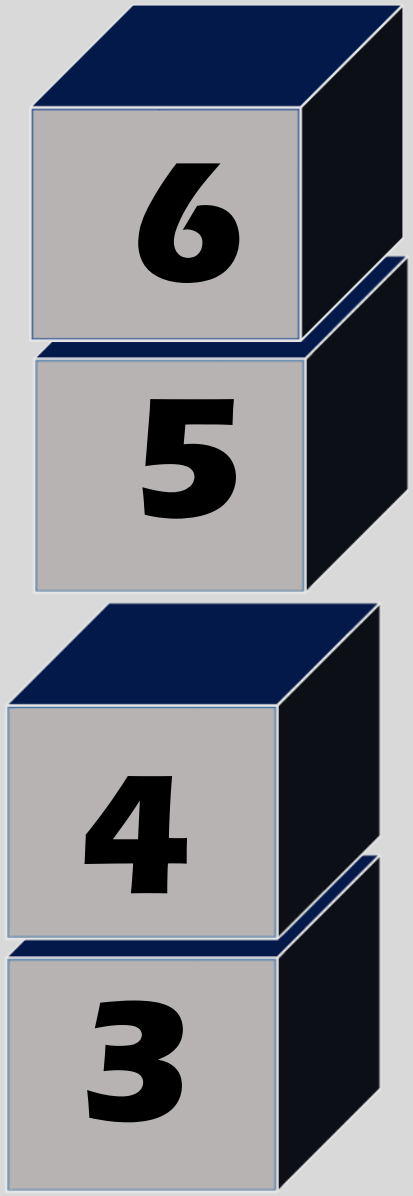
- Know how to segment spoken words into phonemes and represent these by graphemes,
- Know how to use suffixes –ment, –ness, –ful, –less, –ly confidently
- Know how to spell Y1 and Y2 common exception words

- Know how to spell most year 1 common exception words
- Know how to segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- Know how to use –ing, -ed, -er, est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Know how to add –s or –es as the plural maker

- Know how to segment cvc words and apply phonetical knowledge to spell longer words.
- Know how to write familiar names from memory
- Know how to spell own name in full
- Know how to spell tricky words I, the, a, ….

English – Handwriting, Punctuation

Knowledge and understanding of the themes and inferences in art.



- Know how to use the full range of punctuation taught at key stage 2 correctly
- Be able to maintain legibility in joined handwriting when writing at speed.

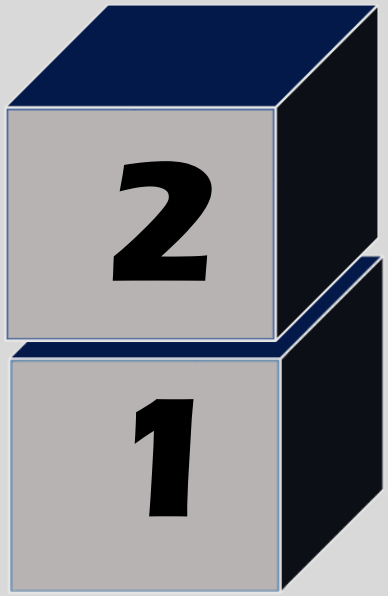
- Know how to use the range of punctuation taught at key stage 2 mostly correctly (e.G. Inverted commas. Semi-colons,Dashes, colons, hyphens, etc)
- Know how to maintain legibility in joined handwriting when writing longer pieces

- Know how to place the possessive apostrophe accurately
- Know how to write in a legible, consistent and neat style that is usually joined
- Know how to use capital letters, full stops, question marks and exclamation marks accurately
- Know how to use inverted commas and other punctuation to indicate direct speech

- Know how to use punctuation to mark sentences accurately – capital letters, full stops, exclamation marks, question marks.
- Know how to use capital letters for proper nouns
- Know how to use commas to separate items in a list and use commas to mark some phrases and clauses
- Know how to use inverted commas to demarcate speech
- Know how to use the diagonal and horizontal strokes needed to join some letters, joining some words confidently

English – Handwriting, Punctuation

Knowledge and understanding of the themes and inferences in art.

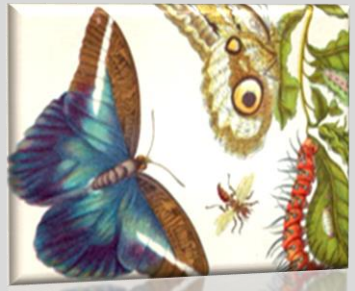


- Know how to demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required
- Know how to form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters, spacing words appropriately
- Know how to use diagonal joins in preparation for joining
- Use spacing between words that reflects the size of the letters

- Know how to form most lower-case and capital letters in the correct direction, starting and finishing in the right place
- Know how to leave spaces between words
- Understand which letters are descenders, which letters are ascenders and know how to proportion all letters
- Know how to begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Know how to hold a pencil correctly and sit comfortably

- Understand when to use a full-stop
- Know that sentences start with a capital letter
- Know that names have capital letters at the beginning
- Know how to form most lower-case letters in the correct direction, starting and finishing in the right place
- Know how to hold a pencil correctly and sit correctly when writing

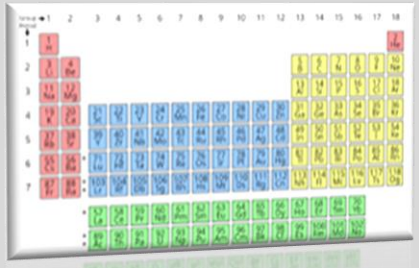
Science



Life

Energy

Earth and Space



Forces and Matter

SCIENCE INTENT

At Haggonfields Primary we are committed to providing cross curricular Scientific learning that teaches the processes and methods of science. Our vision is to provide a curriculum where scientific knowledge is learnt through a scientific mind-set. We have aspirations for pupils who leave Haggonfields to seek more knowledge and see the possibility that their journey could have implications for today and in the future.

The three priorities for Science Learning are that lessons:

•Ensure pupils are immersed in a scientific way of learning that allows questioning, enquiring, noticing, analysing and gathering information together.

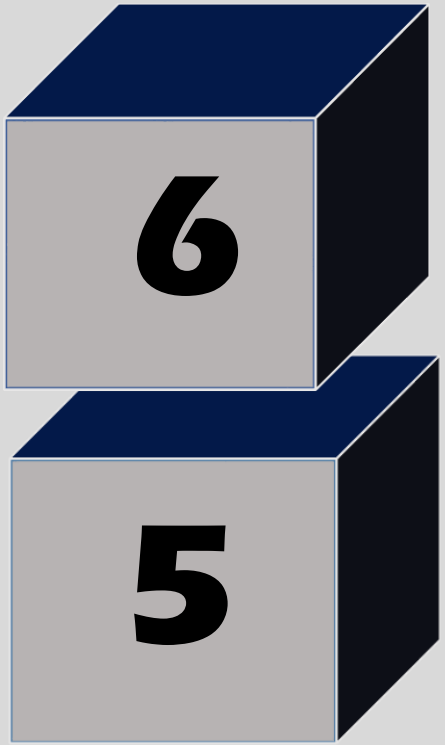
•Enable pupils to present their understanding and knowledge in ways that successfully expresses their learning.

•Allow pupils to be curious about processes and methods of science through a cross curricular approach.

"The most important thing is to never to stop Questioning."
Albert Einstein

Science – Life

Pupils use enquiry skills to understand how life survives and evolves.



- 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 vary to their parents.
- Identify how animals and plants **adapt** and **evolve** over time to suit their environment
- Identify the main parts of the human **circulatory system**, describe how the heart**, blood vessels and blood function**
- Know how **diet, exercise, drugs and lifestyle** impact on the way bodies function.
- Describe how **nutrients** and water are transported within living creatures.

- Know the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe **reproduction** in some plants and animals.
- Describe how living things are classified according to common **observable characteristics** and based on similarities and differences, including **microorganisms,** plants and animals. Give reasons for these.
- Describe the changes as humans develop to old age.

Significant Figures

Hippocrates

Charles Darwin

Charles Darwin

Rosalind Franklin

Rosalind Franklin

Possible lines of Enquiry

Research - What do different types of microorganisms do? Are they always harmful? How have our ideas about disease and medicine changed over time? What happened when Charles Darwin visited the Galapagos islands?

Comparative testing- Which is the most common invertebrate on our school playing field? Which type of exercise has the greatest effect on our heart rate? What is the most common eye colour in our class?

Identifying and classifying- Which organs of the body make up the circulation system, and where are they found? Compare the skeletons of apes, humans, and Neanderthals – how are they similar, and how are they different?

Pattern seeking Do all flowers have the same number of petals? Is there a pattern between what we eat for breakfast and how fast we can run? Is there a pattern between the size and shape of a bird's beak and the food it will eat?

Observing over time- How does my heart rate change over the day? How do different animal embryos change? How much exercise do I do in a week?

Fair Testing - How does the length of time we exercise for affect our heart rate? Can exercising regularly affect your lung capacity?

Science – Life

Pupils use enquiry skills to understand how life survives and evolves.

4

- Describe the simple functions of the basic parts of the **digestive system** in humans.
- Identify the different types of teeth (**molar, premolar, incisor and wisdom**) in humans and their simple functions.
- Identifying **producers, predators and prey** and how these fit into a variety of food chains.
- Know the part that flowers play in the life cycle of flowering plants, **including pollination, seed formation and seed dispersal.**
- Know 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.
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

3

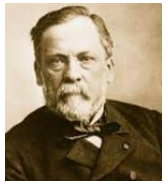
- Know how living things depend upon and impact on their **environments**.
- Identify that animals, including humans, need the right types and amount of **nutrition**, and that they can't make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have **skeletons and muscles** for support, protection and movement.
- Identify the different parts of flowering plants **roots, stem/trunk, leaves and flowers** .
- Know that living things can be grouped in a variety of ways.

Significant Figures

Carl Linnaeus

Eva Crane

Louis Pasteur



Possible lines of Enquiry

Research - What are all the different ways that seeds disperse? Why do different types of vitamins keep us healthy and which foods can we find them in?
Comparative testing- Which conditions help seeds germinate faster? How does the skull circumference of a girl compare with that of a boy?
Identifying and classifying- How many different ways can you group our seed collection? How do the skeletons of different animals compare?
Pattern seeking- What colour flowers do pollinating insects prefer? Do male humans have larger skulls that female humans?
Observing over time- What happens to celery when it is left in a glass of coloured water? How do flowers in a vase change over time?
Fair Testing - How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals? How does the angle that your elbow/knee is bent affect the circumference of your upper arm/thigh?

Science – Life

Pupils use enquiry skills to understand how life survives and evolves.

2

- Know that animals, including humans; have basic needs of animals for **survival (water, food, air)**, have **offspring** which grow into adults
- Know that animals live in **habitats and micro-habitats** that are suitable for their needs
- Know importance of exercise in humans, eating the right amounts of different food groups **(protein, carbohydrates, dairy, fruit/vegetables, fats/oils) and hygiene**
- Explain how seeds and bulbs grow into mature plants knowing that they need **water, light and suitable temperature to grow and stay healthy**
- Know that most living things live in **habitats** to which they are suited

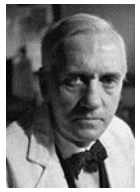
1

- Know the main categories of common animals and plants (**birds, fish, amphibians, reptiles mammals, trees, flowers**) and the habitats/microhabitats that these are found.
- Know what **carnivores, herbivores and omnivores** are and name animals from each group
- Compare a variety of common (**animals birds, fish, amphibians, reptiles and mammals, including pets)**
- Know that the five senses are **smell, taste, touch, sight and hearing** identify, draw and label which parts of the body is associated with each sense
- Know that animals, including humans, have basic needs for survival. Name 5 **sources** of food for animals.
- Know what deciduous and evergreen trees are and identify them in the environment by shape, leaf, fruit

Know structure of a variety of common plants **roots, stem/trunk, leaves and flowers**

Significant Figures

Alexander Fleming



Gerald Durrell

David Attenburough

Possible lines of Enquiry

Research - What are the most common British plants and where can we find them? How are the animals in Australia different to the ones that we find in Britain? Do all animals have the same senses as humans?
Comparative testing- Which type of compost grows the tallest sunflower? Which tree has the biggest leaves? Is our sense of smell better when we can't see?
Identifying and classifying- How can we sort the leaves that we collected on our walk? How can we organise all the zoo animals? What are the names for all the parts of our bodies?
Pattern seeking- Do trees with bigger leaves lose their leaves first in autumn? Is there a pattern in where we find moss growing in the school grounds? Do you get better at smelling as you get older?
Observing over time- How does a daffodil bulb change over the year? How does my sunflower change each week? How does the oak tree change over the year? How does my height change over the year?

Science – Life

Pupils use enquiry skills to understand how life survives and evolves.

EYFS

- Know that there are different **common animals** and plants
- Recognise and know the names of familiar plants and animals
- Describe and comment on things they have seen in the **natural environment** making reference to the seasonal changes and the impact this has on familiar animals and plants.
- Observe closely and make simple representations of living things in a variety of ways

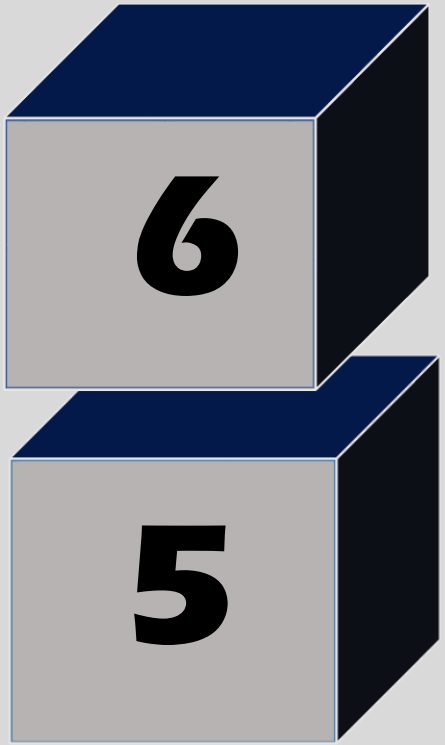
- Know that **animals and plants are living things**
- Investigate and learn how to **plant and water seeds**, observing the change as these grow.
- Observe and distinguish between **baby anim**als and those that are **fully grown**
- Talk about and demonstrate care for **minibeasts in the environment**

Significant Figures

Maria Sibylla Merian

Science – Earth and Space

Pupils use enquiry skills to learn how Earth interacts with other celestial bodies.



- Know that the Sun, Earth and Moon are approximately **spherical** bodies.
- Explain how the Earth's **rotation** gives rise to day and night and the apparent movement of the sun across the sky. Use vocabulary and concrete modelling.
- Know that the Sun is so big that the Earth could fit inside it 1.3 million times over

- Know how the Earth and other planets move, relative to the Sun in the **solar system**.
- Explain the movement of the Moon relative to the Earth.
- Know that our solar system is around 4.571 billion years old
- Know which planets are known as the rocky planets (**Mercury, Venus, Earth and Mars**) and which are known as the gas planets (**Jupiter, Saturn, Neptune and Uranus**).

Significant Figures

Helen Sharman

Tim Peake

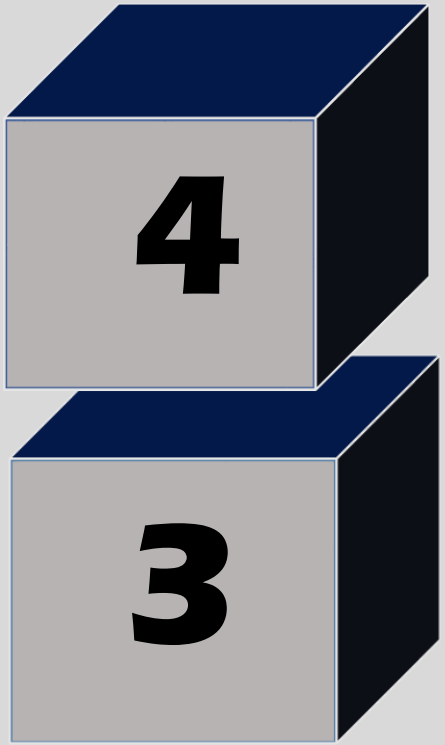
Maria Telkes

Possible lines of Enquiry

Research - How do astronomers know what stars are made of? How have our ideas about the solar system changed over time? What unusual objects did Jocelyn Bell Burnell discover?
Comparative testing- How does the length of daylight hours change in each season?
Identifying and classifying- Can you observe and identify all the phases in the cycle of the Moon?
Pattern seeking Is there a pattern between the size of a planet and the time it takes to travel around the Sun? Is there a pattern to how bright it is in school over the day? And, if there is a
pattern, is it the same in every classroom?
Observing over time- How have our ideas about the solar system changed over time? How is astronomer and planetary scientist Sara Seager changing our ideas about the universe?
Ideas over time? How have our ideas about the solar system changed over time? How is astronomer and planetary scientist Sara Seager changing our ideas about the universe? How have our ideas about gravity changed over time?
Fair Testing - How does the angle of launch affect how far a paper rocket will go? What fuel best propels a model rocket?

Science – Earth and Space

Pupils use enquiry skills to learn how Earth interacts with other celestial bodies.

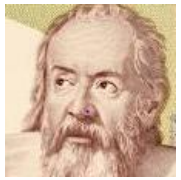


- Know the names of all planets in our **solar system** and know at least three facts about each planet including the approximate distance from the sun
- Know that the earth spins on its axis once in a day, that the moon **orbits** the earth in almost one month and that the earth and moon orbit the sun in a year
- Know that earth is a squashed sphere caused by the **gravitational pull**
- Know that every star is a sun in a different **galaxy**

- Know that the Earth is one of eight planets that travel around the Sun and that they are called **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune**
- Know that, in outer space, it is completely silent. This is because sound travels by **vibrating particles**, and there are no particles in space.
- Know that it is daytime on the side of the Earth that faces the Sun and night-time on the side that is facing away
- Know that the solar system is also home to lots of **asteroids, moons, and dwarf planets** such as Pluto

Significant Figures

Galileo Galilei



Edwin Hubble

Edmond Halley

Possible lines of Enquiry

Research - How does the Sun make light?
Comparative testing- Compare the different length of time it takes for each planet to rotate.
Identifying and classifying- Classify and group celestial bodies according to their characteristics.
Pattern seeking- Is there a pattern in where we find volcanos on planet Earth? Is this the same on other planets?
Observing over time- Is the Sun the same brightness all day? When is the classroom the darkest? How long does light last during each season? How have our ideas about eclipses changed over time?
Ideas over time How have our ideas about eclipses changed over time?

Science – Earth and Space

Pupils use enquiry skills to learn how Earth interacts with other celestial bodies.

2

- Know how **astronauts** have to adapt to stay alive in space
- Understand why the first landing on the moon was such a significant event.
- Know that the earth is spinning, even though it feels like we are standing still
- Know that **seasons** change as the **earth orbits the sun**

1

- Know that we live on **planet Earth** and that this is the only **inhabited** planet
- Know that our sun is a star
- Know that earth is a squashed **sphere**

Possible lines of Enquiry

Research - Are there plants that are in flower in every season? What are they?
Comparative testing- In which season does it rain the most? How long do different rockets stay in space?
Identifying and classifying- How would you group these things based on which season you are most likely to see them in? Which type of rockets land on the ground/sea?
Pattern seeking- Does the wind always blow the same way? Do larger telescopes see further?
Observing over time- How does a daffodil bulb change over the year? How does my sunflower change each week? How does the oak tree change over the year?

Significant Figures

Maggie Aderin-Pocock

Neil Armstrong

Claire Nasir

EYFS

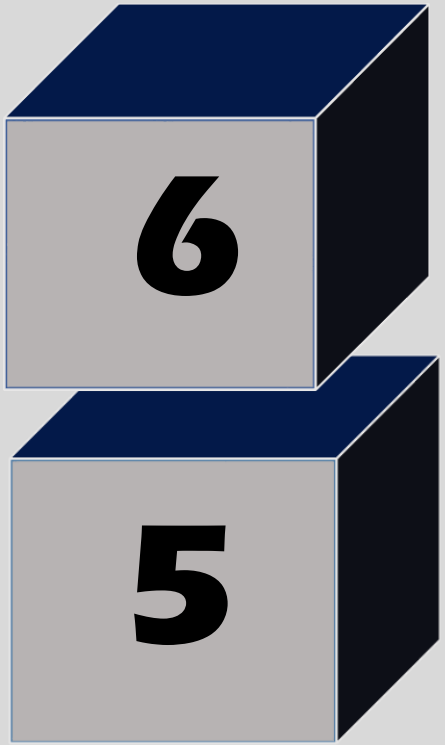
- Know that we live in a **country** which is part of planet **Earth.**
- Know there are other countries on planet Earth
- Know that there are other **planets in space**

Significant Figures

Brian Cox

Science – Energy

Pupils use enquiry skills to understand how energy is created and impacts.



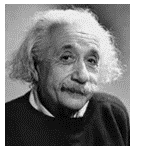
- Know forms of renewable and on-**renewable sources** of energy and the impacts on the atmosphere
- Identify the ways in which humans can affect the planet through their choices of energy uses
- Understand the personal **impact** on the **environment**

- Know that light appears to travel in straight lines
- Explain why **shadows** have the same shape as the objects that cast them
- Know that light travels from **light sources** to our eyes or from light sources to objects and then to our eyes. .

Significant Figures

Charles F. Brush

Albert Einstein



Greta Thunberg

Possible lines of Enquiry

Research - What are microplastics and why are they harming the planet? Which activists protest against microplastics? How has our understanding of electricity changed over time? Why do some people need to wear glasses to see clearly?

Comparative testing- Which make of battery lasts the longest? Which type of fruit makes the best fruity battery?

Identifying and classifying- Can you identify all the colours of light that make white light when mixed together? What colours do you get if you mix different colours of light together? How would you group electrical components and appliances based on what electricity makes them do?

Pattern seeking Does the temperature of a light bulb go up the longer it is on?

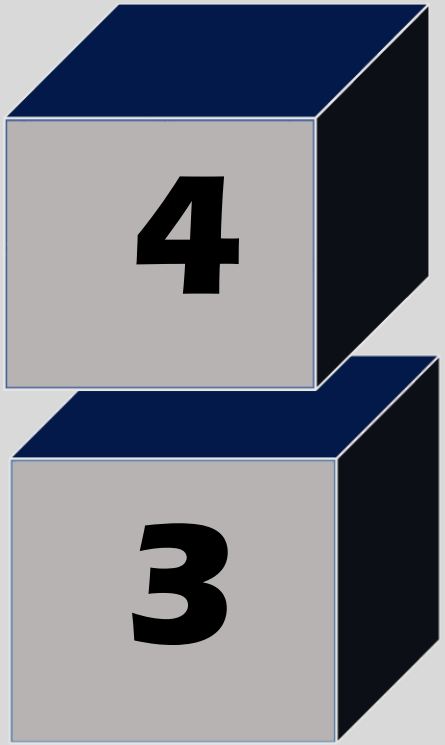
Observing over time- How would you group electrical components and appliances based on what electricity makes them do? How long does a pendulum swing for before it stops?

Ideas over time - Cameras detect light – how has our understanding of light and its effects changed camera design throughout history?

Fair Testing - How does the angle that a light ray hits a plane mirror affect the angle at which it reflects off the surface? How does the voltage of the batteries in a circuit affect the brightness of the lamp? How does the voltage of the batteries in a circuit affect the volume of the buzzer?

Science – Energy

Pupils use enquiry skills to understand how energy is created and impacts.

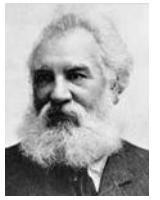


- Identify at least 5 **common appliances** that run on electricity.
- Construct a simple **series electrical circuit**, identifying and naming its basic parts, including **cells, wires, bulbs, switches and buzzers.**
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a **complete loop with a battery**.
- Know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Know that some sources of energy are **renewable** and that some are **non-renewable**

- Know that light is needed in order to see things and that dark is the **absence of light**
- Know 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.
- Know that sounds are made, associating some of them with something **vibrating**.
- Know that vibrations from sounds travel through a **medium** to the ear.
- Know that sounds get **fainter** as the distance from the sound **source** increases.

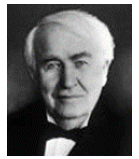
Significant Figures

Alexander Graham Bell



Joseph Swann

Thomas Edison



Possible lines of Enquiry

Research - Why are people cutting down the rainforests and what effect does that have? How has electricity changed the way we live? How does a light bulb work? Do all animals have the same hearing range?

Comparative testing- Which material is best to use for muffling sound in ear defenders? Are two ears better than one? Which metal is the best conductor of electricity?

Identifying and classifying How would you group these electrical devices based on where the electricity comes from? How would you organise these light sources into natural and artificial sources?

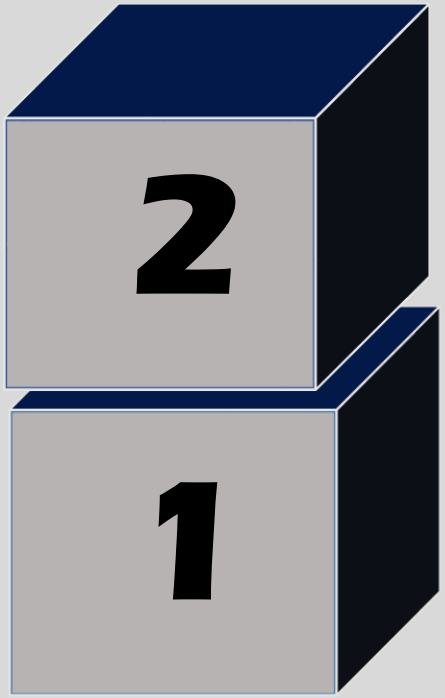
Pattern seeking- Is there a link between how loud it is in school and the time of day? If there is a pattern, is it the same in every area of the school? Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Are you more likely to have bad eye sight and to wear glasses if you are older? Which room has the most electrical sockets in a house?

Observing over time- How long does a battery light a torch for? When is our classroom the quietest?

Fair Testing - How does the volume of a drum change as you move further away from it? How does the thickness of a conducting material affect how bright the lamp is? How does the length of a guitar string/tuning fork affect the pitch of the sound?

Science – Energy

Pupils use enquiry skills to understand how energy is created and impacts.



- Know about different sources of energy including **fossil, oil, food, solar, wind, water, light**
- Know what **sources of energy** can **power** things used in everyday life.
- Know that power has been sourced differently over history.
- Know that **food chains** are very important to the survival of most species. Describe one key food chain

- Know that **animals**, including **humans,** have basic needs for **survival**
- Observe and ask simple questions about how **living things** need **energy** to live
- Know the name of 2 power eg solar, gas, coal

Possible lines of Enquiry

Research – Which materials can be recycled? How are plastics made?
Comparative testing- Which soil absorbs the most water? Which surface is best to stop you slipping? Which pair of sunglasses will be best at protecting our eyes? How much and what type of force is needed to change the shape.
Identifying and classifying- Sort materials into different groups explaining how they have been sorted.
Pattern seeking- Is there a pattern in the types of materials that are used to make objects in a school? Does the wind always blow the same way?
Observing over time
Ideas over time - What ideas did Chinese monks have in 800 CE that led to their discovery of gunpowder?

Significant Figures

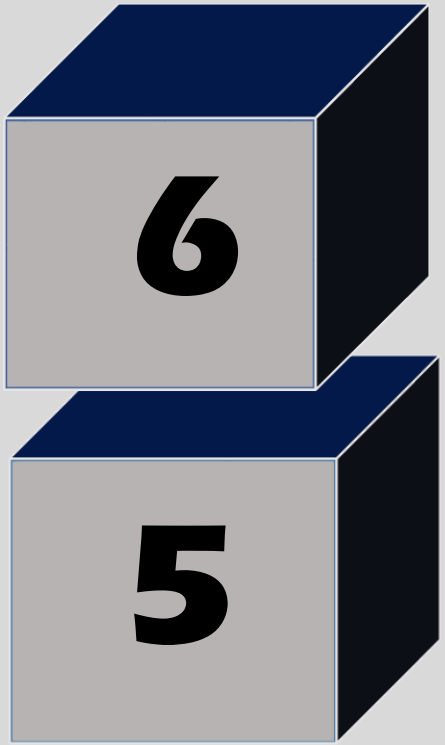
James Ayscough

Isaac Newton

- Know that some objects need to have **power** to work.
- Know that it is adults who **supervise** powered objects.
- Know that their bodies get **energy** from food
- Know that **exercise** uses up energy, discuss that their bodies feel **tired** when they are low in energy

Science – Forces and Matter

Pupils use enquiry skills to learn how materials move and react dependent upon their properties.



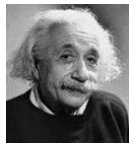
- Identify materials on the basis of their properties, including their **hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.**
- Know that some materials will dissolve in liquid to form a **solution,** and describe how to recover a substance from a solution.
- Know how mixtures might be separated, including through **filtering, sieving and evaporating.**
- Demonstrate that **dissolving, mixing** and changes of state are reversible changes.

- 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.
- Know that some mechanisms, including **levers, pulleys and gears**, allow a smaller force to have a greater effect.

Significant Figures

Stephanie Kwolek

Albert Einstein



Dmitri Mendeleev

Possible lines of Enquiry

Research - How do submarines sink if they are full of air?

Comparative testing- Which shoe is the most slippy? Which shape parachute takes the longest to fall?

Identifying and classifying- Can you group these materials based on whether they are transparent or not? Can you label and name all the forces acting on the objects in each of these situations?

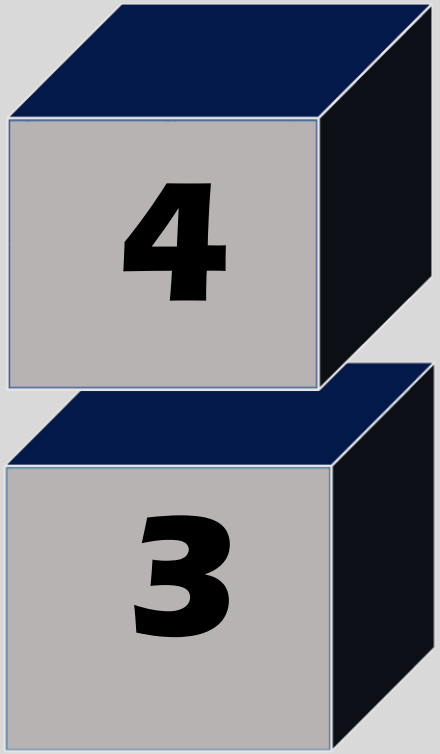
Pattern seeking Do all stretchy materials stretch in the same way? Do all objects fall through water in the same way?

Observing over time- What did Stephanie Kwolek discover and why was it important? How does our compost heap change over time? How does a container of salt water change over time? How does a sugar cube change as it is put in a glass of water? How does a nail in salt water change over time?

Fair Testing - How does the surface area of a container affect the time it takes to sink? How does the surface area of a parachute affect the time it takes to fall to the ground? How does the mass of an object affect how much force is needed to make it move?

Science – Forces and Matter

Pupils use enquiry skills to learn how materials move and react dependent upon their properties.



- Explain how magnets **attract or repel** each other and attract some materials and not others.
- Know that magnets have 2 poles a **North Pole** and a **South Pole** and that opposite poles attract and like **poles** repel.
- Name 3 **magnetic** materials and 3 **non-magnetic** materials.
- Explain that some forces need contact between two objects, but magnetic forces can act at a distance. .

- Know different kinds of rocks **(igneous, sedimentary and metamorphic**) and how these are formed
- Know how **fossils** are formed when things that have lived are trapped within rock.
- Know that soils are made from rocks and **organic matter**.
- Know whether materials are **solids, liquids or gases** and explain why
- Know that some materials **change state (freeze, melt, boil, solidify**) when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Explain **evaporation and condensation** in the water cycle and associate the rate of evaporation with temperature.
- Know about the **physical** properties of a range of everyday materials such as transparency, flexibility and absorbency.
- Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Significant Figures

Mary Anning

Anders Celsius

Daniel Gabriel Fahrenheit

Possible lines of Enquiry

Research - Who was Mary Anning and what did she discover? How have our ideas about forces changed over time? How does a compass work?
Comparative testing- Does seawater evaporate quicker than fresh water? Which soil absorbs the most water? Which magnet is strongest?
Identifying and classifying- Use an identification key to find out the name of each of the rocks in your collection? Which materials are magnetic? Group materials and objects into solids, liquids, and gases?
Pattern seeking- Is there a pattern in how long it takes different sized ice lollies to melt? Does the size and shape of a magnet affect how strong it is?
Observing over time- How does an egg shell change when it is left in cola? Which material is best for keeping our hot chocolate warm? How does the level of water in a glass change when left on the windowsill? How does the mass of an ice cube change over time? How does tumbling change a rock over time
Ideas over time - What were James Hutton's ideas about how rocks were made and what was his evidence? How did Mary Anning's work help us to understand prehistoric life?
Fair Testing - How does adding different amounts of sand to soil affect how quickly water drains through it? How does the number of layers of transparent plastic affect how much light can pass through? How does the surface area of a container of water affect how long it takes to evaporate? How does the mass of a block of ice affect how long it takes to melt?

Science – Forces and Matter

Pupils use enquiry skills to learn how materials move and react dependent upon their properties.

2

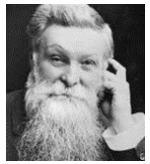
- Know about the physical properties of a range of everyday materials such as **transparency, flexibility and absorbency.**
- Identify and compare the suitability of a variety of everyday materials including **wood, metal, plastic, glass, brick, rock, paper and cardboard** for particular uses

1

- Distinguish between an **object** and the **materials** from which it is made
- Know the names of a wider range of everyday materials, including **wood, plastic, glass, water, wool and rock**
- Know how the shapes of solid objects made from some materials can be changed by **squashing, bending, twisting and stretching,**
- Know that a force causes a change to occur explain what happens when a **force** is applied to different materials

Significant Figures

John Dunlop



Charles Macintosh

Possible lines of Enquiry

Research – Explain the manufacture process of 2 manmade materials
Comparative testing- Which soil absorbs the most water? Which surface is best to stop you slipping? Which pair of sunglasses will be best at protecting our eyes
Identifying and classifying- Sort materials into different groups explaining how they have been sorted.
Pattern seeking- Is there a pattern in the types of materials that are used to make objects in a school? Does the wind always blow the same way?
Observing over time- What happens to materials over time if we bury them in the ground? What happens to shaving foam over time? How long do bubble bath bubbles last for? What will happen to our snowman? Would a paper boat float forever? What material would last better? Which raincoat is most effective?
Ideas over time - How are building materials different now to when Queen Elizabeth I was on the throne? How has glass making changed since it was first made in ancient Egypt?

EYFS

- Use all senses to explore **natural** and **synthetic** materials
- Predict what might happen to an object when (e.g.) **a magnet** is used
- Talk about and describe what they notice about different materials
- Observe and talk about changes to materials caused by (e.g.) **heating or cooling**
- Investigate and talk about what floats and what **sinks**
- Know some words that describe materials (**hard or soft, rough or smooth)**
- Talk about what they see using words such as – **push, pull, stretch, bend, snap**

Working Scientifically

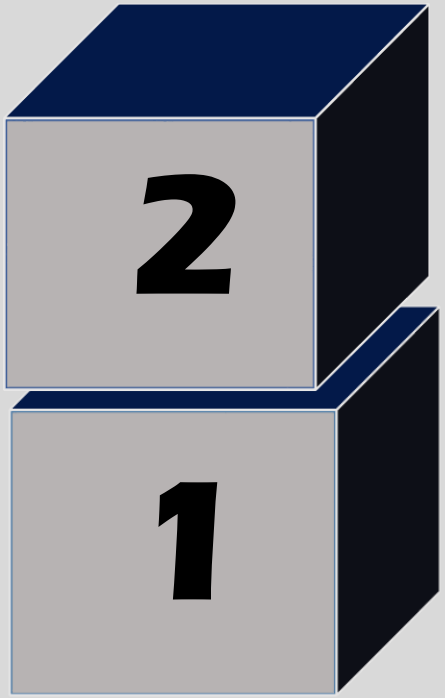
Pupils learn enquiry skills across all areas of Science.

- Explore and discuss ideas, then ask own questions about scientific phenomena.
- Analyse functions, relationships and interactions more systematically.
- Recognise that scientific ideas change and develop over time.
- Carry out fair tests and find things out using secondary information.
- Draw conclusions based on data and observations using scientific language to write about what has been found out). Hypothesis, fair test, variable, conclusion
- Use evidence to justify ideas.
- Observe changes over time, notice patterns, group and classify.

- Know how to select appropriate equipment/route/people to solve a problem successfully and choose effective strategies
- And change ideas if it is not working.
- Ask own questions about what is observed and decide which scientific enquiry will best answer them.
- Find things out using secondary sources of information.
- Plan all investigations using the headings: aim, prediction, apparatus, method, results, conclusion
- Observe over time, notice patterns, group and classify things, carry out simple comparative and fair tests.
- Make accurate measurements using standard units, using a range of equipment, e.g. Thermometers.
- Gather, record, classify and present data in a variety of ways to help in answering questions

Working Scientifically

Pupils learn enquiry skills across all areas of Science.



- Observe and perform simple tests to seek out answers to a question
- Investigate and discuss answers to a question through observation and testing and explain what has been learned
- Ask questions about living things and suggest answers
- Discuss using prior knowledge, how to plan a scientific investigation to answer a question (aim, prediction, apparatus, method, results, conclusion), carry it out and offer explanations for outcomes
- Understand the term fair test and apply it to investigations.

- Observe closely and make simple representations of living things
- Observe and investigate the world around them closely using (e.g.) Magnifying glasses, magnets or torches
- Observe and talk about what they see happening in the world around them
- Describe and comment on things they have seen, including plants and animals

Geography

Location

Place and Fieldwork

Sustainability

Cause and Consequence

GEOGRAPHY INTENT

At Haggonfields Primary it is our intent for all our children to have the ability to make sense of the world in which we live. We are committed to providing Geography lessons that are relevant to pupil's learning. Our vision is to provide a curriculum that is progressive, creative and inspires imagination. We have aspirations for pupils who leave Haggonfields to be able to use relevant geographical skills and knowledge that allow a wide and varied cultural capital as a part of their daily lives.

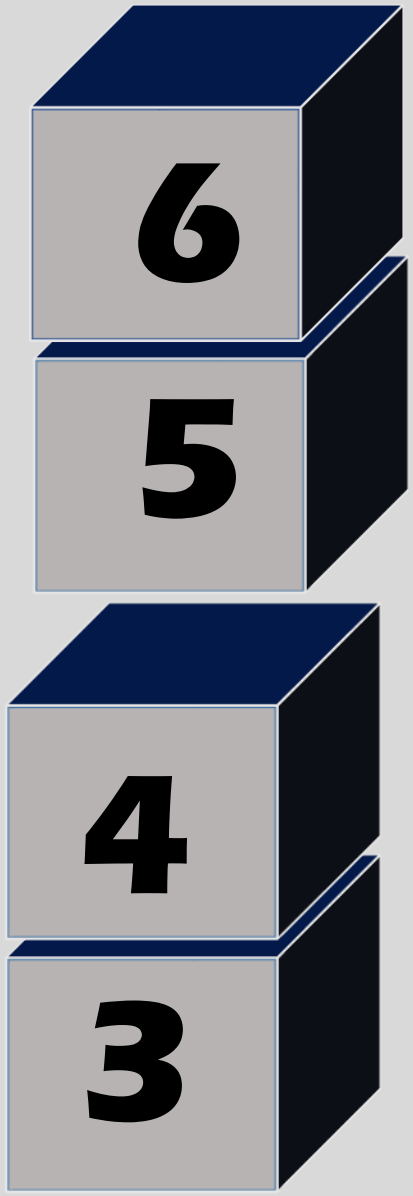
The 3 priorities for Geography learning are:

- The study of places and the relationships between people and their environments.
- Have a genuine passion for our world and the ability to make decisions about sustainability and the environment.
- To develop a knowledge and understanding of the Earth's physical and human processes.

"Geography is a subject which holds the key to our future."
Michael Palin

Geography - Location

The name and position of land and sea



- Know and name examples of natural disasters in **North and South America**
- Know where the popular products we buy come from and know the UK's, Germany's and North and South America's biggest exports
- Know that all products have a supply chain and investigate the supply chain of chocolate from farmer to consumer
- Know how major cities are located close to large rivers and understand that this was due to import and export .
- Know what some of the wonders of the Americas are.
- Know what countries make up North and South America

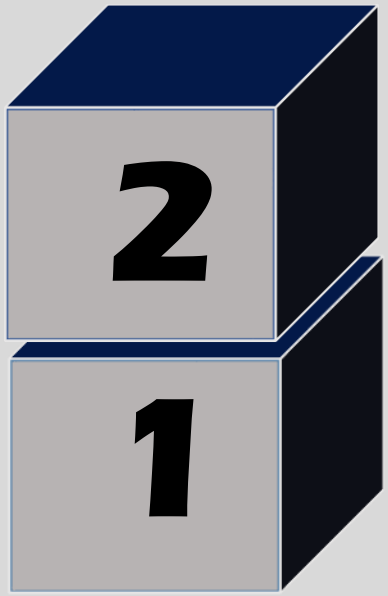
- Be able to name three **European** rivers and locate on a map/globe.
- Know how the river **Rhine** compares with the river Idle.
- Know what some goods are that are imported to the UK and exported from the UK.
- Know the names of some countries that we import from and export to.
- Know how trade takes place today.
- Know where climate change has made the most impact

- Know the name of five of the world's mountain ranges, - **Himalayas , Alps, Andes, Rockies and the Atlas Mountains** and locate on a globe.
- Know where the world's climate zones are and relate to lines of latitude. Know the position of **latitude, longitude, Equator, Northern and Southern Hemispheres**
- Know the names of some European countries, including **France, Germany, Spain, Italy, Poland** and identify them on a map
- Know the names of some of the UK's rivers: Severn, Thames, Yorkshire Ouse, Wye, Meden, Idle, on a map
- Know which natural disasters take place where.

- Know that the capital of **Italy is Rome** and how Italy compares and contrasts with England and list differences between Rome and Worksop.
- Know the names of at least five UK cities—London, Edinburgh, Sheffield, Lincoln, Birmingham
- Know which geographical questions to ask to establish whether a place is a city, town, village, coastal or inland area
- Know and locate at least five counties on a map of the UK, including Nottinghamshire and Lincolnshire

Geography - Location

The name and position of land and sea



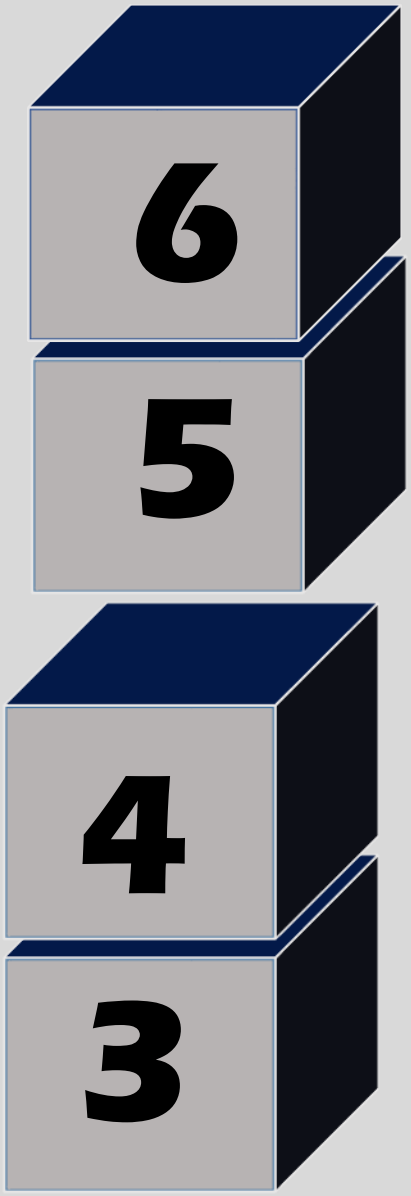
- Know where to find the **polar regions** on globes and world maps and that colder countries are closer to these
- Know the world is **spherical** and identify the **Equator**, knowing that hotter countries lie along this line and that they are hotter because they are closer to our sun.
- Know the names **of four deserts** and locate them on a map of the world and on a **globe**

- Know where the **UK is on globe** and where Worksop is on a map of the UK
- Know the names of the UK **countries and their capital cities** and surrounding seas **London, Edinburgh, Cardiff, Belfast**
- Know what a **capital city** is and why
- Know of four **coastal resorts** in the UK: One each in England, Scotland, N. Ireland and Wales.
- Know that **maps, pictures and stories** can be used to find out about places.

- Know that some places are special to them
- Know that we live and go to school in **Rhodesia, Worksop**, England and that Britain is an island surrounded by seas
- Know that the globe shows the different countries that make up the world and talk about differences that they have noticed or seen in video/pictures.
- Know that they have **travelled** to other places and be able to name some of them

Geography – Sustainability and Change

The impact of naturally occurring and human changes on the environment



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- Know how **physical changes** have affected Earth since 1800
- Know what physical changes to the Earth are predicted to happen by 2050 and why
- Know how human activity has harmed the Earth
- Know pros and cons of **renewable energy** sources
- Know how canals/rivers were used then and now (commercial versus leisure)
- Know some processes and problems when building **artificial waterways** and changing the landscape (inc. Locks and aqueducts)
- Know ways that life has changed in north and South America and the importance of sustaining the rainforest
- Know that while humans affect the environment, natural changes also occur and relate to the extinction of dinosaurs and ices ages
- Know that burning fossil fuels produces carbon dioxide and this causes global warming

5

- Know about the impact of human use of natural resources (water) and debate if this can be sustained
- Know three ways drinkable water is sourced around the world
- Know about the conservation work of the Canals & River Trust **(Chesterfield Canal**) and explain the impact of their work on local communities in terms of leisure, tourism and wellbeing (near the water)
- Know that 1 in 3 people **worldwide** still have no water at home and how the work of water aid has impacted lives in other countries
- Know that not all countries in Africa have poor water sanitation and give reasons for this understand that both human-made and natural environmental changes (both temporary and permanent) and disasters can have significant impact on food chains and the landscape

4

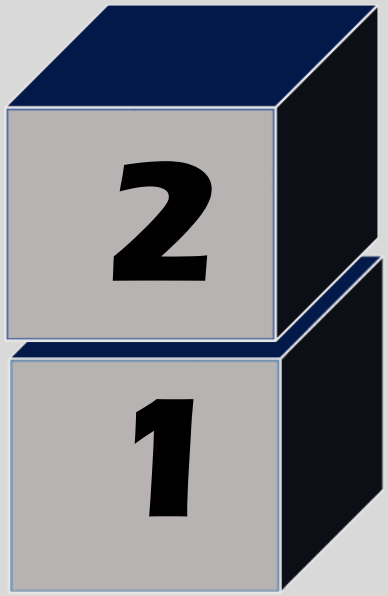
- Know about early warning **systems for earthquakes and tsunamis** and the impact these disasters can have on people and places
- Know how some animals are endangered and know why this is—investigate the impact of human action on wildlife.
- Know some of the considerations that might be taken into account when building new housing on flood plains
- Know ways to prevent inland flooding in different areas, including early warning systems, the thames barrier, diverting water through channels/notches into fields

3

- Know of at least two ways that London or other cities are trying to cut **carbon emissions** to reduce **air pollution** and why (**health and global warming).**
- Know how **air travel** affects the environment
- Know how there are world plans to cut **emissions** and investigate what the UK's plans are.
- Know where there are **electric charging** points in Worksop
- Know the stages of the **water cycle**
- Know factors increasing **flood risk: location (coast or river plain), heavy rainfall, melting snow/ice, very dry compacted soil**

Geography – Sustainability and Change

The impact of naturally occurring and human changes on the environment



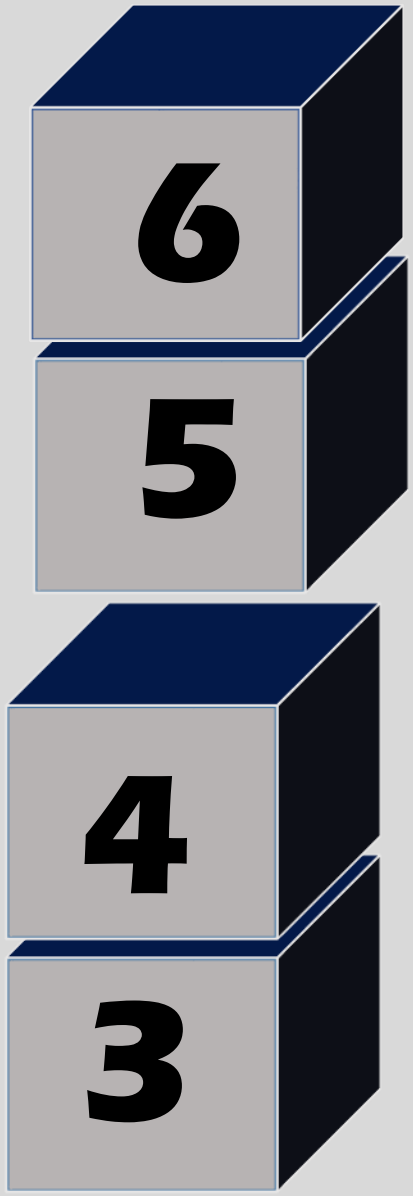
- Know that energy can come from **oil, gas, the sun, wind and water power.**
- Know which energy sources are kinder to the earth and why.
- Know that taking care with energy is one way humans can impact climate change and identify ways that individuals can do this (**walking instead of short car journeys, switching off lights, switching off devices when fully charged etc)**
- Know that polar ice is melting because **global temperatures** are rising and this is called **climate change**
- Know two ways that rising sea levels will affect animals and people and make their own model to simulate this
- Know and use the term **deforestation** to describe cutting down trees to use their natural resources
- Know three ways that humans have changed the local environment

- Know three ways to reduce waste with regard to **food and packaging** and give reasons why this is important
- Know that there are ways to reduce and **reuse plastics** and why this is so important for **ocean** life.
- Know three or more ways to care for the **oceans**
- Know that composting and collecting rain water are ways to care for natural resources
- Know about the seasonal changes of daylight hours, **temperature and precipitation** in the UK
- Know that tourism has a seasonal pattern and explain four ways in which **tourists impact** a coastal town positively and negatively
- Know that weather can change quickly and **forecasts** help prepare people for different types of weather
- Know that some jobs and activities are dependent on the **weather**, including types of **farming**
- Know that blizzards, tornadoes and drought are extreme forms of weather with associated problems

- Know some ways how we can all **protect** the local environment and the plants and animals within it
- Know that it is important to save water and know simple ways we can do this
- Know that some materials can be recycled and how we can be super recyclers
- Know that people can change the **environment** in different ways, such as growing and gardening
- Know that weather changes, naming different weather types and describing each with accurate **blustery, sunny, windy, snowy**,
- Know and name the 4 **seasons**
- Know that the seasons bring change and orally describe what these changes mean for us

Geography – Place and Fieldwork

The impact of naturally occurring and human changes on the environment



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- Know effective ways to present data from fieldwork and map work to support/challenge a geographical idea
- Know how to present statistics about a place, including the use of digital technologies
- Know the geographical significance of longitude including day and night and time zones
- Know how to use six-figure grid references. Work with maps of different scales understanding what map scale factors are showing

5

- Know how to draw conclusions from statistics collected through fieldwork and map work about a place
- Know ways to present statistics such as a range of charts and graphs
- Know and use a greater range of maps including those showing climate zones and those showing population density
- Know that gov.UK provides important advice to British travelers about locations, regarding considerations about their human and physical features (e.g. Laws, hazardous weather/environments, medical etc)

4

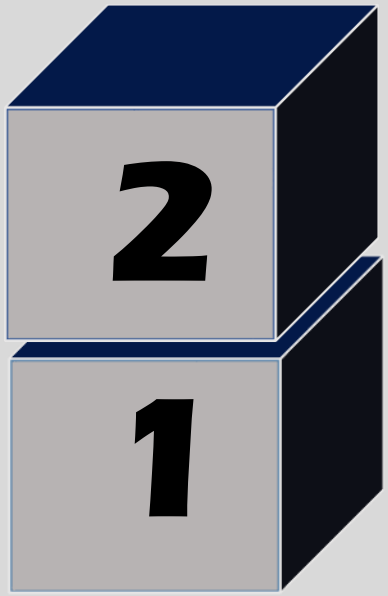
- Know and use fieldwork to answer a geographical question, including 'how is land used in Worksop?', Using terms: residential, commercial, industrial and agricultural
- Know how to respectfully express their own views about a place with reasons.
- Know how to use four-figure grid references
- Know that atlases have different maps of the same region and explain that political maps show human borders/countries; topographical maps show landscape features, including contour lines to show elevation in relation to sea-level

3

- Know how to use fieldwork tools, including digital technologies, to record the physical and human features about a place
- Know and use the eight points of the compass.
- Know ordnance survey symbols for human features in cities
- Know how to identify peninsulas, headland, beaches, coves and bays on maps
- Know how to use the contents and index pages of atlases to quickly find a location

Geography – Place and Fieldwork

The impact of naturally occurring and human changes on the environment



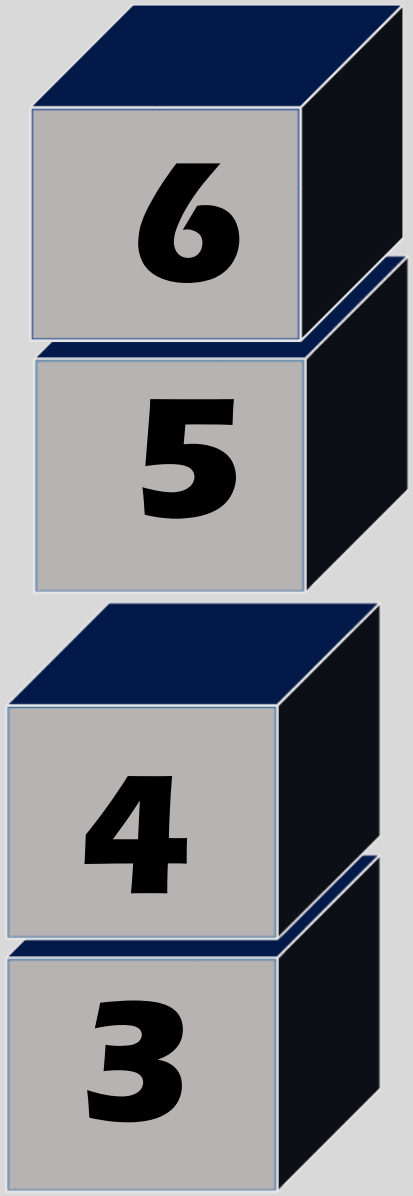
- Know and use simple fieldwork skills to study the geography of the locality of the school and its key human and physical features
- Know ways that people prepare for polar explorations and research
- Know that aerial images and plan perspectives are bird's eye views of places and recognise familiar landmarks from them
- Know how to use simple grid references such as A1 and B1 and simple compass directions
- Know symbols for forestry on OS maps and know colours for forestry on vegetation belt maps.
- Know that the simple maps they devise need symbols to communicate features.

- Know and use simple fieldwork tools in the school grounds, including simple field sketches and tally charts (e.g. trees or litter)
- Know and use some tools that are used to gather information about the weather (wind vane, thermometer and rain gauge).
- Know how to present weather statistics using simple charts such as pictograms . know symbols for waterways on different maps.
- Know the four main points of compass north, south, east and west
- Know that aerial photos capture a different view of the world from above.

- Know that maps show the features in a place
- Know how to make '3D' maps using construction toys and models to represent places they know
- Know that 'go left' and 'go right' are instructions that can help direct people to places

Geography – Physical and Human

How the environment is equipped and altered to allow people to flourish



- Know how the geographical features of some UK regions affect usage (ie lack of canals in elevated terrain)
- Know physical features of North and South America and explain how these features impact on the people that live there and on the kind of occupations that they have
- Know why rivers are important within communities and why people chose to settle near them
- Know how to describe the human geography of an area of North America
- Know that a continent is a large landmass and are groups of countries.

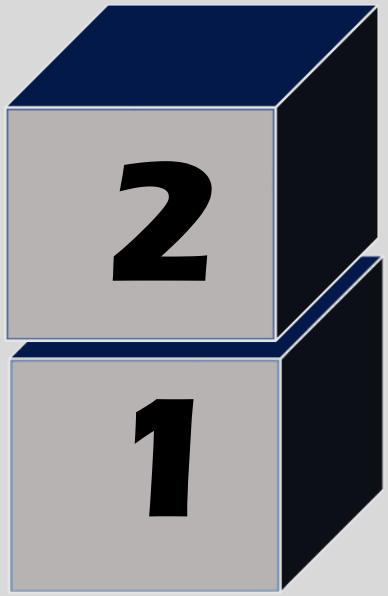
- Know how geographers classify deserts (e.g. Very low precipitation)
- Know features of desert and other global biomes, describing climate using terms: arid, temperate, tropical and polar
- Compare the physical and human geography of national parks: along several lines of enquiry, including: topography, biomes, climate, land area, land marks such as geysers, annual visitors, facilities (camping, shops, railway etc)
- Know how to describe the features of a river in terms of lower course, middle course and upper course.
- Know what a dam is and be able to name/locate at least one.
- Know how deposition changes the shape of a river.

- Know, suggest and collate a range of resources that will support in answering questions about the physical and human features of places (inc. digital technologies such as google earth)
- Know how land is used differently in two UK locations and how it differs in use in other countries
- Know how natural disasters (volcano eruptions, earthquakes, hurricanes and tsunamis) happen and name a famous event for each

- Know geographical questions to ask to establish key physical and human features of places (e.g. Is it near the poles/equator? Is it mountainous? What type of features will we find here?)
- Know ways to compare two locations : river settlements, population, weather, vegetation, farming, cuisine, architecture and tourism,
- Know the journey and features of rivers, including landforms and explain how these are linked to the three river courses
- Know what the main features of a river are
- Know a river lows from its source to the mouth and know tributaries increase water flow within it.

Geography – Physical and Human

How the environment is equipped and altered to allow people to flourish



- Know geographical questions to ask to establish what a place is like (e.g. What is this place like? What or who will I see ? What do people do in this place?)
- Know that seasides have differing features to those found in Rhodesia
- Know how physical features of the UK, compare to polar regions, including daylight hours, vegetation (tundra) and temperature
- Know how the human and physical features of a location in the UK (Worksop) compare to a location in Hong Kong

- Know the difference between physical and human features and name some for Rhodesia and Cleethorpes.
- Know some features of UK coastal resorts, inc. hotels, campsites, restaurants, amusement parks, piers and promenades
- Know some physical features of UK coastal resorts, inc. beaches, cliffs, headland, coves
- Know three key human and three key physical features of Rhodesia and Skegness

- Know and name different key features and objects in their immediate environment, including home and school
- Know and name different key features and objects in their local environment, including: shop, canal, school
- Know some environments are different to the ones in which we live, including: woodlands, beaches and oceans
- Know that life is different in different countries, including homes

History

Chronology

Evidence

Significance

Cause and Consequence

HISTORY INTENT

At Haggonfields Primary School we understand the importance of learning about the change that events and people have on the future. Ensuring that learning builds on previous knowledge. Pupils will learn about the significance of the history of their local area and country wide events thus understanding their own heritage. We have aspirations for pupils who leave Haggonfields to be aware of the world in which they live has been impacted by past events.

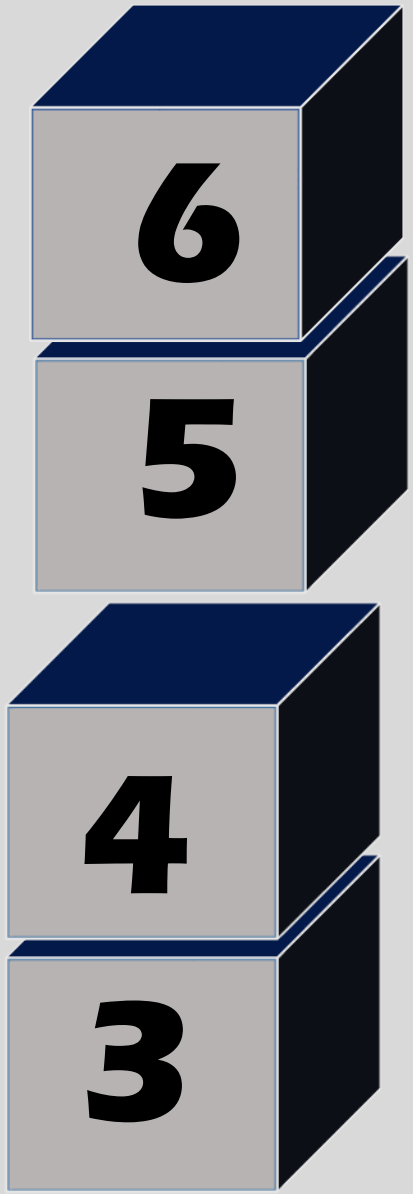
The 3 priorities in History are:

- To gain knowledge and understanding of the different eras and cultures that have inhabited our world and how these fit chronologically.
- To develop enquiry skills, critical thinking and to make judgments based on the evidence before them.
- To know that there are historical people and events in all areas of the curriculum .

"The more you know about the past, the better prepared you are for the future"
Theodore Roosevelt

History – Chronology

The order in which events happen



- Know that ordering events on proportioned a timeline **supports** the understanding of the **interrelationship** between event
- Decide which events are **relevant** to place on a timeline according to the subject being learnt.
- Use the size of gaps between **events** as an integral part of the explanation of the **historical journey** shown on a timeline.
- Debate if events on a **timeline** might have impacted on events that come later on the same timeline and if so how much.

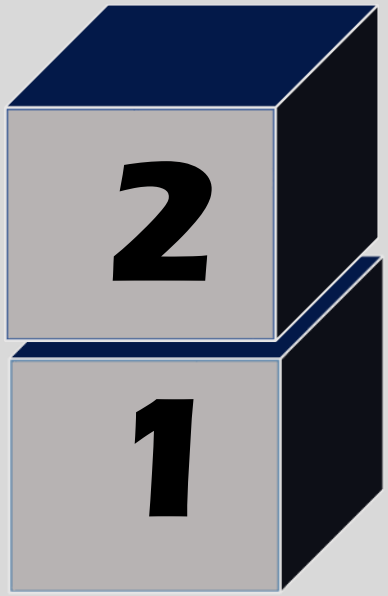
- Know and use the **language of chronology** to interpret and create **proportioned timelines**.
- Know how **key events** impacted and why the events **altered** thinking and ways of living.
- Know and use key vocabulary to describe **the passing of time** so that they can demonstrate an understanding of **duration and interval**.

- Know that events can be ordered using a timeline that is **proportioned** according to the date in which these occurred.
- Know how to **demarcate** a timeline that has **equidistant** spaces representing regular datelines.
- **Sequence** events according to the order in which they happened on a timeline and spaced with gaps that represent the difference in time between the events.
- Talk about **chronology** explaining what went before and what went after.
- Explain how events on a timeline might have i**mpacted** on events that come later on the same timeline

- Know how to use a **timeline** for the period studied so that they can order events and understand cause and effect
- Know how to sequence events in a simple narrative, **chronology, chronological order, prehistoric, during, while**

History – Chronology

The order in which events happen



- Know that events and artefacts **beyond living memory** can be sequenced according to the order in which they happened or were used
- Understand that events beyond living memory happened before anyone alive now was born
- Analyse specific **differences** between things in their lives and those of older generation when they were young
- **Sequence** a set of events or objects in chronological order and explain the reasons for the order the chosen
- Know how to create a simple timeline with events **spaced** along the whole length. (**new, past, present, timeline, future, today, tomorrow, century, period, ancient)**

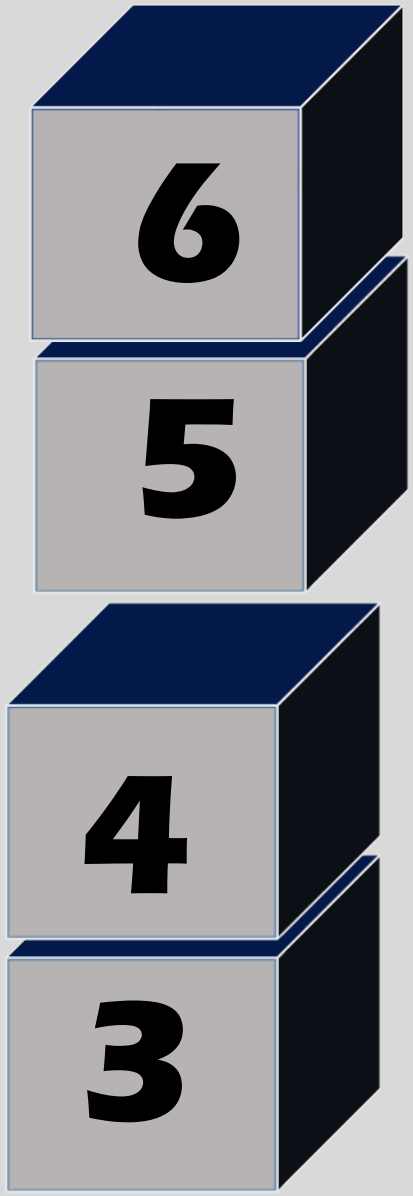
- Know that events and artefacts from living memory can be sequenced according to the order in which they happened or were used
- Name events that happened within **living memory** and the people who these happened to.
- Place some objects in **chronological** order and describe what they were used for
- Know that a story read to them may have happened a long time ago and retell it in order (**Then, Now, a long time ago, week, day, month, year, in the past, the olden days)**

- Know the order of things that happened in recent memory
- Talk about and sequence past events using the language of **yesterday, earlier** from memory or with photographic support.
- Describe a sequence of events, **real or fictional**, using words such as **first, next, after that, finally**
- Follow a visual timetable of events (**last week, yesterday, today)**

History – Significance

Haggonfields Primary School

The role that people and groups have had on life today.



6

- Know three ways that morale was sustained on the home front in WWII and why this was important
- Know three ways how Britain had a major influence on world history (e.g. abolition of slavery, industrialisation)
- Know the importance of gods, the Nile and the annual floods to the lives of the Egyptians
- Know the importance of Gods on the Ancient Greek way of life
- Know that crime and punishment was different over the last 1000 years and the significant change in the 1900's

5

- Know reasons why certain events, people and changes might be seen as more significant than others, including concepts of local, national and global change.
- Know the interaction between causes or consequences and justify own ideas about which are more significant
- Know the significance of learning about ancient Maya and the socially and cultural developments.
- Know that portraits played a significant part in how a monarch ruled their country. (Early propaganda).
- Know that during Queen Victoria's reign there were many significant events (parliament, postage stamps, the Mines Act).

4

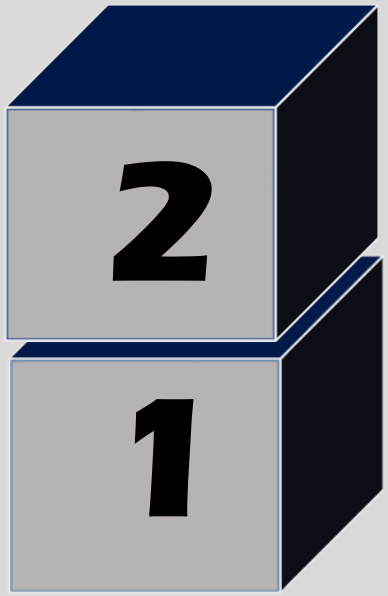
- Know what impact events have had on following events and the way that we live today.
- Know how the Anglo-Saxons impacted the change of direction of religion from Paganism back to Christianity.
- Be able to order significant events of the Roman Empire and discuss why they are the most/least significant.

3

- Know the concepts of civilisation, monarchy and parliament as significant recurring themes
- Know how the Vikings advanced ship building and navigation as well as the influence on language.
- Know that 22nd June 1948 began a period of Migration and is known as the 'Windrush generation'.
- Know how society and community formed and the evidence used to prove their significance.

History – Significance

The role that people and groups have had on life today.



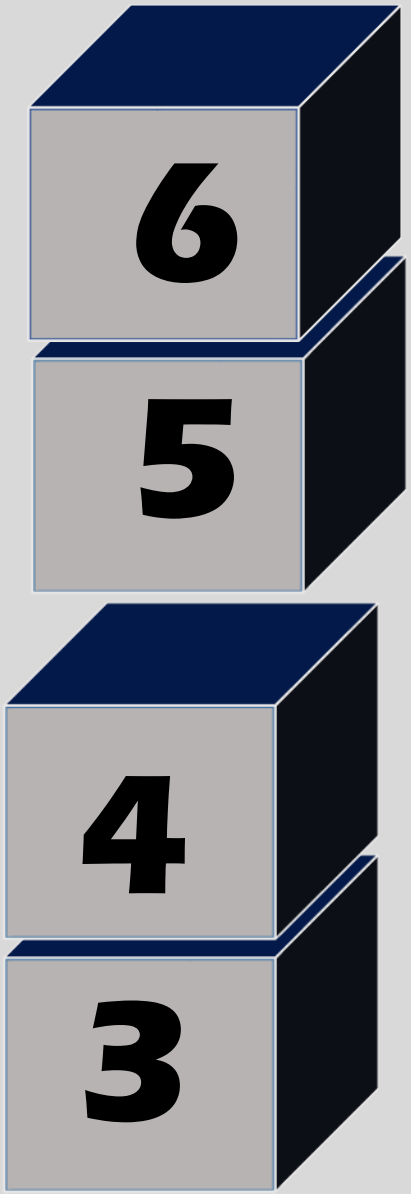
- Know one or more reasons why an event happened in the past
- Know that castles were built for powerful and significant people for safety.
- Know the significance of the first moon landing and how Amy Johnson impacted the lives of others.
- Know why subjects were taught in the past.

- Know why houses have changed (significant to different periods/monarchs)
- Know why the invention of the telephone and the printer were so important and how they have changed the course of history.
- Understand and describe how the introduction of electricity in the home changed people's lives.
- Know how the creation of the railway impacted on the lives of everyday people (Seaside)

- Know about and discuss special past events in their own life and in the lives of family members
- Know that we celebrate certain events, such as bonfire night, because of what happened in the past
- Know the significance of special occasions which have happened in the past and are planned to happen in the future

History – Evidence

The use of primary and secondary sources to gain knowledge



6

- Know how to analyse a range of evidence to identify the type of source produced and discuss its validity without prompting
- Know two or more reasons why the voices of certain groups, including the poor, are under-represented in sources
- Know of five ways that Rhodesia links to mining is reflected in the locality
- Know what is meant by the term propaganda and identify it with support

5

- Know what is meant by primary sources and show increasing confidence in identifying them
- Know how to evaluate the usefulness of sources to a follow a specified line of enquiry
- Know that past cultural influences can be seen in architecture and art
- Know that the study of history can involve an interdisciplinary approach that draws on other subjects including science: archaeology, paleontology, geology, giving two examples of its application in context

4

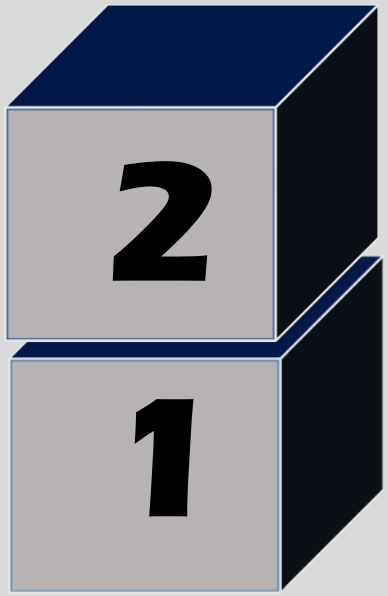
- Know how to compare information to see if other sources agree, rather than taking everything on face value.
- Know that the study of history can draw on other subjects including science: archaeology, paleontology, geology, giving two examples of its application in context (Creswell Crags)
- Know ways two versions of an event differ, and why (e.g. Boudicca's Revolt)

3

- Know how to make simple deductions form evidence:
- Know how to combine information from more than one secondary source e.g. books and internet, compared with video, oral evidence.
- Know that there were many ancient civilisations and compare what we can learn from the surviving artefacts
- Go beyond the literal and what can be seen and the weaknesses in eyewitness accounts.

History – Evidence

The use of primary and secondary sources to gain knowledge



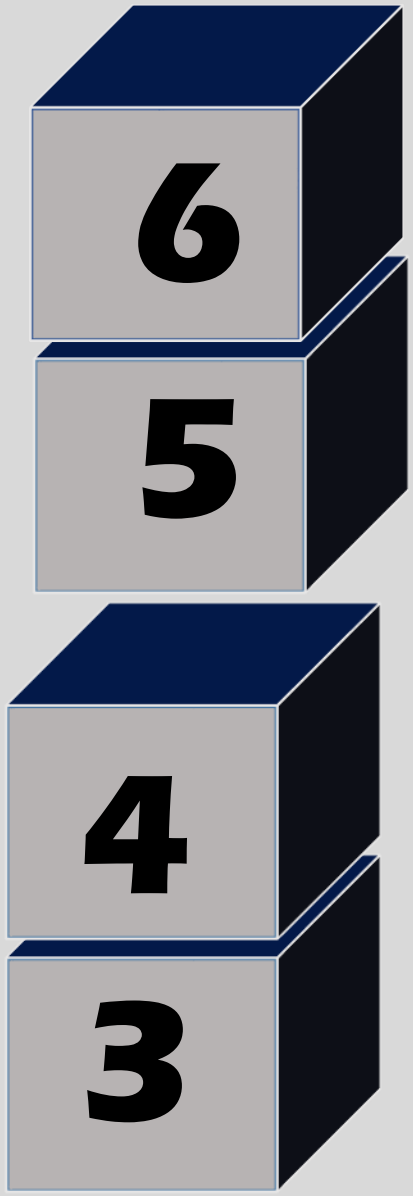
- Know where to find artefacts, pictures, stories, online sources and databases so they can find out about the past
- Know how to find answers to questions about objects by looking in information books.
- Know how to reference clues in evidence to draw simple conclusions about their own lives and others around them
- Know that there are potential weaknesses in eyewitness accounts.
- Vocabulary - palaeontology, archaeology

- Begin to use a range of sources to identify some details and answer simple questions
- Uses historical vocabulary to describe the main features of an artefact.
- Can make deductions about artefacts, spotting clues to function and use and can talk about
- Can consult and use information from two simple sources to find information
- Vocabulary - document, artefact

- Know that information can be retrieved from books and computers
- Asks appropriate questions of others to find out about the past
- Look closely at similarities, differences, patterns and change

History – Cause and Consequence

The consequences of past events on the present



- Know how the invention of Iron contributed to the end of the Ancient Egyptians.
- Know how Europe was changed by WW2 and that we are not ruled under dictatorship and have our own governance.
- Know how attitudes to crime and punishment have led to a focus of rehabilitation and restitution.
- Know how Greek life and achievements influenced the western world

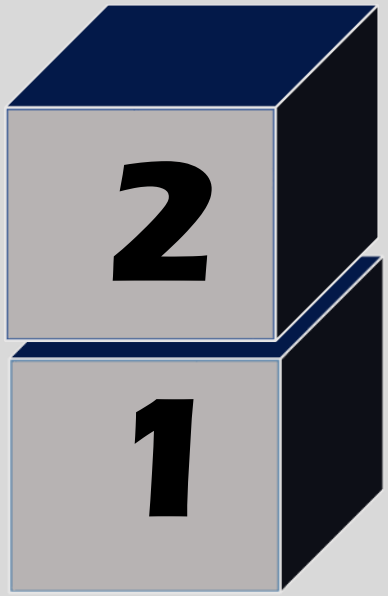
- Know how Henry the Eighth changed the course of Christianity in Britain.
- Know how Maya inventions impacted the length of the civilization for over 2400 years
- Know how the Maya had to adapt to survive in their environment.
- Know how Queen Victoria's reign changed the shape of our history and the impact on the British Revolution (link to climate change/Evolution/abolition of slavery).

- Know the key elements that made the Roman Empire so powerful and made the Celts to be servants and slaves
- Know that Christian traditions , art, music and architecture are still part of Modern day life.
- Know that Anglo-Saxons replaced Roman stone buildings with their own wooden ones and English is a direct descendant of Anglo-Saxon language..

- Know how the transition of stone to bronze for tools by mining for copper and tin.
- Know that the decrease in sources of tin and the advance use of furnaces, led to the creation of Iron and the Iron age.
- Know that the 'Windrush generation' struggled to find housing because of their race (link to nativity story/British values) and expanded the definition of what Britain was.
- Know 3 consequences of the Battle of Hastings ending the Anglo-Saxon and Vikings rule.
- Know that advances in exploration and travel stemmed from the Vikings

History – Cause and Consequence

The consequences of past events on the present

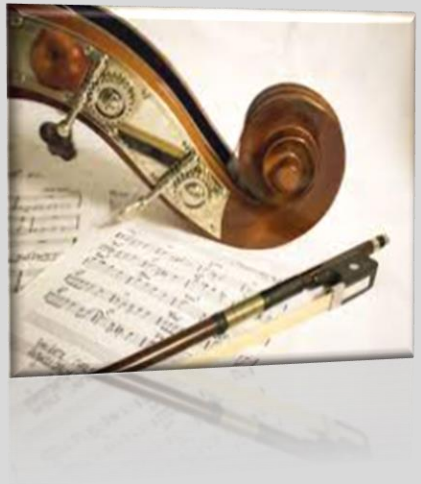


- Know how changes in travel have allowed us to travel the world. Predict future travel methods.
- Know that homes look different from the past
- Know why castles were built and why we no longer build them.
- Know how schools have changed from the past to the present.

- Know what happened as a consequence of Bell bringing the telephone into Britain and of Caxton's printing developments. Name some modern forms of communication.
- Know how historically British Holidays were spent at the seaside.
- Know how beaches have changed over time and how travel advancements have allowed us to holiday in different countries.

- Know how to reflect on their actions to be able to explain why they took the action they did when discussing 'myself'

Music



Composing

Performing

Listening

MUSIC INTENT

At Haggonfields Primary School, it is our intent for all our children to appreciate, discuss and have opinions of a range of musical genre. Through the music curriculum, children will learn how to sing, improvise, compose and perform individually and as a group. We want pupils to who leave school to have a love of music and continue to expand their musical tastes and experiences.

The 3 priorities in Music are:

- To foster a love of music within pupils and develop confidence.
- To participate in a variety of musical experiences..
- To create and compose music with creativity independently and in groups.

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything."
Plato

Progression of skills

Listening

EYFS	Year 1/2	Year 3/4	Year 5/6
*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. *Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument. *Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.	Recognising and understanding the difference between pulse and rhythm. *Understanding that different types of sounds are called timbres. *Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. *Recognising timbre changes in music they listen to. Recognising structural features in music they *listen to. Listening to and recognising instrumentation. *Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.	*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. *Recognising and explaining the changes within a piece of music using musical vocabulary. *Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. *Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. Recognising the use and development of motifs in music. *Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. *Recognising, naming and explaining the effect of the interrelated dimensions of music. *Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. *Using musical vocabulary to discuss the purpose of a piece of music. *Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. *Comparing, discussing and evaluating music using detailed musical vocabulary. *Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

*Also form part of the 'Inter-related dimensions of music' strand.

Progression of skills

Composing

EYFS	Year 1/2	Year 3/4	Year 5/6
Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. *Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition Beginning to make improvements to their work as suggested by the teacher. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). *Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. *Suggesting and implementing improvements to their own work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. *Creating a piece of music with at least four different layers and a clear structure. *Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. *Suggesting improvements to others' work, using musical vocabulary.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. *Constructively critique their own and others' work, using musical vocabulary.

*Also form part of the 'Inter-related dimensions of music' strand.

Performing

EYFS	Year 1/2	Year 3/4	Year 5/6
Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.	Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. *Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation. *Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. *Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.

*Also form part of the 'Inter-related dimensions of music' strand.

Progression of skills	The history of music (KS2 only)

Year 3/4	Year 5/6
Understanding that music from different times has different features. *(Also part of the Listening strand)*	*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. *(Also part of the Listening strand)*
*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. *(Also part of the Listening strand)*	*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. *(Also part of the Listening strand)*

*Also form part of the 'Inter-related dimensions of music' strand.

PE

PE INTENT

At Haggonfields, it is our intent that pupils are active inspired learners. We provide a range of physical activities which are essential in supporting their physical and emotional development. The curriculum grows knowledge of how various sports and exercise impact on the body in different ways.
A wide range of sporting skills are honed to a level that is within each pupil's capability. We have aspirations for pupils who leave Haggonfields to be skilled in a wide range of sporting skills and importantly the desire to access and learn more throughout their lives.

The 3 priorities in PE are:
- To have a wide knowledge of sports and the skills required to be successful
- To have a deep understanding of how to maintain a healthy lifestyle
- To acknowledge the importance of fair play and how to demonstrate teamwork

"You can discover more about a person in an hour of play than in a year of conversation" **Plato**

Diocese of Southwell & Nottingham Multi Academy Trust

Haggonfields Primary School

TAKE RESPONSIBILITY FOR MY LEARNING

I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.

LEAD OTHERS

I can involve others and motivate those around me to perform better.

APPLY WITH CONSISTENCY

I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.

EMBRACE CHALLENGE

I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

IMPROVE OTHERS

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

COMBINE WITH FLUENCY

I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

Expected - End of Upper Key Stage 2

CONSISTENTLY TRY TO IMPROVE

I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.

ORGANISE AND GUIDE OTHERS

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.

LINK WITH QUALITY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

Expected - End of Lower Key Stage 2

TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

PERFORM WITH CONTROL

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

Expected - End of Key Stage 1

KEEP TRYING

I try several times if at first I don't succeed and I ask for help when appropriate.

HELP AND ENCOURAGE

I can help, praise and encourage others in their learning.

PERFORM SIMPLE SEQUENCES

I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.

STAY ON TASK

I can follow instructions, practise safely and work on simple tasks by myself.

UNDERSTAND OTHERS

I can work sensibly with others, taking turns and sharing.

PERFORM SINGLE SKILLS

I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.

STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

PLAY WITH OTHERS WITH HELP

I can play with others and take turns and share with help.

TRAVEL IN DIFFERENT WAYS

I can move confidently in different ways.

Haggonfields Primary School

ANALYSE PERFORMANCE

I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.

MAKE GOOD DECISIONS

I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.

VARIETY AND DISGUISE

I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.

EXPRESS, ADAPT AND ADJUST

I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.

PLAN MY OWN FITNESS

I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

PREPARE MYSELF FOR ACTIVITY

I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.

Expected - End of Upper Key Stage 2

DESCRIBE HOW TO IMPROVE

I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

REFINE AND CHANGE

I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.

EXPLAIN HOW TO EXERCISE

I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.

Expected - End of Lower Key Stage 2

EXPLAIN WHY

I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.

RECOGNISE AND RESPOND

I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.

EXPLAIN WHY

I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.

Expected - End of Key Stage 1

RECOGNISE AND ORDER

I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.

COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

PRACTISE SAFELY

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

OBSERVE AND DESCRIBE

I can understand and follow simple rules. I can name some things I am good at.

EXPLORE AND DESCRIBE

I can explore and describe different movements.

EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.

FOLLOW INSTRUCTIONS

I can follow simple instructions.

OBSERVE AND COPY

I can observe and copy others.

DESCRIBE SIMPLE CHANGES

I am aware of the changes to the way I feel when I exercise.

Static Balance: Stance

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary
1. Stand on line with good stance for 10 seconds with...	● both feet facing forwards. ● feet still. ● minimum wobble (control).	● Keep feet a shoulder width apart. ● Keep balls of feet on the line. ● Keep back straight and head up.	● stance ● balance ● ball ● line ● heel
1. Stand on low beam with good stance for 10 seconds with...	● both feet facing forwards. ● feet still. ● minimum wobble (control).	● Keep feet a shoulder width apart and knees bent. ● Keep weight on balls of feet. ● Keep back straight, head up and look forward.	● low beam ● stand

Static Balance: Stance

Progression of skills, knowledge and vocabulary

Expected - End of Key Stage 1

On a line/low beam:

1. Receive a small force from various angles with...
2. Raise alternate feet 5 times with...
3. Raise alternate knees 5 times with...
4. Catch ball at chest height and throw it back with...

- both feet facing forwards.
- balance maintained throughout.
- minimum wobble (control).

- Keep feet a shoulder width apart and knees bent.
- Keep weight on balls of feet.
- Keep back straight, head up and look forward at a focus point.

- maintain
- angles
- force
- raising

Expected - end of lower Key Stage 2

On a line/low beam:

1. Raise alternate knees to opposite elbow 5 times with...
2. Catch large ball thrown at knee height and above head with...
3. Catch large ball thrown away from body with...
4. Catch small ball thrown close to and away from body with...

- balance maintained throughout.
- minimum wobble (control).
- good posture (head up/back straight).

- Keep feet a shoulder width apart and bend knees.
- Keep head up looking forward.
- Use smooth, controlled movements by twisting body to catch the ball.

- opposite
- thrown
- knee height
- posture

Static Balance: Stance

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

On a line/low beam: 1. Throw and catch 2 small balls alternately, using both hands, both close to and away from body with... 2. Strike small ball back to a partner with a racket with... 3. Strike a small ball back to a partner from across body with a racket with...	• balance maintained throughout. • minimum wobble (maintaining control of body). • good posture (head up/back straight).	• Keep feet a shoulder width apart and bend knees. • Keep head up looking forward. • Bend knees and maintain a 'ready' position.	• alternately • racket • partner • across body
On a line/low beam: 1. Throw and catch small ball, catching across body with either hand with... 2. Throw and catch 2 balls alternately, catching across body with either hand with... 3. Volley large ball back to a partner with either foot with...	• balance maintained throughout. • minimum wobble (control). • good posture (head up/back straight).	• Always try to keep centre of gravity over base of support. • Hold and adjust position when you have received or hit the ball. • Lower centre of gravity and widen base of support.	• either hand • gravity • evolley • widen

Static Balance: Seated

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary
In a seated position: 1. Balance with both hands/ feet down with... 2. Balance with 1 hand/ 2 feet down with... 3. Balance with 2 hands/ 1 foot down with... 4. Balance with 1 hand/ 1 foot down with.. 5. Balance with 1 hand or 1 foot down with... 6. Balance with no hands or feet down with...	● hands/feet up for 10 seconds. ● minimum wobble (control). ● balance held without strain.	● Keep back straight. ● Keep head up and stil. ● Keep tummy tight.	● seated ● balance ● wobble ● position ● touching ● control
In a seated position: 1. Pick up a cone from one side, swap hands and place it on the other side. with... 2. Return the cone to the opposite side with...	● feet and hands off the floor throughout. ● minimum wobble. ● balance held without strain.	● Keep weight going through your bottom. ● Keep tummy tight (core muscles) and back straight. ● Keep head up and breathe throughout.	● cone ● return ● core ● swap ● opposite ● muscles

Static Balance: Seated

Progression of skills, knowledge and vocabulary

Expected - end of Key Stage 1

In a seated position:

1. Pick up a cone from one side and place it on the other side with same hand with...
2. Return it to the opposite side using the other hand with...
3. Sit in a dish shape and hold it for 5 seconds with...

- feet and hands off the floor throughout.
- minimum wobble.
- balance held without strain.

- Keep tummy tight (core muscles) and back straight.
- Use arms to help maintain balance.
- Keep head up and breathe throughout.

- dish
- straight
- shape
- hold

Expected - end of lower Key Stage 2

In a seated position:

1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions) with...
2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with...
3. Hold a V-shape with straight arms and legs for 10 seconds with...

- feet and hands off the floor throughout.
- minimum wobble.
- balance held without strain.

- Keep legs, back and arms straight.
- Use smooth, controlled movements.
- Keep core muscles tight.

- arm's distance
- stability
- performance
- V-shape
- repeatable
- strain

Static Balance: Seated

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

In a seated position:

1. Reach and pick up cones from in front, to the side and from behind with...
2. Reach and pick up cones from in front, to the side and from behind with eyes closed with...
3. Reach and pick up cones from in front, to the side and from behind while a partner applies a force with...
4. Reach and pick up cones from in front, to the side and from behind with eyes closed, while a partner applies a force with...

- feet and hands off the floor throughout.
- minimum wobble.
- balance held without strain.

- Keep weight going through your bottom.
- Use smooth, controlled movements.
- Use legs and arms to help keep centre of gravity steady and breathe smoothly.

- reach
- force
- apply
- steady

In a seated position:

1. Reach and pick up cones on the floor whilst on a bench, without losing balance with...
2. Turn 360° in either direction, first on the floor then on a bench with...
3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds with...
4. Reach and pick up cones on the floor whilst on an uneven surface with...

- feet and hands off the floor throughout.
- minimum wobble.
- balance held without strain.

- Lifting legs and arms just off the floor will help keep centre of gravity steady.
- Focus on one point to keep your head still
- Keep core muscles tight while breathing at the same time.

- 360°
- losing balance
- uneven surface

Counter Balance: In Pairs

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary
1. Sit holding hands with toes touching, lean in together then apart with... 2. Sit holding 1 hand with toes touching, lean in together then apart with... 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side with...	● balance maintained throughout. ● smooth, controlled movements. ● coordinated movements with partner.	● Keep tummy tight. ● Keep back straight and head up. ● Hold on to your partner's forearms.	● toes ● rock ● lean ● side-to-side
1. Hold on and, with a long base, lean back, hold balance and then move back together with... 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together with...	● balance maintained throughout. ● smooth, controlled movements. ● coordinated movements with partner.	● Keep tummy (core muscles) tight and body straight throughout. ● Hold with straight arms when leaning back. ● Hold on to partner's forearms and maintain a long base.	● long base ● hold balance ● long base ● core muscles

Counter Balance: In Pairs

Progression of skills, knowledge and vocabulary

Expected - end of Key Stage 1

1. Hold on and, with a short base, lean back, hold balance and then move back together with... 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with... 3. Perform above challenges with eyes closed with...	• balance maintained throughout. • smooth, controlled movements. • coordinated and controlled movements with partner.	• Keep tummy (core muscles) tight and body straight throughout. • Hold with straight arms when leaning back. • Hold on to partner's forearms and keep a short base.	• short base • forearm • perform • coordinated

Expected - end of lower Key Stage 2

1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with... 2. Stand on 1 leg while holding on to partner's opposite foot with...	• balance maintained throughout. • smooth, controlled movements. • coordinated movements with partner.	• Keep core muscles tight. • Keep body straight, looking at partner throughout, and hold balance. • Start by leaning in and then slowly lean back using smooth, controlled movements.	• controlled • counterbalance • movements

Counter Balance: In Pairs

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

1. Complete all blue challenges with eyes closed with... 2. Step onto bench facing partner, hold with both hands with feet side by side, lean back, hold and then move back together with... 3. Step onto a bench facing partner, hold with both hands and swap places whilst leaning back with straight arms with...	• balance maintained throughout. • smooth, controlled movements. • coordinated movements.	• Keep core muscles tight and focus on partner. • Keep body straight and maintain balance throughout. • Start by leaning in and then slowly lean back using smooth, controlled movements.	• maintain • taut • trust • smooth
1. Stand on a line facing partner, hold with both hands, lean back and then swap places whilst maintaining counter balance position with... 2. Stand on a low beam facing partner, hold with both hands then swap places whilst maintaining counter balance position with...	• balance maintained throughout. • smooth, controlled movements. • coordinated movements.	• Make sure core muscles are tight. • Keep body straight throughout. • Start by leaning in and then slowly lean back using smooth, controlled movements.	• facing • position • swap • communication

Static Balance: Floorwork

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary
1. Hold mini-front support position with... 2. Reach round and point to ceiling with either hand in mini-front support with...	● balance maintained throughout. ● correct position held. ● control when changing balance/ position.	● Keep back straight and tummy tight. ● Keep knees in line with hips. ● Complete this slowly.	● mini-front support ● position ● reach round ● hold
1. Place cone on back and take it off with other hand in mini-front support with... 2. Hold mini-back support position with... 3. Place cone on tummy and take it off with other hand in mini-back support with...	● balance maintained throughout. ● correct position held by keeping back straight. ● control when changing balance/position.	● Keep hands in line with shoulders and knees in line with hips (mini-front support). ● Keep hands in line with shoulders and knees in line with hips (mini-back support). ● Point fingers towards feet in the mini-back support.	● cone ● mini-back support ● maintain ● tummy ● balance

Static Balance: Floorwork

Progression of skills, knowledge and vocabulary

Expected - end of Key Stage 1

1. Hold full front support position with... 2. Lift 1 arm and point to the ceiling with either hand in front support with... 3. Transfer cone on and off back in front support with...	• balance maintained throughout. • correct position held by keeping back straight. • control when changing balance/position.	• Keep back straight and flat. • Keep legs straight and stretched out. • Keep hands in line with shoulders and complete slowly.	• full front support position • point • transfer

Expected - end of lower Key Stage 2

1. Transfer tennis ball on and off back in a front support with... 2. Transfer cone on and off tummy in back support with... 3. Transfer tennis ball on and off tummy in back support with...	• good posture straight back. • balance held without strain. • control while transferring objects.	• Keep back straight and flat/ tummy up. • Keep legs straight and stretched out and breathe slowly. • Keep core muscles tight and posture aligned.	• back support • strain • control • posture • stretched

Static Balance: Floorwork

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

1. Hold front support position with only 1 foot in contact with floor and transfer cone on and off back with... 2. Rotate fluently from front support to back support, and then continue rotating with fluency with...	• good posture (straight back). • balance held without strain. • control while rotating.	• Keep back straight and flat (front support)/tummy up (back support). • Keep hands in line with shoulders and legs straight and stretched out. • Rotate slowly and with control.	• fluently • rotating • contact
1. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with... 2. Hold front support position with only 1 foot in contact with floor and transfer tennis ball on and off back with eyes closed with...	• good posture maintained. • balance held without strain. • control while transferring objects with eyes closed.	• Keep hands in line with shoulders, and back straight and flat. • Keep legs straight and stretched out. • Perform movements slowly and with control.	• 1 foot in contact • transferring

Coordination: Footwork

Progression of skills, knowledge and vocabulary

Early Years

Progression of Skill	Progression of Knowledge: Declarative	Progression of Knowledge: Procedural	Progression of Vocabulary: Key Vocabulary
1. Side-step in both directions with... 2. Gallop, leading with either foot with... 3. Hop on either foot with... 4. Skip with...	● good control. ● good balance. ● smooth movements.	● Keep head up. ● Bend knees to help you balance. ● Work off balls of feet.	● fluency ● gallop ● side-step ● control ● hop ● skip ● directions ● forwards ● backwards
1. Combine side-steps with 180° front pivots off either foot with... 2. Combine side-steps with 180° reverse pivots off either foot with... 3. Skip with knee and opposite elbow at 90° angle with... 4. Hopscotch forwards and backwards, hopping on the same leg (right and left) with...	● balance and control throughout. ● fluent, smooth movements. ● movements performed in both directions/on both sides.	● Keep head up and back straight. ● Work off balls of feet looking straight ahead. ● Bend knees to push off and land.	● 180°- half turn ● combine ● opposite ● half turn ● pivot ● elbow ● hopscotch ● 90° - quarter turn

Coordination: Footwork

Progression of skills, knowledge and vocabulary

Expected - end of Key Stage 1

1. Hopscotch forwards and backwards, alternating hopping leg each time with... 2. Move in a 3-step zigzag pattern forwards with... 3. Move in a 3-step zigzag pattern backwards with...	• balance and control throughout. • fluent and smooth movements. • movements performed in both directions/on both sides.	• Keep head up and back straight. • Work off balls of feet and increase speed when ready. • Bend knees and use arms to help you balance.	• alternating • pattern • 3 step • speed • zigzag • increase

Expected - end of lower Key Stage 2

1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg with... 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with... 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with...	• smooth, controlled movements. • fluency and rhythm. • movements performed in both directions/on both sides.	• Keep head up and back straight throughout. • Keep feet close to the ground as you move. • Bend knees and use arms to help you balance.	• knee raise • fluent • consistent • maximum speed • rhythm • perform • across

Coordination: Footwork

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

1. Move in 3-step zigzag pattern while alternating knee raise and foot behind with... 2. Move backwards in 3-step zigzag pattern with cross-over (swerve) with... 3. Move backwards in 3-step zigzag pattern with knee raise across body with...	• smooth, controlled movements. • fluency and rhythm. • movements performed in both directions/on both sides.	• Keep head up and back straight throughout. • Try to develop a good rhythm and perform the movements smoothly and with control. • Bend knees and use arms to help you balance.	• alternative • controlled • smooth • swerve
1. Move backwards in 3-step zigzag pattern with foot behind with... 2. Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind with...	• smooth, controlled movements. • fluency and rhythm. • movements performed in both directions/on both sides.	• Keep head up and back straight throughout. • Try to develop a good rhythm and perform the movements smoothly and with control. • Focus on keeping feet close to the ground as you move.	• practice (noun) • encouragement

Agility: Reaction and Response

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary
From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with...	● quick reaction. ● quick, controlled movement. ● contol when slowing down after catch.	● Push off hard with feet. ● Keep head steady and watch the ball. ● Move feet to get to the ball, rather than stretching, and bend knees.	● react ● shoulder height ● catch
From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce with...	● quick reaction. ● quick, controlled movement. ● contol when slowing down after catch.	● Start quickly and accelerate by pushing off hard with feet. ● Take up ready position with knees bent and feet apart (front to back). ● Bend knees to help you slow down.	● bounce ● quickly ● ready position ● dropped ● accelerate

Agility: Reaction and Response

Progression of skills, knowledge and vocabulary

Expected - end of Key Stage 1

From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with...	• quick reaction. • quick, controlled movement. • contol when slowing down after catch.	• Start quickly and accelerate by pushing off hard with feet and looking forwards. • Take up a ready position with knees bent and feet apart (front to back). • Bend the knee on 'catching leg' and take weight back to enable you to stop quickly. (core muscles) tight and back straight.	• weight • catching leg • feet apart

Expected - end of lower Key Stage 2

From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce with...	• quick reaction and good acceleration. • quick, controlled movement. • balance and contol after catch.	• In the ready position, start quickly and accelerate by pushing off hard with feet. • React and move early to give you time to get balanced. • Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position.	• pushing off hard • extend • react

Agility: Reaction and Response

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

From 1, 2 and 3 metres: 1. React to call from partner when they drop a ball, turn and catch it after 1 bounce with... 2. Perform above challenge but react to sound of the bounce rather than call with...	• quick reaction and good acceleration. • quick, controlled movement. • balance and contol after catch.	• Reverse pivot, bend knees and push off to turn and move quickly. • Move feet quickly to get into the catching position. • Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching.	• sound • reverse pivot • challenge
From 1, 2 and 3 metres: 1. React to call from partner when they drop ball, turn and catch it after 1 bounce, balancing on 1 leg with... 2. Perform above challenge but react to sound of bounce rather than call. with... 3. Perform above challenges, but also step across body and bring hand across body to catch ball with one hand with...	• quick reaction and good acceleration. • quick, controlled movement. • balance and contol after each catch.	• Reverse pivot, bend knees and push off to turn and move quickly. • Bend knees to help you stop quickly and get into balanced position when catching. • Extend front leg across body and bend knees to enable you to stop quickly and get into balanced position when catching.	• front leg across • enable • contralateral

Static Balance: 1 Leg

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY	
	Declarative	Procedural	Key Vocabulary	
On both legs: 1. Stand still for 10 seconds with...	• minimum wobble. • standing foot still. • non-standing foot off the floor.	• Keep head up and still. • Keep tummy tight. • Keep back straight.	• back (body) • challenging • wobble	• muscles • straight
On both legs: 1. Stand still for 30 seconds with... 2. Complete 5 mini-squats with...	• minimum wobble (control). • standing foot still. • non-standing foot off the floor.	• Keep head up and still. • Keep tummy (core muscles) tight and back straight. • Use arms to help you balance.	• core muscles • non-standing • balance • control • tight	• mini-squat • freeze • dominant (non)

Static Balance: 1 Leg

Progression of skills, knowledge and vocabulary

Expected - end of Key Stage 1

On both legs:

1. Stand still for 30 seconds with eyes closed with...
2. Complete 5 squats with...
3. Complete 5 ankle extensions with...

- minimum wobble (control).
- smooth, controlled movements.
- non-standing foot off the floor.

- Look forward and imagine a focus point.
- Use your arms to help you balance.
- Keep your tummy (core muscles) tight and back straight.

- focus
- point
- support (with and without)
- static
- improve

- heel raises
- practise
- feedback

Expected - end of lower Key Stage 2

On both legs:

1. Stand still on uneven surface for 30 seconds with...
2. Stand still on uneven surface for 30 seconds with eyes closed with...
3. Complete 10 squats into ankle extensions with...
4. Complete 5 squats with eyes closed with...

- stability.
- smooth, controlled movements.
- consitent performance.

- Keep your tummy (core muscles) tight.
- Use your arms to help you balance.
- Use smooth, controlled movements.

- movement
- repeatable
- smooth
- uneven
- maintain
- ankle extension
- controlled

Static Balance: 1 Leg

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

On both legs:

1. Complete 5 ankle extensions with eyes closed with...
2. Complete 10 squats into ankle extensions with eyes closed with...
3. Complete above 2 challenges on uneven surface with eyes open with...
4. Complete first 2 challenges on uneven surface with eyes closed with...

- stability.
- smooth, controlled movements.
- consitent performance.

- Keep your centre of gravity over your base of support.
- Keep your core muscles tight.
- Use smooth, controlled movements.

- centre of gravity
- stability
- base
- vigorous
- persevere
- performance

On both legs:

1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with...
2. Perform above challenge with eyes closed with...
3. Stand on uneven surface and pace cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand with...

- stability.
- smooth, controlled movements.
- consitent performance.

- Keep your core muscles tight.
- When reaching, you may need to stretch your other arm and leg back to counter balance.
- Use smooth, controlled movements.

- stretch
- counterbalance

Dynamic Balance: On a Line

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary
1. Walk forwards with fluidity and minimum wobble with... 2. Walk backwards with fluidity and minimum wobble with...	● smooth movements. ● balance maintained on the line. ● opposite arm and leg moving forwards.	● Keep back straight. ● Keep head up and still. ● Swing arms to help move and balance.	● minimum ● line ● wobble ● backwards
1. Walk fluidly, lifting knees to 90° with... 2. Walk fluidly, lifting heels to bottom with...	● smooth, controlled movements and minimum wobble. ● balance maintained on the line. ● opposite arm and leg moving forwards.	● Work off the balls of feet. ● Keep head still and look forward. ● Use arms to help you move and balance as you walk (opposite arm and leg).	● fluidity ● maintain ● heels ● forwards ● 90° ● lifting

Dynamic Balance: On a Line

Progression of skills, knowledge and vocabulary

Expected - end of Key Stage 1

1. March, lifting knees and elbows up to a 90° angle with... 2. Walk fluidly with heel to toe landing with... 3. Walk fluidly, lifting knees and using heel to toe landing with...	• smooth, controlled movements and minimum wobble. • balance maintained on the line. • opposite arm and leg moving forwards smoothly.	• Keep tummy (core muscles) tight and back straight. • Keep head still and look forward. • Use arms to help you move and balance as you walk, bringing them from 'hips to lips'.	• marching action • heel to toe landing • hips to lips

Expected - end of lower Key Stage 2

1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing with... 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing) with... 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle with... 4. Complete all red challenges with eyes closed with...	• balance maintained on the line. • opposite arm and leg driving forwards. • fluidity and minimum wobble.	• Keep head still and back straight. • Use arms to help you move and balance as you walk, bringing them from 'hips to lips'. • Practise the movement slowly at first movements.	• heel to bottom • extend • lunge • 90° angle • sink hips • driving

Dynamic Balance: On a Line

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

1. Sidestep in both directions with... 2. Stand sideways and complete continuous 180° front pivots. Then with 180° reverse pivots with... 3. Move sideways, stepping across body (lateral step-over) with... 4. Perform 'grapevines' (step-over, sidestep, step-behind, repeat). with... 5. Complete blue challenges then above challenges with eyes closed with...	• balance maintained on the line. • opposite arm and leg driving forwards. • fluidity and minimum wobble.	• Keep head still and back straight. • Use smooth, controlled movements. • Concentrate on keeping centre of gravity over base of support.	• sidestep • stand • front/reverse pivots • continuous • repeat • lateral step-over • lateral step-behind
1. Lunge walk backwards. 2. Lunge walk backwards with opposite elbow at 90° with... 3. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90° with... 4. Perform above challenges with eyes closed with...	• balance maintained on the line. • opposite arm and leg driving forwards. • fluidity and minimum wobble.	• Keep head still, back straight and look forward. • Use arms to help you balance as you walk. • Concentrate on keeping centre of gravity over base of support.	• lunge walk • curved pathway • base of support

Dynamic Balance: Jumping and Landing

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary
1. Jump from 2 feet to 2 feet forwards, backwards and side- to-side with...	● good take off and height. ● balance and control on landing. ● soft landings.	● Bend knees on take-off and landing. ● Keep feet a shoulder width apart. ● Keep head up and land on balls of feet.	● width ● take-off ● balance ● jump
1. Jump from 2 feet to 2 feet with quarter turn in both directions with... 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot) with...	● good take off and height. ● balance and control on landing. ● soft landings.	● Swing arms to help gain height and use them to help balance on landing. ● Bend knees on take-off and landing. ● Try to land softly without noise.	● swing ● height ● control ● landing (soft)

Dynamic Balance: Jumping and Landing

Progression of skills, knowledge and vocabulary

Expected - end of Key Stage 1

1. Jump from 2 feet to 2 feet with 180° turn in either direction with... 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction with...	• good take off and height. • balance and control on landing. • soft landings.	• Swing arms to help gain height and use them to help balance on landing. • Keep head up on landing. • Bend knees on landing.	• straight • dynamic • balls of feet • momentum

Expected - end of lower Key Stage 2

1. Jump 2 feet to 2 feet forwards, backwards and side-to-side with... 2. Hop forward and backwards, freezing on landing with... 3. Jump 1 foot to other forwards and backwards, freezing on landing with... 4. Hop sideways, raising knee and freezing on landing with... 5. Jump 1 foot to other sideways, raising knee and freeze on landing with...	• good take off and height. • balance and control on landing. • soft and controlled landings.	• Swing arms to help gain height and use them to help balance on landing. • Bend knees on take-off and landing. • Land softly on balls of feet without noise, facing forward.	• maintain • forwards • freeze • backwards • side-to-side • maintain

Dynamic Balance: Jumping and Landing

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

1. Jump 2 feet to 2 feet with a 180° turn in the middle (both directions) with... 2. Jump from 2 feet to 2 feet with a tuck and a 180° turn (both directions) with... 3. Stand with legs together (vertical stance), jump into a lunge position, then jump back to a vertical stance (both sides) with...	• good take off and height. • balance and control on landing. • soft and controlled landings.	• Swing arms to help gain height and use them to help balance on landing. • Bend knees on take-off and landing and use arms to help you balance. • Keep centre of gravity over base of support on landing.	• vertical • stance • turn • tuck • lunge • beam • directions • raising • 180° - half turn • gravity
1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides) with... 2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides) with... 3. Jump 2 feet to 2 feet with 360° turn (in both directions) with...	• good take off and height. • balance and control on landing. • soft and controlled landings.	• Swing arms to help gain height and use them to help balance on landing. • Pick a spot to focus on when you jump and turn. • Adjust centre of gravity to keep it over base of support when using the ball.	• position • 360° - full turn • adjust • centre • spot

Coordination: Ball Skills

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary
1. Sit and roll a ball along the floor around body using 2 hands with... 2. Sit and roll a ball along the floor around body using 1 hand (right and left) with... 3. Sit and roll a ball down legs and around upper body using 2 hands with... 4. Stand and roll a ball up and down legs and round upper body using 2 hands with...	● ability to move the ball in both directions. ● control of the ball maintained throughout. ● smooth movements with the ball.	● Use fingers to move the ball. ● Keep tummy tight and weight through your bottom. ● Focus on moving the ball smoothly rather than on speed.	● sit ● along ● hand ● roll ● around ● right
1. Sit and roll a ball up and down legs and round upper body using 1 hand with... 2. Stand and roll a ball up and down legs and round upper body using 1 hand with...	● ability to move the ball in both directions. ● control of the ball maintained throughout. ● smooth movements with the ball.	● Move the ball with fingertips. ● Focus on maintaining good balance throughout. ● Perform movements smoothly and then gradually increase speed.	● upper body ● legs ● down ● stand ● up

Coordination: Ball Skills

Progression of skills, knowledge and vocabulary

Expected - end of Key Stage 1

In 20 seconds or less:

1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) with...
2. Move a ball round waist 17 times with...
3. Stand with legs apart and move a ball around alternate legs 16 times with...

- control of the ball maintained throughout.
- ability to complete challenges in both directions consistently and smoothly.
- smooth movements with the ball.

- Move the ball with fingers, avoiding it touching body.
- Focus on maintaining good balance and looking straight ahead throughout.
- Perform movements smoothly and then gradually increase speed.

- tummy
- around
- alternate
- apart
- height

Expected - end of lower Key Stage 2

In 20 seconds or less:

1. Stand with legs apart and move ball in figure of 8 around both legs 12 times with...
2. Move ball around waist into figure of 8 around both legs 10 times with...
3. Move ball around waist and then around alternate legs 12 times with...
4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce with...

- smooth movements with the ball.
- ability to complete challenges in both directions consistently and smoothly.
- fluidity when changing hands.

- Keep ball moving and away from body.
- Keep head up, looking forward.
- Concentrate on performing the movements smoothly to begin with and then gradually increase their speed.

- waist
- criss-cross catches
- bounce
- direction
- figure of 8
- complete
- fluidity

Coordination: Ball Skills

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

In 20 seconds or less: 1. Stand with legs apart and complete 20 front to back catches with a bounce in between with... 2. Perform above 30 times without ball bouncing in between. with... 3. Complete above tasks with head up throughout with... 4. Complete 11 overhead throw and catches with...	• smooth movements with the ball. • ability to complete challenges in both directions consistently and smoothly. • fluidity when changing hands.	• Concentrate on performing movements smoothly and with control. • Keep back straight throughout. • Focus on using 'soft hands' throughout.	• front to back catches • overhead throws • soft hands
In 20 seconds or less: 1. Complete 12 long circles (forwards and then backwards) with... 2. Complete 20 over the opposite shoulder throw and catches with the same hand 20 times (with either hand, in both directions) with...	• smooth movements with the ball. • ability to complete challenges in both directions consistently and smoothly. • fluidity when changing hands.	• Perform movements smoothly and with control. • Try to develop a good rhythm when completing the challenges. • Concentrate on weight of throws, avoiding throwing the ball too hard, and move your hands into position. support.	• long circles • opposite • combine

Agility: Ball Chasing

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary
1. Roll a ball, chase and collect it in balanced position facing opposite direction with... 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction with...	● control when starting and stopping quickly. ● timing to get in the right position. ● balance/control when collecting the ball.	● Take up a good ready position and push off hard. ● Keep head steady and watch the ball. ● Try rolling the ball at different speeds to get the right challenge.	● roll ● collect ● chase
1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction with... 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction with...	● control when starting and stopping quickly. ● timing and movement to get in the right position. ● balance/control when collecting the ball.	● Start quickly and accelerate by pushing hard with feet. ● Drive arms from 'hips to lips' to help you accelerate. ● Keep watching the ball and concentrate on timing so you arrive at the right time.	● seated ● position ● accelerate ● lying ● bouncing

Agility: Ball Chasing

Progression of skills, knowledge and vocabulary

Expected - end of Key Stage 1

1. Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with... 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with... 3. Complete above challenges with tennis ball with...	• control when starting and stopping quickly. • timing and movement to get in the right position. • balance/control when collecting the ball.	• Accelerate by pushing off hard with feet and driving arms from 'hips to lips'. Bend knees as you allow the ball to go through your legs. • Keep watching the ball and concentrate on timing so you arrive at the right time. • Move feet quickly to get in the collecting position in good time.	• hips to lips • driving arms

Expected - end of lower Key Stage 2

1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction with... 2. Perform above challenge with tennis ball with... 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction with...	• ability to turn over either shoulder. • timing to get in the right position. • balance/control when collecting the ball.	• Start quickly by pushing off hard with feet and by driving arms ('hips to lips'). Slow down to get into position. • Run well past the ball to give you more time. • Get into a stable position as early as you can. Move feet quickly to get into the collecting position.	• long barrier • topping • knee sideways

Agility: Ball Chasing

Progression of skills, knowledge and vocabulary

Expected - end of upper Key Stage 2

1. Stand facing partner, who feeds ball over head, then turn and catch it after 1 bounce with... 2. Stand facing away from partner, who feeds ball over head, react and catch it after 1 bounce with...	• ability to turn over either shoulder andn catch the ball. • timing to get in the right position. • balance/control when collecting the ball.	• When facing partner, turn with a reverse pivot, bend knees and push off. • When facing away from partner, use peripheral vision to spot the ball and react quickly. • Move feet quickly to get into the collecting position.	• react • peripheral vision • pivot
1. Stand facing away from partner, ask them to feed ball over head, react and catch it between knees or feet after 1 bounce with... 2. Perform above challenge but catch ball on instep of foot and lower it to the ground with...	• ability to turn over either shoulder and catch the ball between the knees. • timing to get in the right position. • balance/control when collecting the ball.	• Move quickly by bending knees and pushing off. • Try to spot the ball and react as quickly as possible. • Move feet quickly to get into collecting position.	• instep • challenge • spot

Coordination: Sending and Receiving

Progression of skills, knowledge and vocabulary

Early Years

PROGRESSION OF SKILL	PROGRESSION OF KNOWLEDGE		PROGRESSION OF VOCABULARY
	Declarative	Procedural	Key Vocabulary
1. Roll large ball and collect the rebound with... 2. Roll small ball and collect the rebound with... 3. Throw large ball and catch the rebound with 2 hands with...	● accuracy when sending. ● appropriate power/weight when sending. ● a good position when receiving.	● Look at partner. Use backswing and follow through. ● Adopt a good 'ready position' (weight on balls of feet, wide base). ● Keep eyes focused on the ball.	● roll ● partner ● ready position ● rebound ● backswing ● power ● weight
1. Throw tennis ball, catch rebound with same hand after 1 bounce with... 2. Throw tennis ball, catch rebound with same hand without a bounce with... 3. Throw tennis ball, catch rebound with other hand after 1 bounce with... 4. Throw tennis ball, catch rebound with other hand without a bounce with... 5. Strike large, soft ball along ground with hand 5 times in a rally with...	● accuracy when sending. ● appropriate power/weight when sending. ● a good position when receiving.	● Exolore and experiment with the speed you send the ball. ● Move feet to get in line with the ball when receiving. Try to have 'soft hands' when catching. ● Keep eyes focused on the ball.	● strike ● along the ground ● catch ● rally ● bounce ● throw ● soft hands

Coordination: Sending and Receiving

Progression of skills, knowledge and vocabulary

Expected - End of Key Stage 1

1. Strike a ball with alternate hands in a rally with... 2. Kick a ball with the same foot with... 3. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning with...	• accuracy and weight when sending. • a good position when receiving. • fluency/rhythm throughout.	• Vary the speed you send the ball to find which is most effective. • Watch the ball and move feet to get in line with the ball when receiving. Keep eyes focused on the ball. • Use backswing and follow through when striking/ kicking.	• alternately • same foot • position • kick • return • accuracy

Expected - end of lower Key Stage 2

1. Alternately throw and catch 2 tennis balls against a wall with... 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over) with... 3. Throw 2 tennis balls against a wall in a circuit, in both directions with...	• accuracy and weight of throws. • fluency/rhythm throughout. • a good position when receiving.	• Explore the strength of your throw to work out how much force is needed. • Take up a balanced position, making sure hands are in a good ready position. • Try repeating several times. movements.	• cross-over • opposite • consistency • circuit • fluency • repeatable

Coordination: Sending and Receiving

Progression of skills, knowledge and vocabulary

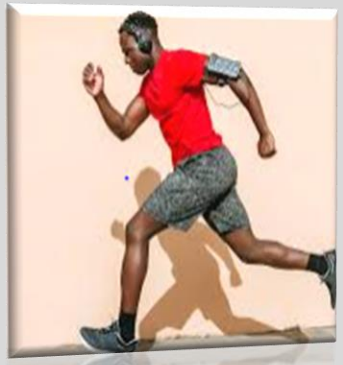
Expected - end of upper Key Stage 2

1. With a partner, simultaneously pass large ball along the floor with feet and throw tennis ball for 10 continuous passes with... 2. With a partner, keep 3 tennis balls going in a throwing circuit for 30 seconds with...	• movement and timing to get in a good position. • accuracy and weight of throws. • fluency/rhythm throughout.	• Adopt a 'ready position' and communicate with partner so you know when they are ready. • Focus on accuracy and speed of passes/throws. • Keep this going in a circuit for 30 seconds.	• communicate • speed • pass • movement
1. Working with a partner, simultaneously pass ball along the floor with feet and throw 2 tennis balls continuously with... 2. Working with a partner, simultaneously volley tennis ball with racket and pass ball along the ground continuously with...	• movement and timing to get in good position. • accuracy and weight of throws. • fluency/rhythm throughout.	• Think about whether you need to control the ball with your feet first/let the tennis ball bounce. • Focus on accuracy and speed of passes/volleys. • With a partner, simultaneously volley a tennis ball with a racket and pass a ball along the ground for 30 seconds maintaining the quality of each movement.	• timing • focus • balls of feet

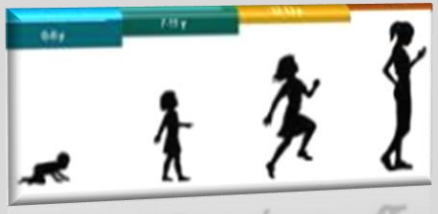
RSE & PSHE

Families and Relationships

Citizenship



Health and Wellbeing



Safety and the Changing Body

RSE & PSHE INTENT

At Haggonfields school we aim to provide a holistic PSHE curriculum which is embedded within our teaching, school routines, approaches and policies. We provide all children with the opportunity to access learning about rights and responsibilities, their part to play in society, a healthy and safe lifestyle and thinking about their goals. We have aspirations that pupils who leave Haggonfields will be confident members of society who can express their opinions freely, demonstrate kindness and fairness as global citizens.

The three priorities PSHE are:

- To teach resilience and self belief to extend pupils aspirations.
- To understand and be accepting of the changes that happen as people age and develop
- To create and maintain positive friendships developing safe and respectful relationships

"There is no question PSHE should be on every curriculum as it is at the frontline of children protection."
Peter Wanless, Chief Executive NSPC

Sub-strand	Year 5/6	
	Skills	**Knowledge**
Family	Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.	Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make. Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111.
Friendships	Y5/Y6 (Cycle A): Exploring the impact that bullying might have. Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship. Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.	Y5/Y6 (Cycle A): To know what attributes and skills make a good friend. Y5/Y6 (Cycle A): To understand what might lead to someone bullying others. Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying. Y5/Y6 (Cycle B): To know that a conflict is a disagreement or argument and can occur in friendships. Y5/Y6 (Cycle B): To understand the concepts of negotiation and compromise.
Respectful relationships	Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. Y6: Discussing how and why respect is an important part of relationships. Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect).	Y5: To understand what respect is. Y5: To understand that everyone deserves respect but respect can be lost. Y6: To know that stereotypes can be unfair, negative and destructive. Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. Y6: To understand that stereotypes can lead to bullying and discrimination Y5/Y6 (Cycle A): To understand that positive attributes are the good qualities that someone has.
Change and loss	Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.	Y5/Y6 (Cycle B): To understand that loss and change can cause a range of emotions. Y5/Y6 (Cycle B): To know that grief is the process people go through when someone close to them dies.

Sub-strand	Year 3/4	
	Skills	**Knowledge**
Family	Y4: Using respectful language to discuss different families. Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.	Y 4: To know that families are varied in the UK and across the world. Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems.
Friendships	Y3: Exploring ways to resolve friendship problems. Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs. Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.	Y3: To know that violence is never the right way to solve a friendship problem. Y4: To know that bullying can be physical or verbal. Y4: To know that bullying is repeated, not a one off event. Y3 /Y4 (Cycle A): To understand the different roles related to bullying including victim, bully and bystander. Y3/Y4 (Cycle A): To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Y3: Exploring the negative impact of stereotyping. Y3/Y4 (Cycle A): Identifying who I can trust. Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people. Y3/Y4 (Cycle B): Learning about the effects of non verbal communication.	Y3: To understand that there are similarities and differences between people. Y3: To understand some stereotypes related to age. Y4: To understand some stereotypes related to disability. Y3/Y4 (Cycle A): To know that trust is being able to rely on someone and it is an important part of relationships. Y3/Y4 (Cycle B): To understand the courtesy and manners which are expected in different scenarios. Y3/Y4 (Cycle B): To know the signs of a good listening.
Change and loss	Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.	Y3/Y4 (Cycle A): To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 1/2	
	Skills	**Knowledge**
Family	Y2: Understanding that families offer love, care and support. Y1/Y2 (Cycle A): Exploring how families are different to each other. Y1/Y2 (Cycle A): Discussing ways to show respect for different families.	Y1: To understand that families look after us. Y1: To know some words to describe how people are related (eg. aunty, cousin) Y1: To know that some information about me and my family is personal. Y1/Y2 (Cycle A): To know that families can be made up of different people. Y1/Y2 (Cycle A): To know that families may be different to my family.
Friendships	Y1: Exploring how friendship problems can be overcome. Y1: Exploring friendly behaviours. Y2: Understanding difficulties in friendships and discussing action that can be taken.	Y1: To understand some characteristics of a positive friendship. Y1: To understand that friendships can have problems but that these can be overcome. Y2: To know some problems which might happen in friendships. Y2: To understand that some problems in friendships might be more serious and need addressing.
Respectful relationships	Y1: Recognising how other people show their feelings. Y1: Identifying ways we can care for others when they are sad. Y1: Exploring the ability to successfully work with different people. Y2: Learning how other people show their feelings and how to respond to them. Y2: Exploring the conventions of manners in different situations.	Y1: To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. Y2: To understand some ways people show their feelings. Y2: To understand what good manners are. Y2: To understand some gender stereotypes related to jobs.
Change and loss	Y1/Y2 (Cycle B): Exploring how loss and change can affect us.	Y1/Y2 (Cycle B): To know that there are ways we can remember people or events.

Sub-strand	Year 5/6	
	Skills	**Knowledge**
Health and prevention	Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun. Y5/Y6 (Cycle B): Discussing ways to prevent illness. Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.	Y5/Y6 (Cycle A): To understand the risks of sun exposure. Y5/Y6 (Cycle B): To understand that vaccinations can give us protection against disease. Y5/Y6 (Cycle B): To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals. Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep. Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful. Y5/Y6 (Cycle B): Exploring ways to maintain good habits. Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle. Y5 & Y6 (Cycle A & B): Understanding the relationship between stress and relaxation.	Y5/Y6 (Cycle A): To know that relaxation stretches can help us to relax and de-stress. Y5/Y6 (Cycle A): To know that calories are the unit that we use to measure the amount of energy certain foods give us. Y5/Y6 (Cycle A): To know that what we do before bed can affect our sleep quality. Y5/Y6 (Cycle B): To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). Y5/Y6 (Cycle B): To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Y5/Y6 (Cycle A): Taking responsibility for my own feelings. Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them. Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.	Y5/Y6 (Cycle A): To understand what can cause stress. Y5/Y6 (Cycle A): To understand that failure is an important part of success. Y5/Y6 (Cycle B): To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). Y5/Y6 (Cycle B):To know the effects technology can have on mental health.

Sub-strand	Year 3/4	
	Skills	**Knowledge**
Health and prevention	Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth. Y3/Y4 (Cycle B): Developing independence in looking after my teeth.	Y3/Y4 (Cycle A): To understand ways to prevent tooth decay. Y3/Y4 (Cycle B): To know key facts about dental health.
Physical health and wellbeing	Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation. Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed. Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation. Y3 & Y4 (Cycle A & B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	Y3/Y4 (Cycle A): To understand the positive impact relaxation can have on the body. Y3/Y4 (Cycle B): To know that visualisation means creating an image in our heads. Y3 & Y4 (Cycle A & B): To know the different food groups and how much of each of them we should have to have a balanced diet.
Mental wellbeing	Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier. Y3/Y4 (Cycle A): Developing a growth mindset. Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to. Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others. Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs. Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations. Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others. Y3/Y4 (Cycle B): Being able to breakdown a problem into smaller parts to overcome it.	Y3/Y4 (Cycle A): To understand that mistakes can help us to learn. Y3/Y4 (Cycle A): To understand the importance of belonging. Y3 /Y4 (Cycle A): To understand what being lonely means and that it is not the same as being alone. Y3/Y4 (Cycle B): To know that different job roles need different skills and so some roles may suit me more than others. Y3/Y4 (Cycle B): To know that it is normal to experience a range of emotions. Y3/Y4 (Cycle B): To know that mental health refers to our emotional wellbeing, rather than physical. Y3/Y4 (Cycle B): To know who can help if we are worried about our own or other people's mental health. Y3/Y4 (Cycle B): To understand what a problem or barrier is and that these can be overcome.

Sub-strand	Year 1/2	
	Skills	**Knowledge**
Health and prevention	Y1/Y2 (Cycle A): Learning how to wash hands properly. Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction. Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.	Y1/Y2 (Cycle A): To understand we can limit the spread of germs by having good hand hygiene. Y1/Y2 (Cycle A): To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. Y1/Y2 (Cycle A): To know that certain foods and other things can cause allergic reactions in some people. Y1/Y2 (Cycle B): To know that food and drinks with lots of sugar are bad for my teeth.
Physical health and wellbeing	Y1/Y2 (Cycle A): Exploring positive sleep habits. Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health. Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind. Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet. Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal. Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation.	Y1/Y2 (Cycle A): To know that sleep helps my body to repair itself, to grow and restores my energy. Y1/Y2 (Cycle B): To understand the importance of exercise to stay healthy. Y1/Y2 (Cycle B): To understand the balance of foods we need to keep healthy. Y1/Y2 (Cycle B): To know that breathing techniques can be a useful strategy to relax.
Mental wellbeing	Y1: Identifying different ways to manage feelings. Y2: Exploring strategies to manage different emotions. Y2: Developing empathy. Y1/Y2 (Cycle A): Identifying personal strengths and qualities. Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them. Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.	Y1: To know the words to describe some positive and negative emotions. Y2: To know that we can feel more than one emotion at a time. Y1/Y2 (Cycle A): To know that strengths are things we are good at. Y1/Y2 (Cycle A): To know that qualities describe what we are like. Y1/Y2 (Cycle B): To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand	Year 5/6	
	Skills	**Knowledge**
Being safe (including online)	Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe. Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information. Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems.	Y5/Y6 (Cycle A): To know the steps to take before sending a message online (using the THINK mnemonic). Y5/Y6 (Cycle A): To know some of the possible risks online. Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships. Y5/Y6 (Cycle B): To know where to get help with online problems.
Drugs, alcohol and tobacco	Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making. Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.	Y5/Y6 (Cycle A): To know some strategies I can use to overcome pressure from others and make my own decisions. Y5/Y6 (Cycle A): To understand the risks associated with drinking alcohol.
The changing adolescent body	Y5: Learning about the emotional changes during puberty. Y5: Identifying reliable sources of help with puberty. Y6: Discussing problems which might be encountered during puberty and using knowledge to help.	Y5: To understand the process of the menstrual cycle. Y5: To know the names of the external sexual parts of the body and the internal reproductive organs. Y5: To know that puberty happens at different ages for different people. Y6: To understand how a baby is conceived and develops.
Basic first aid	Y5/Y6 (Cycle A): Learning how to help someone who is choking. Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding. Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.	Y5/Y6 (Cycle B): To know how to assess a casualty's condition. Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRSABC).

Sub-strand	Year 3/4	
	Skills	**Knowledge**
Being safe (including online)	Y3: Identifying things people might do near roads which are unsafe. Y3/Y4 (Cycle A): Discussing how to seek help if I need to. Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable. Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online. Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online. Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content. Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.	Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen. Y3/Y4 (Cycle A): To understand that there are risks to sharing things online. Y3/Y4 (Cycle A): To know the difference between private and public. Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online. Y3/Y4 (Cycle B): To know the signs that an email might be fake. Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.
Drugs, alcohol and tobacco	Y3: Exploring choices and decisions that I can make. Y4: Exploring that people and things can influence me and that I need to make the right decision for me. Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.	Y4: To understand that other people can influence our choices. Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco.
The changing adolescent body	Y4: Discussing some physical and emotional changes during puberty.	Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Y3: Learning what to do in a medical emergency, including calling the emergency services. Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.	Y3: To know that it is important to maintain the safety of myself and others, before giving first aid. Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction. Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow.

Sub-strand	Year 1/2	
	Skills	**Knowledge**
Being safe (including online)	Y1: Discussing the concept of privacy. Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe. Y1/Y2 (Cycle B): Practising what to do if I get lost. Y1/Y2 (Cycle B): Identifying hazards that may be found at home. Y1/Y2 (Cycle B): Exploring ways to stay safe online. Y1 & Y2 (Cycle A & B): Learning how to behave safely near the road and when crossing the road.	Y1: To know that some types of physical contact are never appropriate. Y1: To know the PANTS rule. Y1/Y2 (Cycle A):To understand the difference between secrets and surprises. Y1/Y2 (Cycle B):To know what to do if I get lost. Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury. Y1/Y2: (Cycle B):To know that I should tell an adult if I see something which makes me uncomfortable online. Y1/Y2 (Cycle A & B): To know the rules for crossing the road safely.
Drugs, alcohol and tobacco	Y1: Learning what is and is not safe to put in or on our bodies. Y2: Exploring what people can do to feel better when they are ill. Y2: Learning how to be safe around medicines.	Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. Y2: To know that medicine can help us when we are ill. Y2: To understand that we should only take medicines when a trusted adult says we can.
The changing adolescent body		Y1: To know the names of parts of my body including private parts.
Basic first aid	Y1/Y2 (Cycle A):Practising making an emergency phone call.	Y1/Y2 (Cycle A):To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. Y1/Y2 (Cycle A):To know that the emergency services are the police, fire service and the ambulance service.

Year 5/6

Skills	Knowledge
Y5: Discussing how rights and responsibilities link.	Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.
Y5: Exploring the right to a freedom of expression.	Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.
Y5: Developing an understanding of how parliament and Government work.	Y6: To know that education is an important human right.
Y6: Discussing how education and other human rights protect us.	Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
Y6: Identifying causes which are important to us.	Y5/Y6 (Cycle A):To know what happens when someone breaks the law.
Y6: Discussing how people can influence what happens in parliament.	Y5/Y6 (Cycle A):To understand the waste hierarchy.
Y6: Identifying appropriate ways to share views and ideas with others.	Y5/Y6 (Cycle A): To know that prejudice is making assumptions about someone based on certain information.
Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination.	Y5/Y6 (Cycle A): To know that discrimination is treating someone differently because of certain factors.
Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment.	Y5/Y6 (Cycle B):To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.
Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised.	Y5/Y6 (Cycle B): To know that our food choices can affect the environment.
Y5/Y6 (Cycle B):Identifying ways people can bring about change in society.	
Y5/Y6 (Cycle B): Learning about environmental issues relating to food.	

Year 1/2		Year 3/4	
Skills	**Knowledge**	**Skills**	**Knowledge**
Y1: Recognising why rules are necessary. Y1: Exploring the differences between people. Y2: Explaining why rules are in place. Y1/Y2 (Cycle A): Recognising the groups that we belong to. Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment. Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment. Y1/Y2 (Cycle A): Identifying ways to help look after the school environment. Y1/Y2 (Cycle A): Recognising the contribution people make to the local community. Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets. Y1/Y2 (Cycle B):Learning how to discuss issues of concern to me.	Y1: To know the rules in school. Y1: To understand that people are all different. Y2: To know some of the different places where rules apply. Y2: To understand that everyone has similarities and differences. Y2: To know that some rules are made to be followed by everyone and are known as 'laws'. Y1/Y2 (Cycle A):To know some of the jobs people do to look after the environment in school and the local community. Y1/Y2 (Cycle B): To know that different pets have different needs. Y1/Y2 (Cycle B):To understand the needs of younger children and that these change over time. Y1/Y2 (Cycle B):To know that voting is a fair way to make a decision. Y1/Y2 (Cycle B): To understand how democracy works in school through the school council.	Y3: Discussing ways we can make a difference to recycling rates at home/school. Y3: Identifying local community groups. Y4: Discussing how local community groups support the community. Y4: Considering the responsibilities that adults and children have to maintain children's rights. Y4: Identifying ways items can be reused. Y4: Explaining why reusing items is of benefit to the environment. Y3/Y4 (Cycle A): Discussing how we can help to protect human rights. Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community. Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community. Y3 & Y4 (Cycle A & B): Exploring how children's rights help them and other children.	Y3: To understand how recycling can have a positive impact on the environment. Y3: To know that the local council is responsible for looking after the local area. Y3: To know that elections are held where adults can vote for local councillors. Y4: To know that reusing items is of benefit to the environment. Y4: To understand that councillors have to balance looking after local residents and the needs of the council. Y3/Y4 (Cycle A): To understand some of the consequences of breaking rules. Y3/Y4 (Cycle B): To understand the role of charities in the community. Y3/Y4 (Cycle B): To know that there are a number of groups which make up the local community. Y3 & Y4 (Cycle A & B):To understand the UN Convention on the Rights of the Child.

Year 5/6

Skills	Knowledge
Y6: Identifying jobs which might be suitable for them. Y5/Y6 (Cycle A): Discussing risks associated with money. Y5/Y6 (Cycle A): Making a budget based on priorities. Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this. Y5/Y6 (Cycle B): Discussing some risks associated with gambling.	Y6: To understand that different jobs have different routes into them. Y6: To understand that people change jobs for a number of reasons. Y5/Y6 (Cycle A): To know that when money is borrowed it needs to be paid back, usually with interest. Y5/Y6 (Cycle A): To know that it is important to prioritise spending. Y5/Y6 (Cycle A): To know some ways that people lose money. Y5/Y6 (Cycle A): To know that income is the amount of money received and expenditure is the amount of money spent. Y5/Y6 (Cycle B): To understand that there are certain rules to follow to keep money safe in bank accounts. Y5/Y6 (Cycle B): To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. Y5/Y6 (Cycle B): To know that banks and organisations such as Citizens' Advice can help with money-related problems.

Economic wellbeing

Year 1/2

Skills	Knowledge
Y1: Developing an understanding of how banks work. Y1: Identifying whether something is a want or need. Y2: Exploring the reasons why people choose certain jobs. Y1/Y2 (Cycle A): Discussing how to keep money safe. Y1/Y2 (Cycle B): Exploring choices people make about money. Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money. Y1 & Y2 (Cycle A & B): Discussing what to do if we find money.	Y1: To know that coins and notes have different values. Y1: To know some of the ways children may receive money. Y1: To know that it is wrong to steal money. Y1: To know that banks are places where we can store our money. Y1: To know some jobs in school. Y1: To know that different jobs need different skills. Y1: To know the difference between a 'want' and 'need'. Y2: To know some of the ways in which adults get money. Y2:To know some of the features to look at when selecting a bank account.

Year 3/4

Skills	Knowledge
Y3: Discussing the range of feelings which money can cause. Y3: Discussing the different attitudes people have to money. Y3: Exploring the impact our spending can have on other people. Y4: Exploring the factors which affect whether something is value for money. Y4: Discussing some impacts of losing money. Y4: Identifying negative and positive influences that can affect our career choices.	Y3: To know that budgeting money is important. Y3: To understand that there are a range of jobs available. Y4: To know that money can be lost in a variety of ways. Y4: To understand the importance of tracking money. Y3/Y4 (Cycle B): To know that many people will have more than one job or career in their lifetimes. Y3 & Y4 (Cycle A & B): Exploring ways to overcome stereotypes in the workplace. Y3 & Y4 (Cycle A & B): To understand that there are different ways to pay for things. Y3 & Y4 (Cycle A & B): To understand that some stereotypes can exist around jobs but these should not affect people's choices.

RE

Understanding Christianity

Diversity

RE INTENT

At Haggonfields Primary we are committed to providing RE learning that has a deep curiosity of worldwide religions as well as spiritual and ethical issues. Our vision is to provide a curriculum that gives an informed and respectful understanding of a range of faiths. We have aspirations for pupils who leave Haggonfields to be able to be both inquisitive and inspired about the faiths followed locally and internationally.

The three priorities for RE Learning are that lessons:

- Ensure pupils have a secure and accurate knowledge of the 7 main world faiths.
- Enable pupils to enquire, critically analyse and interpret information confidently.
- Allow pupils to think globally and make comparative links between different faiths as well as connections to the wider curriculum.

"When I meet a new person, I don't see race or religion. I look deeper. We must learn to satisfy our conflicts peacefully and to respect one another."
Muhammad Ali

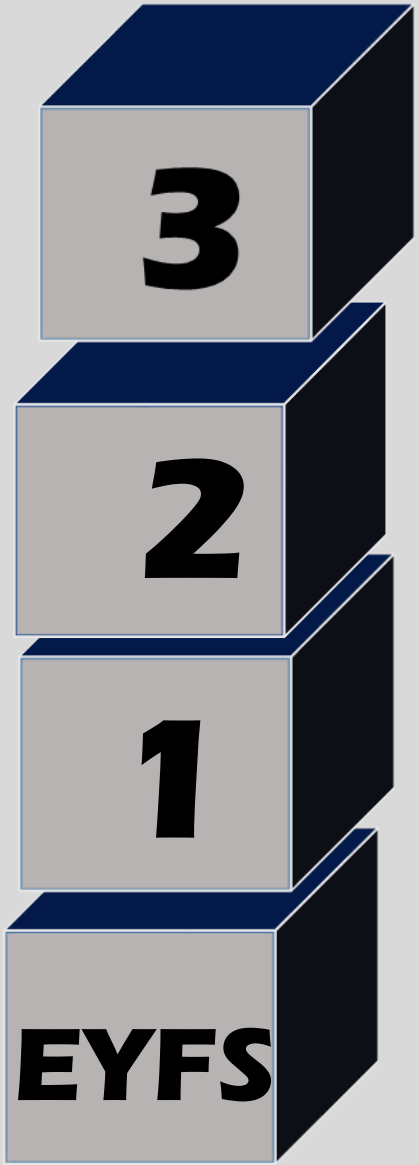
RE – Understanding Christianity

- Explore why Christians believe God is both holy and loving, angered by sin and injustice but is also forgiving.
- Debate about what God is like.
- Understand why Christians believe God is omnipotent, omniscient and eternal
- Trace the people of God throughout the Bible: Abraham, Jacob to David
- Explore stories from the Bible and analyse how Christians today apply these ideas to living today.
- Contrast this belief with the Jewish faith which does not think Jesus is the Messiah
- Explore why Christians believe God is both holy and loving, angered by sin and injustice but is also forgiving

- Understand why Christians believe God is omnipotent, omniscient and eternal.
- Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love.
- Consider why Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show his love
- Understand that Jesus was Jewish
- Know that Christians believe Jesus is the Messiah and that his birth, life, death and resurrection were part of God's plan torestore the relationship between humans and God

- Understanding God is challenging: people spend their whole lives learning more and more about God.
- As human beings are part of God's good creation, they do best when they listen to God
- The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.
- Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.
- Know that Christians believe that Jesus promises to stay with them and Bible stories show how God keeps his promises.

RE – Understanding Christianity



- Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.
- God the Creator cares for the creation, including human beings
- Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.
- Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people.

- Christians believe God is loving, kind, fair, and also Lord and King: and there are stories that show this.
  Christians worship God, and try to live in ways that please him.
- Ask questions about the relationship between God and human beings.
- Discuss stories about the People of God
- Know that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming
- Know that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things. what the best way for a Jewish person to show commitment to God is

- Know that Christians believe in God, and that they find out about God in the Bible.
- Recognise that Christians believe that the Earth and everything in it are important to God.
- Illustrate how humans should care for the world because it belongs to God.
- Recount the story of Jesus' extraordinary birth in Bethlehem
- Talk about how Jesus is a friend to the poor and friendless.
- Know how to consider Jesus' teachings about how to live the right way.

- Know that the word God is a name
- Know that Christians believe God came to Earth in human form as Jesus.
- Know that Christians believe Jesus came to show that all people are precious and special to God.
- Know that Jesus' name means "He saves."
- Know that Christians believe Jesus came to show God's love.
- Know that Christians try to show love to others.

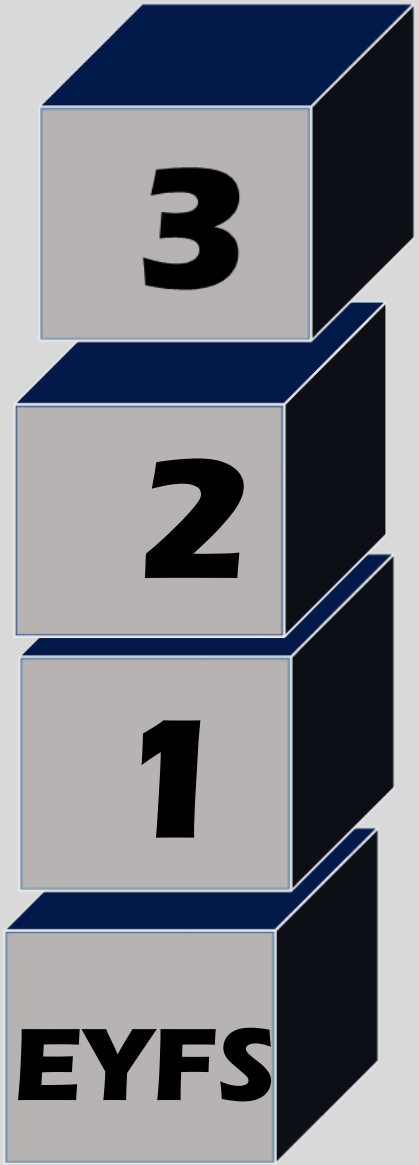
RE – Worship and Sacred Places

- Know what we can learn by reflecting on words of wisdom from religions and world views
- Know what scared texts say about God, the world and human life
- Explore a wider variety of world religions including non-religious views such as Humanism

- Know how Muslim people's beliefs about God, the world and others have impact on their lives
- Know how Hindu people's beliefs about God, the world and others have impact on their lives
- Know what the five pillars are
- Know that the prophet is named Allah

- Know how and why Diwali is celebrated and how this celebration develops a sense of belonging for a Hindu child
- Know how Mandirs are very special to Hindus
- Be able to talk about similarities and differences between places of worship

RE – Worship and Sacred Places



- Know where Christians, Hindus and Muslim people worship.
- Know the names of places of worship for Hindus and Muslims
- Know how Mosques are very special to Muslims
- Know similarities and differences between places of worship

- Know why it is important for Jewish people to do what God asks them to do
- Know that the relationship between God and Jewish people is very special and give reasons why
- Know what the best way for a Jewish person to show commitment to God is

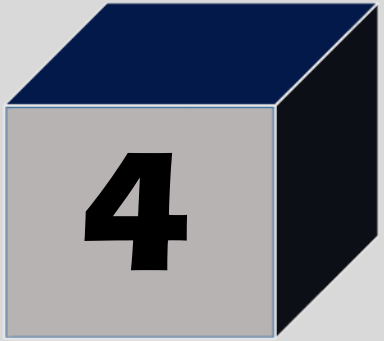
- Know of some similarities between synagogues and churches
- Know some important Jewish symbols and what they represent to Jewish people
- Know what is similar about Christian beliefs and Judaism
- Know why Shabbat is important to Jewish children
- Know if Rosh Hashanah and Yom Kippur are important to Jewish children

- Know that some people are Christians and believe in God and that other people might believe different things.
- Know and join in world faith celebrations such as Chinese New Year, Diwali or Holi, etc

RE – Understanding World Faiths and Beliefs

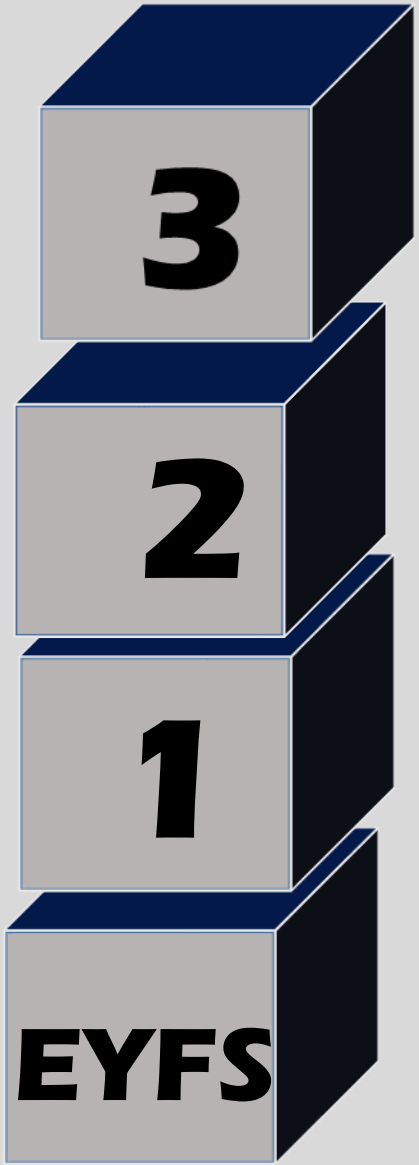
- Analyse how ‘good news’ is not just about setting an example for good behaviour and challenging bad behaviour: Christians believe that Jesus offers a way to heal the damage done by human sin. Explore how Christians believe that they should bring this good news to life in the world
- Consider why Christians read the ‘big story’ of the Bible, including Gospels and the New Testament. Discuss the different ways that Christians interpret Jesus’ death and explore how Christians remember Jesus’ sacrifice through the service of Holy Communion.
- Consider why many Christians challenge unjust social structures in their locality and in the world

- Explore how Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as light in the world.
- Know that belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also hope for life with God, starting now and continuing in a new life (Heaven).
- Explore how Christians believe that Jesus calls them to sacrifice their own needs to the needs of others
- Explore the parables about the Kingdom of God and consider what they mean



- Know that Holy Week is the culmination of Jesus’ earthly life, leading to his death and resurrection.
- Be able to retell the various events of Holy Week, such as the Last Supper, and know that they were important in showing the disciples what Jesus came to earth to do.
- Know that Jesus’ life shows what it means to love God (his Father) and love your neighbour. Christians try to be like Jesus – they want to know him better and better and try to put his teaching and example into practice in lots of ways, from church worship to social justice.
- Know that Christians worship God as Trinity and believe the Holy Spirit is God’s power at work in the world and in their lives

RE – Understanding World Faiths and Beliefs



- Christians believe God is Trinity: Father, Son and Holy Spirit.
- Jesus the Son is seen by Christians as revealing what God the Father is like.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today. They remember and celebrate Jesus' last week, death and resurrection.
- The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them, and Bible stories show how God keeps his promises. Christians believe that, through Jesus, all people can become the People of God.

- Know that Christians believe Jesus rose from the dead, giving people hope of a new life
- Know that parables often try to teach Christians lessons about how to live their life.
- Know that parables often try to teach Christians lessons about how to live their life.

- Know that Easter is important in the 'big story' of the Bible.
- Remember that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God
- and humans.
- Know why Christmas matters to Christians

- Know that Christians believe that God made our world and we should look after it
- Know that Christians remember Jesus' last week at Easter
- Know why some Christians put a cross in an Easter garden
- Know that some places are special
- Know that some people believe God is very special

MFL

Literacy

Culture

MFL INTENT

At Haggonfields Primary it is our intent that every pupil sees the world as an exciting, rich and diverse place in which they can live, work and explore. Children in our school who speak English as a second language are celebrated and their first languages are highly valued. We have aspirations for pupils who leave Haggonfields to be able to use their love of languages so that they are able to access rich opportunities later in life

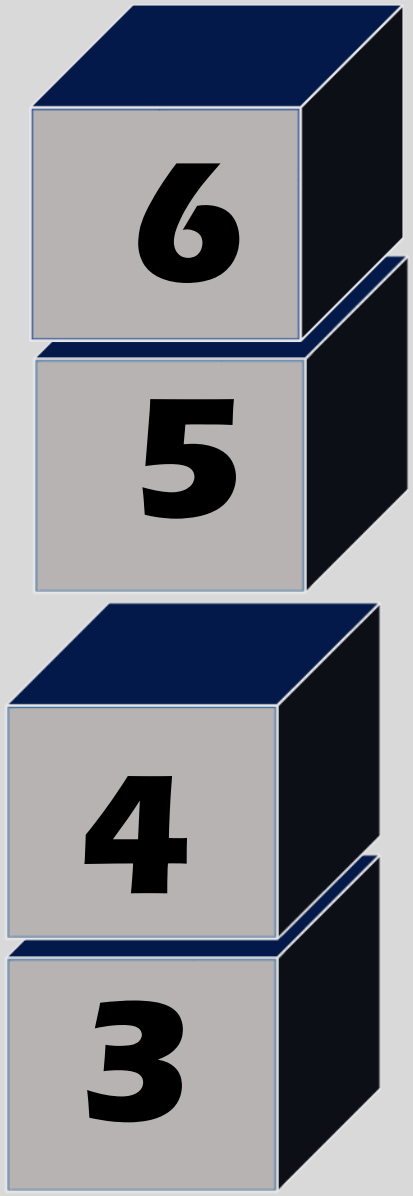
The 3 priorities within Modern Foreign Languages are:

- Learning will be memorable and engaging, taught systematically so that pupils are able to revisit and review prior knowledge frequently to embed their speaking and listening skills.
- To become curious and enthused by diversity.
- To ensure pupils are immersed with exciting opportunities to use languages creatively

"The limits of my language mean the limits of my world."
Ludwig Wittgenstein

MFL – Literacy

Listen, read, write and speak using the Spanish language.



- Use a variety of conjunctions of porque +es+,
- Understand and use the words used to describe places in a town
- Understand and use the words for transport types
- Use language associated with direction giving

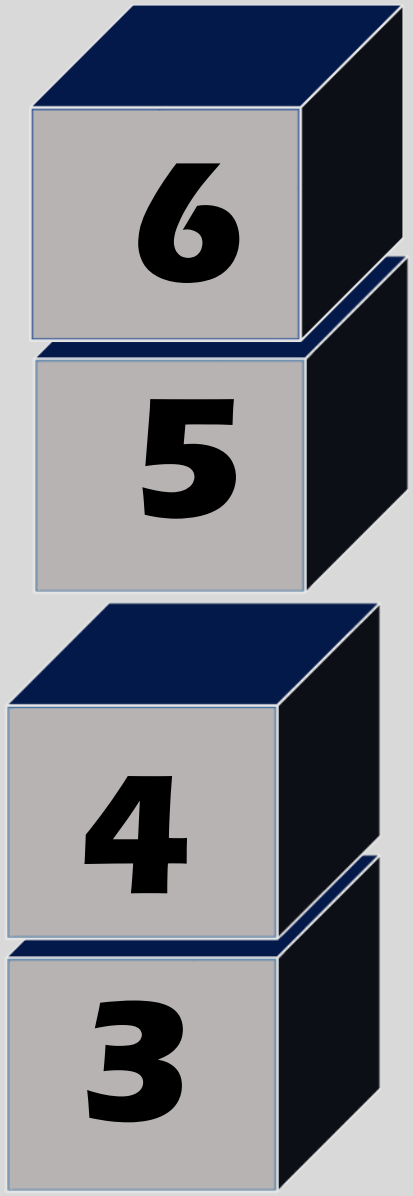
- Use verbs including negative no /no…tampoco
- Understand and use the words for different sports and hobbies and giving opinions of these
- Understand and use numbers to 100
- Use up to 7 adjectives to describe people
- Tell the time – hour, half and quarter hour

- Use of conjunctions y pero, sin embargo
- Count, write and recognise numbers to 40
- Use days, months and dates.
- Name at lest 5 different foods and use expressing an opinion

- Use the gender of nouns eg school equipment
- Use greetings and feelings in speech
- Use ser to say what colour something is
- Use the names of family members

MFL – Culture

The traditions and way of life in Spain.



- Know about children's daily routine in France
- Learn about the different regions on France and what each region is famous for
- Learn about another famous city

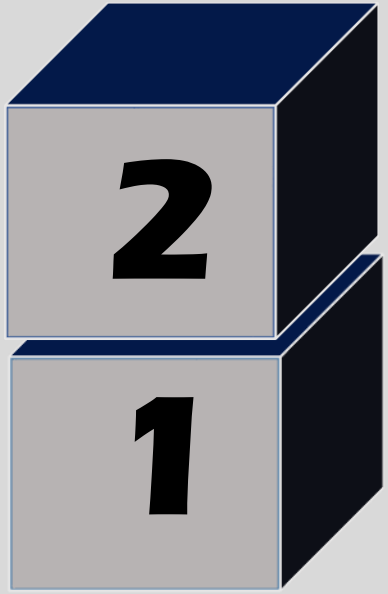
- Learn about a typical day in a real primary school in Spain
- Learn about the Mardi Gras carnival
- Know where Spanish is spoken around the world
- Pronounce the letters of the Spanish alphabet

- Learn about the different types of Spanish food and drink and where they are from

- Learn about the location of Madrid
- Learn about four famous landmarks (Royal Palace of Madrid, Gran Via , Plaza Mayor, Barrio de Salamanca)

MFL – Culture

The traditions and way of life in Spain.



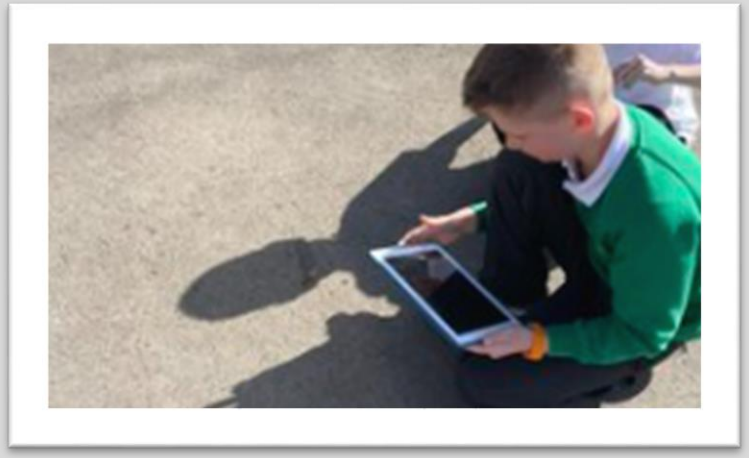
- Know where Spain is located and be ale to find it n a map and on a globe
- Know that the capital city of Spain is Madrid
- □ learn about how children typically celebrate Christmas in Spain

- Learn a simple counting finger rhyme in Spanish
- Learn about how children typically celebrate their birthdays in Spain

- Know that there are special foods associated with countries around the world and know some that are associated with Spain

COMPUTING

Online Safety



Computer Science & Networks

Information Technology

Digital Literacy

COMPUTING INTENT

At Haggonfields Primary we are committed to providing a relevant, challenging and enjoyable computing curriculum for all pupils
Our vision is to use Computing as a tool to enhance learning throughout the curriculum. To respond to new developments in technology. We have aspirations for pupils who leave Haggonfields to be equipped with the confidence and capability to use throughout their later life.

The three priorities for Computing Learning are:

- To develop the understanding of how to use computers and the internet safely and responsibly.
- To apply computer science, including logic, algorithms, data representation, and communication.
- To be creative users of information and communication technology.

"Computer science is no more about computers than astronomy is about telescopes"
Edsger Dijkstra

EYFS	Year 1/2		Year 3/4		Year 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
N/A	To know that the internet is many devices connected to one another. To know that you should tell a trusted adult if you feel unsafe or worried online. To know that people you do not know on the internet (online) are strangers and are not always who they say they are. To know that to stay safe online it is important to keep personal information safe. To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.	To understand the difference between online and offline. To understand what information I should not post online. To know what the techniques are for creating a strong password. To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.' To understand that not everything I see or read online is true.	To know that not everything on the internet is true: people share facts, beliefs and opinions online. To understand that the internet can affect your moods and feelings. To know that privacy settings limit who can access your important personal information Information, such as your name, age, gender etc. To know what social media is and that age restrictions apply.	To understand some of the methods used to encourage people to buy things online. To understand that technology can be designed to act like or impersonate living things. To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. To understand what behaviours are appropriate in order to stay safe and be respectful online.	To know different ways we can communicate online. To understand how online information can be used to form judgements. To understand some ways to deal with online bullying. To know that apps require permission to access private information and that you can alter the permissions. To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.	To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity. To know what steps are required to capture bullying content as evidence. To understand that it is important to manage personal passwords effectively. To understand what it means to have a positive online reputation. To know some common online scams.

	Year 3/4		Year 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B
Hardware	N/A	Understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Learning about the purpose of routers. Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data which predicts the weather.	Learning that external devices can be programmed by a separate computer. Learning the difference between ROM and RAM. Recognising how the size of RAM affects the processing of data. Understanding the fetch, decode, execute cycle. Learning about the history of computers and how they have evolved over time. Using the understanding of historic computers to design a computer of the future.	Understanding and identifying barcodes, QR codes and RFID. Identifying devices and applications that can scan or read barcodes, QR codes and RFID. Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).
Networks and data representation	N/A	Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration. Understanding the role of the key components of a network. Identifying the key components within a network, including whether they are wired or wireless. Understanding that websites and videos are files that are shared from one computer to another. Learning about the role of packets. Understanding how networks work and their purpose. Recognising links between networks and the internet. Learning how data is transferred.	Learning the vocabulary associated with data: data and transmit. Learning how the data for digital images can be compressed. Recognising that computers transfer data in binary and understanding simple binary addition. Relating binary signals (Boolean) to the simple character-based language, ASCII. Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. Understanding how bit patterns represent images as pixels.	Understanding that computer networks provide multiple services.

NB. Statements in bold are covered in both cycles.

	EYFS	Year 1/2	
		Cycle A	Cycle B
Hardware	Learning how to operate a camera to take photographs of meaningful creations or moments. Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary. Recognising and identifying familiar letters and numbers on a keyboard. Developing basic mouse skills such as moving and clicking.	**Learning how to operate a camera or tablet to take photos and videos.** **Learning how to explore and tinker with hardware to find out how it works.** **Recognising that some devices are input devices and others are output devices.** **Learning where keys are located on the keyboard.** Understanding what a computer is and that it's made up of different components. Learning how we know that technology is doing what we want it to do via its output. Developing confidence with the keyboard and the basics of touch typing. **Recognising that buttons cause effects and that technology follows instructions.** **Using greater control when taking photos with cameras, tablets or computers.**	**Learning how to operate a camera or tablet to take photos and videos.** **Learning how to explore and tinker with hardware to find out how it works.** **Recognising that some devices are input devices and others are output devices.** **Learning where keys are located on the keyboard.** **Recognising that buttons cause effects and that technology follows instructions.** **Using greater control when taking photos with cameras, tablets or computers.**
Networks and data representation	N/A	N/A	N/A

NB. Statements in bold are covered in both cycles.

	Year 3/4		Year 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B
Computational thinking	Using decomposition to explore the code behind an animation. Using repetition in programs. Using logical reasoning to explain how simple algorithms work. **Explaining the purpose of an algorithm.** Forming algorithms independently. Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Identifying patterns through unplugged activities. Using past experiences to help solve new problems. Using abstraction to identify the important parts during both plugged and unplugged activities.	Using decomposition to explain the parts of a laptop computer. **Explaining the purpose of an algorithm.**	Decomposing a program without support. **Predicting how software will work based on previous experience.** Using past experiences to help solve new problems. **Writing increasingly complex algorithms for a purpose.**	Decomposing a program into an algorithm. Decomposing animations into a series of images. Decomposing a story to be able to plan a program to tell a story. **Predicting how software will work based on previous experience.** **Writing increasingly complex algorithms for a purpose.**

NB. Statements in bold are covered in both cycles.

DIOCESE OF SOUTHWELL & NOTTINGHAM MULTI ACADEMY TRUST

Progression of skills

Computer Science

Haggonfields Primary School

	Year 3/4		Year 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B
Programming	**Using logical thinking to explore more complex software; predicting, testing and explaining what it does.** Incorporating loops to make code more efficient. Continuing existing code. Making reasonable suggestions for how to debug their own and others' code. Creating algorithms for a specific purpose. Coding a simple game. Using abstraction and pattern recognition to modify code. Incorporating variables to make code more efficient. **Remixing existing code.**	**Using logical thinking to explore more complex software; predicting, testing and explaining what it does.** **Remixing existing code.**	Programming an animation. **Iterating and developing their programming as they work.** **Confidently using loops in programming.** **Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected.** **Writing code to create a desired effect.** **Using a range of programming commands.** **Using repetition within a program.** Predicting code and adapting it to a chosen purpose. **Changing a program to personalise it.** **Evaluating code to understand its purpose.** **Debugging quickly and effectively to make a program more efficient.** **Remixing existing code to explore a problem.**	**Debugging quickly and effectively to make a program more efficient.** **Remixing existing code to explore a problem.** Using and adapting nested loops. Programming using the language Python. **Changing a program to personalise it.** **Evaluating code to understand its purpose.** Amending code within a live scenario. **Iterating and developing their programming as they work.** **Confidently using loops in programming.** **Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected.** **Writing code to create a desired effect.** **Using a range of programming commands.** **Using repetition within a program.**

NB. Statements in bold are covered in both cycles.

	EYFS	Year 1/2	
		Cycle A	Cycle B
Computational thinking	Using logical reasoning to understand simple instructions and predict the outcome.	Learning that decomposition means breaking a problem down into smaller parts and articulating this. **Using decomposition to solve unplugged challenges.** **Using logical reasoning to predict the behaviour of simple programs.** **Developing the skills associated with sequencing in unplugged activities.** **Following a basic set of instructions.** **Assembling instructions into a simple algorithm.** **Explaining what an algorithm is.** **Following an algorithm.** **Creating a clear and precise algorithm.** **Learning that programs execute by following precise instructions.** **Incorporating loops within algorithms.** Decomposing a game to predict the algorithms used to create it. Learning that there are different levels of abstraction.	**Using decomposition to solve unplugged challenges.** **Using logical reasoning to predict the behaviour of simple programs.** **Developing the skills associated with sequencing in unplugged activities.** **Following a basic set of instructions.** **Assembling instructions into a simple algorithm.** **Explaining what an algorithm is.** **Following an algorithm.** **Creating a clear and precise algorithm.** **Learning that programs execute by following precise instructions.** **Incorporating loops within algorithms.**
Programming	Following instructions as part of practical activities and games. Learning to give simple instructions. Experimenting with programming a Bee-bot/Blue- bot and learning how to give simple commands. Learning to debug instructions, with the help of an adult, when things go wrong.	**Learning to debug instructions when things go wrong.** **Learning to debug an algorithm in an unplugged scenario.** **Using logical thinking to explore software, predicting, testing and explaining what it does.** **Using an algorithm to write a basic computer program.**	Programming a Floor robot to follow a planned route. Using programming language to explain how a floor robot works. **Using logical thinking to explore software, predicting, testing and explaining what it does.** **Using an algorithm to write a basic computer program.** Using loop blocks when programming to repeat an instruction more than once. **Learning to debug instructions when things go wrong.** **Learning to debug an algorithm in an unplugged scenario.**

NB. Statements in bold are covered in both cycles.

	Year 3/4		Year 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B
Using software	Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions. Designing and creating a webpage for a given purpose. **Building a web page and creating content for it.** **Using software to work collaboratively with others.**	**Building a web page and creating content for it.** Use online software for documents, presentations, forms and spreadsheets. **Using software to work collaboratively with others.**	**Using logical thinking to explore software more independently, making predictions based on their previous experience, iterating ideas and testing continuously.** **Identify ways to improve and edit programs, videos, images etc.** **Using search and word processing skills to create a presentation.** Independently learning how to use 3D design software package TinkerCAD. Creating and editing sound recordings for a specific purpose. Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions. Using design software TinkerCAD to design a product. Creating a website with embedded links and multiple pages.	**Using logical thinking to explore software more independently, making predictions based on their previous experience, iterating ideas and testing continuously.** **Identify ways to improve and edit programs, videos, images etc.** **Using search and word processing skills to create a presentation.** Using software programme Sonic Pi/Scratch to create music. Using video editing software to animate.
Using email and internet searches	Learning to log in and out of an email account. Writing an email including a subject, 'to' and 'from.' Sending an email with an attachment. Replying to an email.	Understanding why some results come before others when searching. Using keywords to effectively search for information on the internet. Understanding that information found by searching the internet is not all grounded in fact. Searching the internet for data.	Understanding how search engines work.	Developing searching skills to help find relevant information on the internet. Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.

NB. Statements in bold are covered in both cycles.

	Year 3/4		Year 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B
Using data	N/A	Understanding the vocabulary associated with databases: field, record, data. Learning about the pros and cons of digital versus paper databases. Sorting and filtering databases to easily retrieve information. Creating and interpreting charts and graphs to understand data. Understanding that data is used to forecast weather. Recording data in a spreadsheet independently. Sorting data in a spreadsheet to compare using the 'sort by...' option. Designing a device which gathers and records sensor data.	Understanding how data is collected in remote or dangerous places. Understanding how data might be used to tell us about a location.	Understanding how barcodes, QR codes and RFID work. Gathering and analysing data in real time. Creating formulas and sorting data within spreadsheets.
Wider use of technology	Understanding the purpose of emails. Recognising how social media platforms are used to interact.	Understanding that software can be used collaboratively online to work as a team.	**Learn about different forms of communication that have developed with the use of technology.**	Learning about the Internet of Things and how it has led to 'big data'. Learning how 'big data' can be used to solve a problem or improve efficiency. **Learn about different forms of communication that have developed with the use of technology.**

NB. Statements in bold are covered in both cycles.

	EYFS	Year 1/2	
		Cycle A	Cycle B
Using software	Using a simple online paint tool to create digital art.	**Using a basic range of tools within graphic editing software.** Taking and editing photographs. **Developing control of the mouse through dragging, clicking and resizing of images to create different effects.** **Developing understanding of different software tools.** Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. **Creating and labelling images.**	**Using a basic range of tools within graphic editing software.** Taking and editing photographs. **Developing control of the mouse through dragging, clicking and resizing of images to create different effects.** **Developing understanding of different software tools.** Using software (and unplugged means) to create story animations. **Creating and labelling images.**
Using email and internet searches	N/A	**Recognising devices that are connected to the internet.** **Understanding that we are connected to others when using the internet.** Searching for appropriate images to use in a document. Understanding what online information is.	Searching and downloading images from the internet safely. **Recognising devices that are connected to the internet.** **Understanding that we are connected to others when using the internet.**
Using data	Representing data through sorting and categorising objects in unplugged scenarios. Representing data through physical pictograms. Exploring branch databases through physical games.	**Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc.**	**Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc.** Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet. Using representations to answer questions about data. Using software to explore and create pictograms and branching databases.
Wider use of technology	N/A	Recognising common uses of information technology, including beyond school. Understanding some of the ways we can use the internet. **Learning how computers are used in the wider world.**	**Learning how computers are used in the wider world.**

NB. Statements in bold are covered in both cycles.

EYFS	Year 1/2 Cycle A	Year 1/2 Cycle B	
Recognising that a range of technology is used for different purposes. Learning to log in and log out.	Logging in and out and saving work on their own account. **When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.** **Understanding how to interact safely with others online.** Recognising how actions on the internet can affect others. Recognising what a digital footprint is and how to be careful about what we post. **Identifying whether information is safe or unsafe to be shared online.**	Learning how to create a strong password. Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable **Identifying whether information is safe or unsafe to be shared online.** Learning to be respectful of others when sharing online and ask for their permission before sharing content. Learning strategies for checking if something they read online is true. **When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.** **Understanding how to interact safely with others online.**	
Year 3/4 Cycle A	**Year 3/4 Cycle B**	**Year 5/6 Cycle A**	**Year 5/6 Cycle B**
Recognising that different information is shared online including facts, beliefs and opinions. Learning how to identify reliable information when searching online. Learning how to stay safe on social media. Considering the impact technology can have on mood. Learning about cyberbullying. Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.	Recognising that information on the internet might not be true or correct and that some sources are more trustworthy than others. Learning to make judgements about the accuracy of online searches. Identifying forms of advertising online. Recognising what appropriate behaviour is when collaborating with others online. Reflecting on the positives and negatives of time spent online. Identifying respectful and disrespectful online behaviour.	Identifying possible dangers online and learning how to stay safe. Evaluating the pros and cons of online communication. **Recognising that information on the internet might not be true or correct and learning ways of checking validity.** Learning what to do if they experience bullying online. Learning to use an online community safely. Using search engines safely and effectively. **Understanding the importance of secure passwords and how to create them.**	Learning about the positive and negative impacts of sharing online. Learning strategies to create a positive online reputation. **Understanding the importance of secure passwords and how to create them.** Learning strategies to capture evidence of online bullying in order to seek help. Recognising that updated software can help to prevent data corruption and hacking. **Recognising that information on the internet might not be true or correct and learning ways of checking validity.**

NB. Statements in bold are covered in both cycles.

Diocese of Southwell & Nottingham Multi Academy Trust

Haggonfields Primary School

Progression of knowledge

Creating media

EYFS	Year 1/2	Year 3/4	Year 5/6	
	Cycle B only*	Cycle A only*	Cycle A	Cycle B
N/A	To understand that holding the camera still and considering angles and light are important to take good pictures. To know that you can edit, crop and filter photographs. To know how to search safely for images online. To understand that an animation is made up of a sequence of photographs. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features e.g. onion skinning.	To know that different types of camera shots can make my photos or videos look more effective. To know that I can edit photos and videos using film editing software. To understand that I can add transitions and text to my video. To know some of the features of web design software. To know that a website is a collection of pages that are all connected. To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. To know that websites should be informative and interactive.	To know that radio plays are plays where the audience can only hear the action so sound effects are important. To know that sound clips can be recorded using sound recording software. To know that sound clips can be edited and trimmed.	To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph. To know that decomposition of an idea is important when creating stop-motion animations. To know that editing is an important feature of making and improving a stop motion animation.

*The knowledge statements for Creating media are all covered in one cycle.

EYFS	Year 1/2	Year 3/4		Year 5/6	
	Cycle B only*	Cycle A	Cycle B	Cycle A	Cycle B
To be able to understand what a computer keyboard is and recognising some letters and numbers. To know that a mouse can be used to click, drag and create simple drawings. To know that to use a computer you need to log in to it and then log out at the end of your session. To know that different types of technology can be found at home and in school. To know that you can take simple photographs with a camera or iPad. To know that you must hold the camera still and ensure the subject is in the shot to take a photo.	To know that "log in and log out" means to begin and end a connection with a computer. To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. To know that passwords are important for security. To know that when we create something on a computer it can be more easily saved and shared than a paper version. To know some of the simple graphic design features of a piece of online software. To know the difference between a desktop and laptop computer. To know that people control technology. To know that buttons are a form of input that give a computer an instruction about what to do (output). To know that computers often work together. To know that touch typing is the fastest way to type. To know that I can make text a different style, size and colour. To know that "copy and paste" is a quick way of duplicating text.	To know what a tablet is and to understand that email stands for 'electronic mail.' To know that an attachment is an extra file added to an email. To understand that emails should contain appropriate and respectful content. To know that cyberbullying is bullying using electronics such as a computer or phone.	To understand that software can be used collaboratively online to work as a team. To know what type of comments and suggestions on a collaborative document can be helpful. To know that you can use images, text, transitions and animation in presentations. To know what a tablet is and how it is different from a laptop/desktop computer. To understand what a network is and how a school network might be organised. To know that a server is central to a network and responds to requests made. To know how the internet uses networks to share files. To know that a router connects us to the internet. To know what a packet is and why it is important for website data transfer. To know the roles that inputs and outputs play. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.	To know the difference between ROM and RAM. To understand the importance of having a secure password and what "brute force hacking" is. To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. To know about some of the historical figures that contributed to technological advances in computing. To understand what techniques are required to create a presentation using appropriate software.	To understand the To know how search engines work. To understand that anyone can create a website and therefore we should take steps to check the validity of websites. To know that web crawlers are computer programs that crawl through the internet. To understand what copyright is.

*The knowledge statements for Computing systems and networks are all covered in one cycle.

Progression of knowledge

Programming

EYFS	Year 1/2		Year 3/4	Year 5/6	
	Cycle A	Cycle B	Cycle A only*	Cycle A	Cycle B
To know that being able to follow and give simple instructions is important in computing. To understand that it is important for instructions to be in the right order. To understand why a set of instructions may have gone wrong. To know that you can program a Bee-Bot with some simple commands. To understand that debugging means how to fix some simple programming errors. To understand that an algorithm is a set of clear and precise instructions.	To understand that an algorithm is when instructions are put in an exact order. To know that input devices get information into a computer and that output devices get information out of a computer. To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'. To know that coding is writing in a special language so that the computer understands what to do. To understand that the character in ScratchJr is controlled by the programming blocks. To know that you can write a program to create a musical instrument or tell a joke.	To understand the basic functions of a Bee-Bot. To know that you can use a camera/tablet to make simple videos. To know that algorithms move a bee-bot accurately to a chosen destination. To understand what machine learning is and how that enables computers to make predictions. To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times. To know that abstraction is the removing of unnecessary detail to help solve a problem.	To know that Scratch is a programming language and some of its basic functions. To understand how to use loops to improve programming. To understand how decomposition is used in programming. To understand that you can remix and adapt existing code. To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. To know what a conditional statement is in programming. To understand that variables can help you to create a quiz on Scratch. To know that combining computational thinking skills (sequence, abstraction, decomposition etc) can help you to solve a problem. To understand that pattern recognition means identifying patterns to help them work out how the code works. To understand that algorithms can be used for a number of purposes e.g. animation, games design etc.	To know that a Micro:bit is a programmable device. To know that Micro:bit uses a block coding language similar to Scratch. To understand and recognise coding structures including variables. To know what techniques to use to create a program for a specific purpose (including decomposition).	To know that there are text-based programming languages such as Logo and Python. To know that nested loops are loops inside of loops. To understand the use of random numbers and remix Python code. To know that a soundtrack is music for a film/video and that one way of composing these is on programming software. To understand that using loops can make the process of writing music simpler and more effective. To know how to adapt their code while performing their music.

*The knowledge statements for Programming are all covered in one cycle .

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Progression of knowledge

Data handling

EYFS	Year 1/2	Year 3/4	Year 5/6	
	Cycle B only*	Cycle B only*	Cycle A	Cycle B
To know that sorting objects into various categories can help you locate information. To know that using yes/no questions to find an answer is a branching database. To know that a pictogram is a way of showing information.	To know how that charts and pictograms can be created using a computer. To understand that a branching database is a way of classifying a group of objects. To know that computers understand different types of 'input'. To understand that you can enter simple data into a spreadsheet. To understand what steps you need to take to create an algorithm. To know what data to use to answer certain questions. To know that computers can be used to monitor supplies.	To know that a database is a collection of data stored in a logical, structured and orderly manner. To know that computer databases can be useful for sorting and filtering data. To know that different visual representations of data can be made on a computer. To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called 'sensor data'. To know that a weather machine is an automated machine that responds to sensor data. To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.	To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock. To know what numbers using binary code look like and be able to identify how messages can be sent in this format. To understand that RAM is Random Access Memory and acts as the computer's working memory. To know what simple operations can be used to calculate bit patterns.	To know that data contained within barcodes and QR codes can be used by computers. To know that infrared waves are a way of transmitting data. To know that Radio Frequency Identification (RFID) is a more private way of transmitting data. To know that data is often encrypted so that even if it is stolen it is not useful to the thief. To know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'. I know that devices or that are not updated are most vulnerable to hackers. To know the difference between mobile data and WiFi.

*The knowledge statements for Data handling are all covered in one cycle .