Strawberry Fields Primary School

Curriculum Handbook

'Learning together, building the future'

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CYCLE A – 2023/24

CYCLE B – 2024/25

Strawberry Fields Primary School – Curriculum Statement

Our Curriculum

Intent

At Strawberry Fields Primary School we aim to ensure that **all** our learners receive the highest standard of teaching in all areas of the curriculum, to enable pupils to achieve the best possible learning outcomes.

In order to do this, we believe that a carefully constructed and rigorously delivered curriculum is essential. Our curriculum allows children to develop a core body of disciplinary knowledge within each individual subject, through proper progression; spaced learning to revisit, revise and embed previously taught content; and opportunities to apply learning in both classroom and real-world contexts. Children should be able to see how what they are learning connects to what they have learned in the past. Prior learning should inform present learning, present learning should deepen the understanding of what children have learned previously.

At Strawberry Fields we aim to teach a curriculum which is challenging, dynamic, engaging, and which has clear connections to our children's real-world experiences.

Our curriculum aims:

- Support our children to develop a love of learning and of 'finding-out' that will last a lifetime
- Deliver a full, broad and balanced programme of study across all subject areas
- Give all children, including those with additional needs, opportunities to shine and feel pride
- Deliver the full National Curriculum, supported by in-school provision maps and progression documents
- Have committed, enthusiastic subject leaders
- Be progressive, so that learning in each subject area and each phase builds on prior learning
- Allow children to master core, discipline specific knowledge, skills and vocabulary
- Ensure that by the end of Year Six, our children are well-prepared for the next stage of their educational journey
- Introduce children to 'the best that has been thought and said' within an individual discipline, to build the cultural capital of our children, so that regardless of their starting point, our children leave primary school with an understanding of key social and cultural touchstones
- To build resilience, an enthusiasm for challenge and a 'growth mindset' in our children
- Make links between the curriculum the children are learning in the classroom, and the community and world in which they live
- Ensure that as children learn curriculum content at Strawberry Fields, they develop as individuals and as members of a community. We are proud that when our children leave us, they are kind, moral, thoughtful young people

Implementation

Our wider curriculum is taught in discreet subjects. Classes do not follow themes or topics. This is so that core, subject-specific knowledge, skills and vocabulary can be taught, and teachers can be explicit that the content relates to a particular discipline (for example, science, music, geography). Where genuine and appropriate links between subject areas exist, children will be encouraged to make connections to see when their learning is transferable.

Learning is sequenced so that core content is taught and revisited, and regular opportunities are given to apply learning, for example by producing a high-quality piece of artwork. New units of teaching will begin from established starting points. 'Spaced learning' is used to ensure core content is transferred to long-term memory, by revisiting previously taught content regularly.

In keeping with our aim of giving children a deep understanding of key contents, we operate a 'do less, but better' philosophy, encouraging teachers to plan fewer tasks, so that they can concentrate on embedding key knowledge, skills and vocabulary, and on producing high-quality outcomes.

Each subject has its own progression plan of core knowledge, skills and vocabulary to be taught (based on the National Curriculum) and subject leaders work closely with phase leaders and class teachers when units of learning are being planned.

Science, history, geography, art and design and technology are taught in focus weeks, meaning larger blocks of time can be devoted to acquiring and applying core curriculum content and producing high-quality outcomes.

In addition, each class will receive weekly lessons in music, religious education, RHSE (Relationships, Health and Sex Education), computing and physical education (twice weekly). In Key Stage Two all children receive a weekly Spanish lesson.

The art curriculum is augmented by a weekly 'sketchbook' lesson, and the music curriculum by a weekly singing assembly. Classroom learning is also supported by a range of extra-curricular activities, including sports clubs, eco-council, choirs and music lessons.

Feedback and marking are used to identify and corrections misconceptions, and to ensure children produce high-quality work at all times.

Each individual subject has its own Curriculum Statement, which can be seen on our website.

Impact

We judge the impact of our curriculum based on the outcomes for our children.

Judgements on outcomes are made based on:

- The quality of work produced in books or as other lesson outputs (for example, a composition in a music lesson)
- Formative assessment by teachers during lessons
- The understanding of key content shown in discussion (both informal and in 'pupil voice' interviews)
- The children's preparedness for the next stage of their education at the end of each phase

We consider our curriculum to be a work in progress in all times – we strive constantly to do better for our children. Where research or experience tells us there is a better way to do things, or in cases where outcomes are not as we would expect, we will amend our curriculum provision accordingly.

Strawberry Fields Primary School
F1 Curriculum map

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Theme</td><td>Marvellous me!
Pets</td><td>Autumn antics!
Nocturnal animals</td><td>Winter bears</td><td>Occupations</td><td>Growing in my garden</td><td>Living in my garden</td></tr>
<tr><td>Key texts for Vocabulary development</td><td>Where's Spot?

Dear Zoo</td><td>Oliver's Wood

The Very Helpful Hedgehog</td><td>Goldilocks and the Three Bears

We're Going on a Bear Hunt</td><td>Ready, steady, rescue!

Emergency!</td><td>The Enormous Turnip

Supertato!</td><td>The Very Hungry Caterpillar

Mad about Minibeasts</td></tr>
<tr><td>Reading</td><td colspan="6">Books are used from our reading spine, including fiction and non-fiction to help expose our children to new vocabulary and develop a love of reading. These books are carefully thought out and tailored to the topics we are learning and the children's interests and needs.</td></tr>
<tr><td></td><td colspan="2">-Listen and joins in with songs and rhymes.
-Fills in the missing word or phrase in a known rhyme or story.
-Able to sing and say well known nursery rhymes independently.
-Pays attention when an adult reads a story in a small group.
-Asks questions and makes comments about what has been read.
-Able to turn pages carefully in the correct sequence.
-Is able to point to print in the environment.
-Begins to recognise familiar logos, commercial print or icons for apps.
-Recognises own name.</td><td colspan="2">-Can name the different parts of a book such as front cover or title.
-Joins in with repeated refrains and phrases in stories.
-Anticipates key events in stories.
-Begins to tell own stories.
-Can talk about story events and main characters.
-Uses new story vocabulary as they begin to retell very familiar texts.
-Identify words that start with the same initial sound and suggest others.
-Looks at and enjoys print and digital books independently.</td><td colspan="2">-Can talk about story events and main characters
and suggest how a story might end.
-Can clap syllables.
-Can count syllables.
-Able to recognise some familiar signs such as names of shops.</td></tr>
<tr><td>Poems</td><td colspan="6">The poetry basket is used alongside stories to expose children to different types of poems. This provides opportunities to embed new vocabulary.</td></tr>
<tr><td></td><td>Chop, chop.

Pointy Hat</td><td>Breezy Weather

Who has seen the wind?</td><td>I can build a snowman

Furry furry squirrel</td><td>Stepping stones

Spring wind</td><td>Dance

Pitter patter</td><td>Monkey babies

Under a stone</td></tr>
<tr><td>Phonics</td><td><u>Phase 1 phonics:</u>
Environmental sounds

Instrumental sounds</td><td><u>Phase 1 phonics:</u>
Body percussion

Rhythm and rhyme</td><td><u>Phase 1 phonics:</u>
Rhythm and rhyme

Alliteration</td><td><u>Phase 1 phonics:</u>
Voice sounds

Alliteration</td><td colspan="2"><u>Phase 1 phonics:</u>
Oral blending and segmenting</td></tr>
<tr><td>Writing</td><td colspan="6">Drawing club is used across the academic year using stimulus based on the structure of story, tale and animation.</td></tr>
<tr><td></td><td colspan="2">-Draws freely, exploring a range of mark making materials.
-Distinguishes between the different marks they make.</td><td colspan="2">-Encouragement to trace over the letters of name.
-Gives meaning to the marks they make.</td><td colspan="2">-Write their name with accurate formation.
-Begin to form other recognisable letters.</td></tr>
</table>

	-Creates distinct marks to represent their name using combination of lines, circles and curves.	-Creates distinct marks to represent their name most of which are recognisable letter –type shapes.	-Confidently talk about their mark making, giving detailed meaning.
Maths	-Understand position through words alone. -Discuss routes and locations, using words like 'in front of and 'behind.' -Develop fast recognition of objects up to 3. -Recite numbers to 5. -Make comparisons between objects relating to size. -Gives two or three objects from a group. -Talk about and identify the patterns around them. Use informal language like 'pointy' and 'spotty.' -Talk about and explore 2D shapes using informal and mathematical language. -Explore combining shapes to make new ones.	-Recite numbers past 5. -Show 'finger numbers' up to 5. -Joins in and anticipates repeated sound and action patterns. -Extend and create ABAB patterns. -Notice and correct and error in a repeating pattern. -Match, sort and compare small amounts. -Compare quantities using language 'more than' and' fewer than. -Say one number for each item in order: 1,2,3,4,5 - 'Cardinal principle' last number reached to tell you how many there are. -Make comparisons between objects relating to size, length.	-Representing 1 2 3. -Comparing 1 2 3 and composition of 1, 2 & 3. -Circles and triangles. -Experiment with their own symbols and marks as well as numerals. -Make comparisons between objects relating to capacity. -Describe a familiar route. -Representing numbers to 5. -Shapes with four sides. -Solve real world mathematical problems with numbers up to 5. -Link numerals to amounts. -Make comparisons between objects relating to weight. -Begin to describe a sequence of events using words such as 'first, 'then.
PSED	-Select and use activities and resources, with help when needed. -Enjoy playing alone, alongside and with others, inviting others to play and attempt to join others' play. -Increasingly follow rules. -Shows increasing consideration for other people's needs and gradually more impulse control in favourable conditions. -Be increasingly independent in meeting own care needs e.g., using the toilet, washing and drying their hands thoroughly.	-Remember rules without needing an adult to remind them. -Practice skills of assertion, negotiation and compromise and look to supportive adults for help in resolving conflict with peers. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Begin to recognise the impact of their choices and behaviours/actions on others. -Develop their sense of responsibility and membership of a community. -Be more outgoing with unfamiliar people, in the safe context of their setting.	-Play with one or more children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries and suggest other ideas. -Make healthy choices about food and drink. -Recognise the impact of their choices and behaviours/actions on others and know that some actions and words can hurt others' feelings. -Show more confidence in social situations. -Talk about their feelings using words like 'happy,' 'sad,' 'angry' or 'worried.'
CLL	-Sing songs (nursery rhymes). -Listen to others in one to one and small groups when conversation interests them. -Knows many rhymes. -Understand the use of objects. -Shows understanding of prepositions such as under, on top, behind. -Listens to familiar stories with increasing attention and recall.	-Use a wider range of vocabulary. -Join in with repeated refrains and anticipates key events in stories and rhymes. -Be able to talk about familiar books and be able to tell a long story. -Use talk to organise themselves and their play. -Use intonation, rhythm and phrasing to make the meaning clear to others. -Uses talk in pretending that objects stand for something else in play. -Develop their pronunciation.	-Use a wider range of vocabulary that reflects the breadth of their experiences. -Use longer sentences of four to six words. -Beginning to use more complex sentences to link thoughts. -Be able to express a point of view and to debate with an adult or friend, using words as well as actions. -Begins to use a range of tenses. -Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time.

	-Understand a question or instruction that has more than two parts. -Able to use language in recalling past experiences. -Can retell a simple past event in correct order.	-Start a conversation with an adult or friend and continue it for many turns. -Follows instructions. -Talks more extensively about things that are of particular importance to them.	-Understand 'why' and 'how' questions. -Uses talk to explain what is happening and what might happen next. -Questions why things happen and gives explanations.
Physical Development ***Gross Motor***	-Explore kicking balls. -Sit on and use a push a-long wheeled toy such as a scooter. -Ride a tricycle. -Jump in the air with both feet leaving the floor and jump forward a small distance. -Use stairs independently. -Put on their own coat independently. -Use a knife and fork. -Explore throwing and catching beanbags and streamers. -Manage buttons and zips independently, for example fasten their coat. -Go upstairs using alternate feet. -Develop accuracy in pouring. -Use large scale movements – waving dance scarves, focus lines and circles, pivoting from the shoulder and elbow.	-Able to kick a stationary ball with either foot. -Build obstacle courses with large construction materials. -Jumping and landing. -Moves across climbing and balancing equipment using hands and body to stabilize. -Go up steps using alternate feet. -Use large scale movements. -Explore throwing and catching balls. -Go downstairs using alternate feet. -Run with spatial awareness, able to adjust speed or direction to avoid obstacles.	-Move to music. -Go up and down steps using alternate feet whilst carrying a small object. -Develop ball skills in a range of target games. -Teacher led activities linked to music introducing sequences and patterns of movement. -Sports day activities. -Develop their riding skills – trikes and bikes.
Physical Development ***Fine Motor***	-Explore using one handed dough tools. -Manipulating dough – rolling ball, sausage, pinching and imprinting with fingers. -Weekly fine motor – finger gym provision provocations which change depending on the needs of the children. -Use one handed tools such as scissors independently to make snips. -Handle construction toys with increasing control. -Begin to show preference for dominant hand through using range of mark making tools.	-Use one handed tools such as scissors independently to cut straight lines. -Draw lines and circles. -Hold pencil/paint brush beyond whole hand grasp. -Weekly fine motor – finger gym provision provocations which change depending on the needs of the children. -Use craft materials with increasing accuracy. -Show preference for a dominant hand.	-Begin to use one handed tools such as scissors to cut along diagonal lines. -Begin to hold pencil effectively. -Begin to form recognisable letters. -Weekly fine motor – finger gym provision provocations which change depending on the needs of the children. -Begin to use one handed tools such as scissors to cut along curved lines. -Use craft tools such as a hole punch.
Understanding the World ***Past and Present***	-Begin to make sense of their own life-story and family history. -Begin to show an understanding of vocabulary linked to past and future such as	-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	-Throughout the year link learning to birthdays and discuss older/younger and the passing of a year.

	yesterday, today, tomorrow, next week.		
Understanding the World ***People, Culture and Communities***	-Develop positive attitudes about the differences between people. -Comment on photos of their family; naming who they can see and of what relation they are to them. -Describe people who are familiar to them. -Can talk about what they do with their family and places they have been with their family. -Can identify similarities and make comparisons between other families. -Talk about celebrations linked to the children's experiences – Halloween, Bonfire Night, Christmas.	-Continue to develop positive attitudes about the differences between people. -Talk about celebrations linked to the children's experiences – Pancake Day, Mother's Day, Easter. -Talk about celebrations wider than the children's experiences – Chinese New Year. -Show interest in different occupations.	-Continue to develop positive attitudes about the differences between people. -Talk about celebrations linked to the children's experiences – Father's Day.
Understanding the World ***The Natural World***	-Begin to understand the need to respect and care for the natural environment and all living things. -Use all of their senses in hands on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary, including seasonal changes. -Talk about the difference between materials and the changes they notice. -Talk about the differences of day/night, light/dark, including nocturnal animals.	-Talk about the differences between materials and changes they notice. -Use all of their senses in hands on exploration of natural materials. -Talk about the difference between materials and the changes they notice (melting and freezing. Explore how different materials sink and float). -Talk about what they see, using a wide vocabulary, including seasonal changes. -Explore and talk about different forces they can feel. -Explore how things work.	-Understand the key features of a life cycle of a plant. -Plant seeds and care for growing plants. -Begin to understand the need to respect and care for the natural environment and all living things. -Talk about what they see, using a wide vocabulary, including seasonal changes. -Understand the key features of a life cycle of an animal.
Expressive Arts and Design ***Creating with materials***	-Experiment with colours through a variety of provision areas. -Build models using construction equipment. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Show different emotions in their drawings and paintings. -Begin to join different materials and explore different textures. -Use drawing to represent ideas like movement or loud noises.	-Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Use tools for a purpose. -Show more confidence in joining materials in different ways. -Begin to explore colour mixing. -Draw with increasing complexity and detail. -Use various construction materials to stack, balance and create enclosures and spaces.	-Explore different textures. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Show different emotions in their drawings and paintings.
Expressive Arts and Design	-Join in singing familiar nursery rhymes.	-Explore sounds and how they can be changed, tapping out of simple rhythms.	-Begin to develop complex stories using small world equipment.

Being Imaginative and Expressive	-Build stories around toys and use available props to support role play. -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Listen with increased attention to sounds. -Create sounds by rubbing, shaking, tapping, striking or blowing. -Use story maps, props, puppets & story bags to encourage children to retell, invent and adapt stories.	-Use available resources to create props and begin to create imaginary ones to support play. -Play alongside other children who are engaged in the same theme. -Make imaginative and complex small worlds with blocks and construction kits.	-Play instruments with increased control to express their feelings and ideas. -Remember and sing entire songs. -Respond to what they have heard, expressing their thoughts and feelings.
Enrichment Experiences	-Stay and play sessions -Pantomime -Christmas performance -Garforth Hedgehogs visit	-Stay and play sessions -Fire fighter visit -Teddy Bear picnic	-Stay and play sessions -Trip to the local library -First-hand experience of a life cycle -Pond visits

Strawberry Fields Primary School
F2 Curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Let's Celebrate	Where We Live and Let's Compare	Under the Sea	Growing	Amazing Animals
Key texts for Vocabulary development	The Colour Monster The Worrysaurus Little Acorn	The Squirrels Who Squabbled One Snowy Night Stick Man	The Gruffalo Peepo Lost and Found	The Snail and the Whale Very Important Oceans The Storm Whale	Jack and the Beanstalk A Seed in Need The Extraordinary Gardener	Little People, Big Dreams David Attenborough Very Important Animals The Magical Yeti
Reading	Books are used from our reading spine, including fiction and non-fiction to help expose our children to new vocabulary and develop a love of reading. These books are carefully thought out and tailored to the topics we are learning and the children's interests and needs.					
	Children read 1:1 with an adult each week on a book matched closely to their learning in phonics					
	Helicopter stories is used across the year to develop children's storytelling skills and giving them the opportunity to use the vocabulary that they have been learning from the texts shared as a class.					
	-Able to show a preference for a book, song or rhyme. -Can clap syllables in words. -Able to talk about events and characters in a story that are read to them. -Joins in with rhymes and stories. -Can fill in missing words from well-known rhymes and stories. -Exposed to new vocabulary in books, with clear explanations of meaning.		-Shows interest and can answer simple questions about a book. -Talks about books to check that what they are reading makes sense. -Demonstrates understanding by talking about what they have read. -Uses new vocabulary from shared books in different contexts with increasing confidence.		-Begins to notice if their reading makes sense. -Uses prior knowledge to support reading. -Can recite simple rhymes or poems by heart. -Knows that illustrations can help make sense of text. -Demonstrates understanding by retelling stories and narratives using own words and new vocabulary. -Uses new vocabulary during play.	
Poems	The poetry basket is used alongside helicopter stories to expose children to different poems and encourage them to participate in performing poetry. This provides opportunities to embed new vocabulary.					
	Falling Apples Leaves are Falling	Five Little Pumpkins His Hair is White	Let's put on our Mittens Carrot Nose	Pancakes A Little House	A Little Shell Five Little Peas	I have a Little Frog If I were so Very Small
Phonics	Sounds Write Units 1-2 *a, i, m, s, t n, p, o*	Sounds Write Units 3-5 *b, c, g, h d, f, v, e k, l, r, u*	Sounds Write Units 6 – 8 *j, w, z x, y, ff, ll, ss, zz VCC and CVCC words*	Sounds Write Units 9-10 *CVCC words CCVCC and CCCVC words*	Sounds Write Unit 11 *sh, ch, tch, th (voiced and unvoiced), ck*	Sounds Write Unit 11 *wh, ng, q and u*
Writing	Drawing club is used across the academic year using stimulus based on the structure of story, tale and animation. Drawing club is used alongside opportunities for children to write for purpose					

	within provision and following children's interests. Children may also attempt to write their own helicopter stories with increasing accuracy as the year progresses.					
	Skill based Name writing CVC words from units 1 and 2. Purposeful Role play shopping lists.	Skill based CVC words from units 3-5. Purposeful Birthday cards. Christmas cards. Christmas lists.	Skill based CVC words from units 6 and 7. VCC and CVCC words from unit 8. Writing captions. Purposeful Thank you letters.	Skill based CCVC words from unit 9. CCVCC and CCCVC words from unit 10. Writing simple sentences with support. Purposeful Invitations Role play telephone messages.	Skill based Writing words containing two letters, one sound Writing simple sentences with increasing independence. Purposeful Labels for plants. Instructions	Skill based Consolidating phonic based writing skills. Writing simple sentences independently. Purposeful Letter to new F1 children. Letter to new teacher.
Maths	-Match sort and compare. -Talk about measure and patterns. -It's me 1, 2, 3.	-Circles and triangles. -1, 2, 3, 4, 5 -Shapes with 4 sides.	-Alive in 5. -Mass and capacity. -Growing 6, 7, 8.	-Length, height and time. -Building 9 and 10. -Exploring 3D shapes.	-To 20 and beyond. -How many now? -Manipulate, compose and decompose.	-Sharing and grouping. -Visualise, build and map. -Make connections.
PSED	-Children see themselves as an individual and celebrate differences. -Children learn to play co-operatively alongside others. -Children learn about their health and wellbeing in relation to how to look after their body.	-Children build respectful relationships. -Children learn about their health and wellbeing in relation to road safety and routines.	-Children build their resilience and know who to ask for help. -Children take turns and can organise their own games and activities. -Children learn about their health and wellbeing in relation to oral health.	-Children become confident in expressing their feelings and can regulate their behavior.	-Children show resilience and perseverance when faced with a challenge. -Children are confident to try new activities and ideas.	-Children think about the perspective of others. -Children talk about changes and how to use knowledge from across the year to manage those changes. -Children resolve minor disagreements independently.
CLL **Listening, attention and understanding**	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, adults support children's language effectively.					

	-Listen during whole class carpet time and small group interactions. -Learn question words. -Focus on listening to a partner to prepare for holding back and forth conversations.		-Respond to what they have heard with relevant questions. -Use question words to clarify understanding. -Take turns to speak with a partner.		-Hold back and forth conversations with others. -Use question words to hold a conversation on a given topic.	
CLL Speaking	-Speak in full sentences and develop the use of past, present and future tense. -Develop the use of conjunctions. -Experiment with using newly learned vocabulary.		-Use a confident voice in small group discussions, offering their own ideas. -Develop use of full sentences, correct tense and conjunctions. -Show confidence in using newly learned vocabulary.		-Use a confident voice to offer their own explanations and opinions. -Speak in full sentences, using the correct tense, conjunctions and new vocabulary.	
Physical Development ***Gross Motor***	Through continuous provision outdoors and movement play sessions indoors, we provide opportunities for children to develop their body strength, coordination, balance and agility through climbing, running, dancing, jumping, spinning, rocking, tilting, falling, sliding, bouncing and through exploring wheeled vehicles to balance, sit, ride on, pull and push.					
	-Awareness of space – travelling. -Awareness of stillness – looking up at the sky. -Den building. -Throwing and catching using bean bags that are slower and easier to catch.		-Provide opportunities to climb higher, run faster, jump further. -Create obstacle courses to provide challenge. -Provide a range of balls, bean bags and hoops for children to throw and catch.		-Use bats and balls to develop cooperation with others. -Create team games using skills developed throughout the year.	
Physical Development ***Fine Motor***	-Develop a comfortable pencil grip and begin to show control. -Begin to form letters using the correct formation. -Use a range of small tools including scissors, paint brushes and cutlery with increasing accuracy.		-Begin to develop a consistent size when writing letters. -Show accuracy and care when drawing. -Show control and purpose when using small tools.		-Write letters that sit on the line. -Create detailed drawings and paintings, which show control and purpose. -Use small tools confidently and accurately.	
Understanding the World ***Past and Present***	-Children know how to keep their bodies healthy. -Children know the names of body parts. -Children can observe their own features using a mirror. -Children can talk about the similarities and differences between themselves and others. -Children can talk about their history – how they have changed over time.		-Children are exposed to where Garforth is placed within England. -Children can comment on the common features in our local area. -Children will be exposed to their local area in the past and how it has changed over time. -Children have the opportunity to compare our locality with a contrasting place – coastal towns in UK. -Children can talk about people who help us at home, in our school and in our local community. -Children are exposed to similarities and differences in the past and present based on books we have read in class.		-Children will make observations of different animals and be able to use specific vocabulary to describe them. -Children will learn about animals within the UK and those that live in different climates. -Children will learn about animals that are now extinct. -Children will learn about animals that are at risk of becoming extinct and begin to understand conservation projects.	
Understanding the World ***People, Culture and Communities***	Where do we live?	How are special times celebrated?	Which places are special and why?	How are special times celebrated?	What makes a good helper?	What do religious believers believe about who created the world?

Understanding the World ***The Natural World***	-Children can observe changes in the local environment throughout autumn. -Children know that there are four seasons. -Children can name the seasons and discuss features of each season. -Children know and can describe different weathers. -Children know and explore their five senses.	-Children observe changes in the local environment throughout winter. -Children know that some things change and can explain those changes. -Children observe changes in the local environment throughout winter and spring. -Children have the opportunity to compare coastal towns in the UK and the wildlife that can be found there to a warmer climate.	-Children know that plants grow from a seed. -Children know that plants need water, soil and sun to grow. -Children can name different parts of a plant. -Children know how plants grow and can explain this to an adult. -Children will grow their own plant from a seed. -Children will experience a life cycle firsthand. -Children can observe changes in the local environment throughout summer.
Expressive Arts and Design ***Creating with materials***	-Children, with support, can use scissors, tape dispenser, glue stick. -Children know how to join materials with glue and sticky tape. -Children enjoy playing with, and using, a variety of materials and fabric. -Children experiment and build with a range of construction materials. -Children talk about ideas. -Children choose resources and tools with a purpose in mind. -Children make models with different construction materials. -Children talk about what they like about their models. -Children know that colours can be mixed to make new colours. -Children know what the primary colours are. -Children will look closely at the world through real experiences, objects and artefacts. -Children will create artwork using clay and natural materials using inspiration from stories.	-Children are developing their accuracy when drawing. -Children know some techniques and steps involved in food preparation. -Children can use utensils to chop fruit. -Children find out about the properties and functions of different materials. -Children use techniques with a purpose in mind. -Children experiment with different ways to build, construct and join materials. -Children talk about what they like and dislike about their models/constructions. -Children know the best ways to join paper together – glue, tape. -Children can blend colours for purpose. -Children can explore with different types of paint. -Children can use paint brushes of different sizes accurately. -Children can change their own water when painting, as well as keep their area of work tidy. -Children collaborate with peers to create a piece of artwork. -Children explore malleable materials e.g. clay, salt dough, playdoh and sand. -Artist study – Jenny Berry.	-Children create their own designs by using a range of different materials. -Children use a variety of joining techniques in their designs. -Children evaluate and improve their own work. -Children evaluate work created by other children. -Children make their own props to use in their role play. -Children work directly from observation and imagination. -Children show and demonstrate individual preferences for their designs. -Children can make structures from card, tape and glue. -Children can follow instructions to cut out and assemble a structure. -Children talk about how to change their models to make them stronger. They can describe how to make it sturdier. -Children can use tools and equipment linked to food preparation. -Children can create artwork which use different textures. -Children confidently use new vocabulary in their play. -Children can explore working with paint on different surfaces and in different ways. -Artist study – Georgie O'Keefe. -Artist study – Vincent Van Gogh.
Expressive Arts and Design ***Being Imaginative and Expressive***	Role play – Home corner – linked to their own experiences. Use of Tap, Ding, Clap, Sing to develop key music and performance skills such as: • Sing a repertoire of chants.	Role play – supports learning about our local area and people who help us, such as hairdressers, doctors or vets. Use of Tap, Ding, Clap, Sing to develop key music and performance skills such as: • Differentiating between fast/slow and loud/quiet.	Role play – deconstructed role play with enhancements to develop children's interests, links with the natural world and children's own experiences such as camping. Use of Tap, Ding, Clap, Sing to develop key music and performance skills such as:

	• Follow a leader's signals when playing or singing. • Respond to music with movement. • Remain quiet whilst waiting for a turn. • Play instruments safely. • Start and stop when playing with others.	• Use voice in different ways. • Listening to instructions within a song and reacting accordingly.	• Finding singing voice on own and with others. • Recall 2 to 3 tone songs from memory. • Respond to music with movement and show an awareness of pulse. • Naming some key instruments used throughout the year.
Enrichment Experiences	-Stay and play sessions -Autumn walk -Visit to Garforth Library -Pantomime -Christmas performance	-Stay and play sessions -Winter walk -Occupations day – visits from parents about jobs -Dentist visit -Police visit	-Stay and play sessions -Hatching animals to observe -Summer walk -Trip to William's Den

Strawberry Fields Primary School
Key Stage One Curriculum Map – Cycle A

	Autumn		Spring		Summer	
English	**Lost and Found** – Oliver Jeffers	**Traction Man Is Here** – Mini Grey	**Vlad and the Great Fire of London** – Kate Cunningham	**Bog Baby** – Jeanne Willis	**Man on the Moon** – Simon Bartram **Look Up** – Nathan Bryon	**The Storm Whale** – Benji Davies
	Letter	Narrative	Diary Poetry	Narrative Instructions	Information text Narrative	Narrative (first person) Persuasion
Poetry	**Poetry Type**	**Core texts (poetry spine)**		**Poetry to write (suggested)**	**Poetry to perform (suggested)**	
	Acrostic Kenning Free Verse	**Chocolate Cake** (Michael Rosen) **Twas the Night Before Christmas** (Clement Clarke Moore) **Queue For the Zoo** (Clare Bevan) T**he Morning Rush** (John Foster) **Cats** (Eleanor Farjeon) **Eletelephony** (Laura Richards)		Acrostic poetry Kenning poetry	Acrostic poetry Kennings Poetry with simple rhyme and rhythm Free verse All core poems	
Phonics Y1	Extended Code Units 1-10		Extended Code Units 11-19		Extended Code Units 20-26	
	/ae//ee//oe//er/	/e//ow//oo/	/ie//oo//u/	/s//l//or/	/air//ue//oy/	/ar//o/
Phonics Y2	Extended Code Units 27-36		Extended Code Units 37-44		Extended Code Units 45-50	
	/ae//d//ee//i//oe/	/n//er//v//oo/	/j//g//f/	/m//or//h/	/k//r//t/	/z//eer//ə/
Reading – Super Six ***Recommended Book***	**Penguin Huddle** by Ross Montgomery and Sarah Warburton	**Gustavo the Shy Ghost** by Flavia Z Drago	**Journey** by Aaron Becker	**The Dark** by Lemony Snicket	**The Gecko and the Echo** by Rachel Bright	**Clean Up** by Nathan Bryon
Traditional Tale/Alternative Traditional Tale	**The Princess and the Pea** by Rachel Isadora	**The Very Smart Pea and the Princess to Be** by Mini Grey	**Once Upon a Fairytale** by Lauren O'Hara	**Inside the Villains** by Clotilde Perrin	**Little Red Riding Hood** by Mara Alperin	**Honestly, Red Riding Hood Was Rotten** by Trisha Speed Shaskan
Poetry/Rhyme	**Zim, Zam, Zoom** by James Carter	**Mad About Dinosaurs** by Giles Andrae	**Don't Look in This Book** by Samuel Langley	**Heard it in the Playground** by Alan Ahlberg	**Giraffes Can't Dance** by Giles Andrae	**An Imaginary Menagerie** by Roger McGough
Non-Fiction	**Lifesavers** by Eryl Nash	**Counting on Katherine** by Helaine Becker	**Lifesize** by Sophy Henn	**The Sea Beneath My Toes** by Charlotte Guillain	**First Big Book of Why** by Sally Symes	**How Airports Work** by Clive Gifford
Cultural/ Diversity	**Listen** by Shannon Stocker	**The Best Diwali Ever** by Sonali Shah	**Malala's Magic Pencil** by Malala Yousafzai	**Splash** by Claire Cashmore	**The Pirate Mums** by Jodie Lancet-Grant	**Julian is a Mermaid** by Jessica Love
PSHE/Growth Mindset	**What if, Pig?** by Linzie Hunter	**Ruby's Worry** by Tom Percival	**Invisible** by Tom Percival	**How Can We Be Kind** by Janet Halfmann	**The Friendship Bench** by Wendy Meddour	**Tough Guys (Have Feelings Too)** by Keith Negley

Maths Y1	Place Value (within 10) Addition and Subtraction (within 10) Shape		Place Value (within 20) Addition and Subtraction (within 20), Place Value (within 50), Length and Height Mass and Volume		Multiplication and Division Fractions Position and Direction Place Value (within 100) Money, Time	
Maths Y2	Place Value, Addition and Subtraction, Shape		Money, Multiplication and Division, Length and Height Mass, Capacity and Temperature		Fractions Time Statistics Position and Direction	
Science	**Biology** - Seasonal changes **Biology** – Human body and senses		**Chemistry** – Naming and describing materials **Chemistry** – Properties and uses of materials		**Biology** – Animals (vertebrates) **Biology** – Identifying plants and their parts	
History	Heritage Study: Timelines and Living Memory		The Great Fire of London		Significant Individuals: The Wright Brothers	
Geography	Why is London our capital city?		Why are some places hot and other places cold?		Why is Leeds so different to Filey?	
	Geographical skills and fieldwork					
RE	Which books and stories are special? How do we celebrate special events?		What does it mean to belong to a church or mosque?		How and why do we care for others? Who brought messages about God and what did they say?	
PSHE	What makes a good friend? What is bullying?		What jobs do people do? What helps us to stay safe?		What helps us grow and stay healthy? How do we recognize our feelings?	
Music	-Pulse, Rhythm and Pitch -Dance, Sing and Play!		-Exploring Sounds -Recognising Different Sounds		-Exploring Improvisation -Let's Perform Together	
PE - Indoor	Dance	Health and fitness	Multi-skills	Social	Tennis	Physical
PE - Outdoor	Cognitive	Rugby (HRF)	Creative	Partner Skills	Personal	Athletics
Design Technology	Mechanisms – Making a (monster) moving figure		Structures – Constructing a (windmill) /rotary vehicle e.g. aeroplane		Cooking and nutrition - A Balanced Diet	
Art	**3D / Sculpture** Artist focus Molecule Man by Jonathan Barofsky		**Painting** Artist focus Georgia O'Keeffe		**Printmaking** Stimulus – Tinga Tinga	
Art - Sketchbook	Draw from own observation showing increasing accuracy		-Draw a face focussing on shadows formed on face - Draw limbs on the human body		Imaginative drawing	
Computing	Systems and Networks- Technology All Around Us Digital Media- Digital Photography E-Safety		Programming B- Animations Programming B- Quizzes		Data and Information- Grouping Data Creating Media- Digital Music	
Visits	Seaside visit - Filey					

Strawberry Fields Primary School
Key Stage One Curriculum Map – Cycle B

	Autumn		Spring		Summer	
English	**Beegu** – Alexis Deacon **If I Had Wings** – Pie Corbett	**Paddington at the Palace** – Michael Bond	**Leather Shoe Charlie** – Gyeong Hwa Kim **Daisy Saves the Day** – Shirley Hughes	**The Owl and the Pussycat** – Edward Lear	**Meerkat Mail** – Emily Gravett	**Lila and the Secret of the Rain** – David Conway
	Narrative Poetry	Recount/ letter	Recount/ letter	Poetry Narrative (rewrite a verse as prose)	Information (Fact-file) Letter	Information (Non-chronological report) Instructions
Poetry	**Poetry Type**	**Core texts (poetry spine)**		**Poetry to write (suggested)**	**Poetry to perform (suggested)**	
	Kenning Acrostic Free verse	**If I had wings** (Pie Corbett) **Spaghetti, spaghetti** (Jack Preslutsky) **Leap Year Poem** (Anonymous) **If You Should Meet a Crocodile** (Christine F Fletcher) **If You Were a Carrot** (Berlie Doherty) **The Secret Song** (Margaret Wise Brown)		**If I had wings...** (this poem can be rewritten, using the same structure) Kenning poetry Acrostic poetry	Kennings Acrostic poetry Poetry with simple rhyme and rhythm Free verse All core poems		
Phonics Y1	Extended Code Units 1-10		Extended Code Units 11-19		Extended Code Units 20-26	
	/ae//ee//oe/ /er/	/e//ow//oo/	/ie//oo/ /u/	/s//l//or/	/air//ue//oy/	/ar//o/
Phonics Y2	Extended Code Units 27-36		Extended Code Units 37-44		Extended Code Units 45-50	
	/ae//d//ee//i//oe/	/n//er//v//oo/	/j//g//f/	/m//or//h/	/k//r//t/	/z//eer//ə/
Reading – Super Six ***Recommended Book***	**There's a Tiger in the Garden** by Lizzi Stewart	**Stanley's Stick** by John Hegley	**The Tin Forest** by Helen Ward	**Tuesday** by David Wiesner	**Lights on Cotton Rock** by David Litchfield	**The Day the Crayons Quit** by Drew Daywalt
Traditional Tale/Alternative Traditional Tale	**The Three Little Pigs** by Mara Alperin	**The True Story of the 3 Little Pigs** by Jon Scieszka	**Jack and the Beanstalk** by Richard Walker	**Jim and the Beanstalk** by Raymond Briggs	**The Gingerbread Man** by Mara Alperin	**The Gingerbread Girl** by Lisa Campbell Ernst
Poetry/Rhyme	**You Can't Take an Elephant on the Bus** by Patricia Cleveland-Peck	**Jelly Boots, Smelly Boots** by Michael Rosen	**Revolting Rhymes** by Roald Dahl	**Crazy Mayonnaisy Mum** by Julia Donaldson	**Rhyme Crime** by Jon Burgerman	**Poems Aloud** by Joseph Coelho
Non-Fiction	**Once Upon a Raindrop** by James Carter	**Trains** by Stephen Biesty	**Can We Really Help the Bees?** By Katie Daynes	**Big Book of Blooms** by Yuval Zommer	**Great Women Who Changed the World** by Kate Pankhurst	**Crazy About Cats** by Owen Davey

Cultural/ Diversity	**All Are Welcome** by Alexandra Penfold	**The Proudest Blue** by Ibtihaj Muhammad	**Pink Is for Boys** by Robb Pearlman	**The Most Exciting Eid** by Zeba Talkhani and Abeeha Tariq	**Sulwe** by Lupita Nyong'o	**Uncle Bobby's Wedding** by Sarah S. Brennan
PSHE/Growth Mindset	**Our Class is a Family** by Shannon Olsen	**The Colour Monster** by Anna Llenas	**What Makes Me a Me** by Ben Faulks	**The Worrysaurus** by Rachel Bright	**The Smart Cookie** by Jory John	**Meesha Makes Friends** by Tom Percival
Maths Y1	Place Value (within 10) Addition and Subtraction (within 10) Shape		Place Value (within 20) Addition and Subtraction (within 20), Place Value (within 50), Length and Height Mass and Volume		Multiplication and Division Fractions Position and Direction Place Value (within 100) Money, Time	
Maths Y2	Place Value Addition and Subtraction Shape		Money, Multiplication and Division, Length and Height Mass, Capacity and Temperature		Fractions Time Statistics Position and Direction	
Science	**Biology** – Local habitats **Chemistry** – Choosing materials		**Biology** – Growing seeds and bulbs **Biology** – Growing up (animals and humans)		**Chemistry** – Changing materials **Biology** – Growing healthy plants	
History	Heritage Study: Timelines and Living Memory		The Victorians		Significant Individuals: Mary Anning	
Geography	What do I know about the UK and where I live?		How different are the environments close to our school?		What are the main differences between my life and a small village in Kenya?	
	Geographical skills and fieldwork					
RE	How is new life welcomed? How can we make good choices?		How and why do people pray?		How can we look after the planet? What did Jesus teach and how did he live?	
PSHE	What is the same and different about us? Who is special to us?		What helps us stay healthy? What can we do with money?		Who helps to keep us safe? How can we look after each other and the world?	
Music	-My Musical Heartbeat -Playing in An Orchestra		-Inventing A Musical Story -Learning To Listen		-Having fun with improvisation -Our Big Concert	
PE - Indoor	Ball skills	Health and fitness	Creative	Dodgeball (social focus)	Gymnastics	Physical
PE - Outdoor	Cognitive	Athletics	OAA	Social	Personal	Rugby (HRF)
Design Technology	Mechanisms/Mechanical systems – Making a moving (storybook) Christmas card		Structures – Making a chair		Cooking and nutrition - Fruit and vegetables	
Art	**Painting** Artist focus Kandinsky		**Printing** Artist focus Andy Warhol		**Sculpture**	
Art - Sketchbook	-Marco Mazzoni -Drawing landscapes		-Self-portraits - Draw a variety of animals using observational skills.		-Know how to show how people are feeling in their work -Imaginative drawing	
Computing	Systems and Networks- Technology All Around Us Creating Media- Digital Painting E-Safety		Programming A- Moving a Robot Programming A- Moving a Robot		Data and Information- Pictograms Creating Media- Digital Writing	
Visits	Visit to Abbey House Museum					

Strawberry Fields Primary School
Year 3/Year 4 Curriculum Map – Cycle A

<table>
<tr><th></th><th colspan="2">Autumn</th><th colspan="2">Spring</th><th colspan="2">Summer</th></tr>
<tr><td rowspan="2">English</td><td>Stone Age Boy – Satoshi Kitamura</td><td>The Abominables – Eva Ibbotson</td><td>The Incredible Book Eating Boy – Oliver Jeffers</td><td>Roman Diary – The Journal of Iliona, Young Slave – Richard Platt</td><td>The Firework Maker's Daughter – Philip Pullman</td><td>The Iron Man – Ted Hughes</td></tr>
<tr><td>Narrative (Setting description) Instructions</td><td>Narrative (Character description) Poetry</td><td>Narrative (Story) Information</td><td>Information (Non-chronological report – a day in the life...) Diary</td><td>Narrative (First person account) Persuasion</td><td>Narrative (Additional chapter or alternative ending) Letter</td></tr>
<tr><td rowspan="2">Poetry</td><td>Poetry types</td><td colspan="2">Core texts (poetry spine)</td><td>Poetry to write</td><td colspan="2">Poetry to perform</td></tr>
<tr><td>Haiku
(Make links to counting syllables in spelling)

Free verse

Diamonte</td><td colspan="2">Ten Things Founds in a Wizard's Pocket (Ian McMillan)
Voices of Water (Tony Mitton)
Teaches onomatopoeia
The Adventures of Isabel (Ogden Nash)
Waves (Jackie Kay)
The Emergensea (John Hegley)
The Door (Miroslav Holub)</td><td>Ten things Found in a Wizard's Pocket

Haiku

Free verse

Acrostic

Kenning</td><td colspan="2">Haiku

Free verse

Poetry with rhyme and rhythm

On The Ning Nang Nong

Children could also read out stanzas of longer poems studied (e.g. The Adventures of Isabel)</td></tr>
<tr><td>Maths Y3</td><td colspan="2">Place Value, Addition & Subtraction, Multiplication & Division</td><td colspan="2">Multiplication & Division, Length & Perimeter, Fractions, Mass & Capacity</td><td colspan="2">Fractions, Money, Time, Shape, Statistics</td></tr>
<tr><td>Maths Y4</td><td colspan="2">Place Value, Addition and Subtraction, Area, Multiplication and Division</td><td colspan="2">Multiplication and Division, Length and Perimeter, Fractions, Decimals</td><td colspan="2">Decimals, Money, Time, Shape, Statistics, Position and Direction</td></tr>
<tr><td>Science</td><td colspan="2">Chemistry – Rocks, soils and fossils
Physics – Light and shadows</td><td colspan="2">Physics – Forces, friction and magnets
Biology – Movement and nutrition for the human body</td><td colspan="2">Biology – Flowering plants and plant growth
Biology – Flowering plants life cycle</td></tr>
<tr><td>History</td><td colspan="2">Communities from the Stone Age to the Vikings</td><td colspan="2">Conflict and power from the Stone Age to the Vikings</td><td colspan="2">Artefacts</td></tr>
<tr><td rowspan="2">Geography</td><td colspan="2">How is a river formed? (Focus on a UK river)</td><td colspan="2">What is meant by a climate zone?</td><td colspan="2">Why do so many people in Britain go to the Mediterranean for their holidays?</td></tr>
<tr><td colspan="6">Geographical skills and fieldwork</td></tr>
<tr><td>RE</td><td colspan="2">How do Jews remember God's covenant with Abraham and Moses?
What is spirituality and how do people experience this?</td><td colspan="2">What do Christians believe about a good life?</td><td colspan="2">What do the creation stories tell us?

Additional Unit: Who can inspire us?</td></tr>
<tr><td>PSHE</td><td colspan="2">What strengths, skills and interests do we have?

How do we treat each other with respect?</td><td colspan="2">How can we manage our feelings?

What makes a community? (Yr 3)
How will we grow and change? (Yr 4)</td><td colspan="2">How can our choices make a difference to others and the environment?

How can we manage risk in different places?</td></tr>
</table>

Languages	**Language Angels** -Phonics lesson 1 & 2 Core vocab - Fonetica -I'm Learning Spanish/ Presenting myself -Animals/ Pets		**Language Angels** -I can -Musical instruments		**Language Angels** - Hobbies -Fruits/ Vegetables -At the café (WOW activity)	
Music	**Charanga unit** – More Musical Styles Charanga, **ukulele**, composition and performance units		**Charanga unit** – Musical Structures Charanga, **ukulele**, composition and performance units		**Charanga unit** – Opening Night Charanga, **ukulele**, composition and performance units	
PE - Indoor	Indoor athletics	Health and fitness	Creative	Gymnastics	Personal	Physical
PE - Outdoor	Cognitive	Rugby (HRF)	OAA	Social	Handball	Football
Design Technology	Cooking and nutrition - Adapting a recipe		Mechanisms Making a slingshot car		Digital– Electronic charm	
Art	**Sculpture** Artist focus Andy Goldsworthy		**Printmaking** Stimulus – Leeds Corn Exchange		**Painting** Beach Huts	
Art - Sketchbook	-Draw human form to show movement linked to Olympic sports. Use sketch mannequin Artist focus Robert Delaunay L'equipe de Cardiff - Sketching rocks and fossils		**-** Draw from images of insects - Draw from images of wildlife		- Imagined drawing based on a particular theme. - Draw a tree and its detail	
Computing	Computing Systems and Networks- The Internet Creative Media- Photo Editing		Programming A- Sequencing Sound Programming B- Events and Actions in Programs		Data and Information- Branching Databases Creative Media- Audio Production	
Visits	Young Voices at Sheffield Arena (Years, 4, 5 and 6) Murton Park (Viking Day) Year 4 residential to Whitby					

Strawberry Fields Primary School
Year 3/Year 4 Curriculum Map – Cycle B

<table>
<tr><th></th><th colspan="2">Autumn</th><th colspan="2">Spring</th><th colspan="2">Summer</th></tr>
<tr><td rowspan="2">English</td><td>Leon and the Place Between – Angela McAllister</td><td>Charlie and the Chocolate Factory – Roald Dahl</td><td>Orion and the Dark – Emma Yarlett</td><td>The Pied Piper – Michael Morpurgo</td><td>The Flower – John Light and Lisa Evans</td><td>The Boy Who Grew Dragons – Andy Shepherd</td></tr>
<tr><td>Narrative (Setting description)
Poetry</td><td>Narrative (New chapter)
Information (Non-chronological report about Willy Wonka's factory OR instructions for a new sweet)</td><td>Narrative (Story)
Diary</td><td>Narrative (Character description)
Opinion</td><td>Letter
Persuasion (Arguments to take care of our planet)</td><td>Narrative (Retell a section of the story)
Information (Non-chronological report - How to grow and take care of a dragon)</td></tr>
<tr><td rowspan="2">Poetry</td><td>Poetry types</td><td colspan="2">Core texts (poetry spine)</td><td>Poetry to write</td><td colspan="2">Poetry to perform</td></tr>
<tr><td>Diamonte (Make grammar links explicit)

Free verse

Haiku</td><td colspan="2">From a Railway Carriage (RL Stevenson)
On the Ning Nang Nong (Spike Milligan)
The Sound Collector (Roger McGough) Teaches onomatopoeia
Don't Be Scared (Carol Ann Duffy)
Slowly (James Reeves)
The Witches Spell from Macbeth (Shakespeare)</td><td>The Witches' Spell

Diamonte

Free verse

Acrostic

Kenning</td><td colspan="2">Diamonte

Free verse

Poetry with rhyme and rhythm

On The Ning Nang Nong

The Witches' Spell

Children could also read out stanzas of longer poems studied (e.g. From a Railway Carriage)</td></tr>
<tr><td>Maths Y3</td><td colspan="2">Place Value, Addition & Subtraction, Multiplication & Division</td><td colspan="2">Multiplication & Division, Length & Perimeter, Fractions, Mass & Capacity</td><td colspan="2">Fractions, Money, Time, Shape, Statistics</td></tr>
<tr><td>Maths Y4</td><td colspan="2">Place Value, Addition and Subtraction, Area, Multiplication and Division</td><td colspan="2">Multiplication and Division, Length and Perimeter, Fractions, Decimals</td><td colspan="2">Decimals, Money, Time, Shape, Statistics, Position and Direction</td></tr>
<tr><td>Science</td><td colspan="2">Chemistry – Changes of state
Physics – Electricity: circuits</td><td colspan="2">Biology – Human impact on the environment
Biology – Digestion and food chains</td><td colspan="2">Physics – Sound
Biology – Classification of plants and animals</td></tr>
<tr><td>History</td><td colspan="2">Settlements from the Stone Age to the Vikings</td><td colspan="2">Religion and beliefs from the Stone Age to the Vikings</td><td colspan="2">Artefacts</td></tr>
<tr><td rowspan="2">Geography</td><td colspan="2">What are the main features of the UK?</td><td colspan="2">How are mountains formed and what causes an earthquake or volcano?</td><td colspan="2">What are the differences between the Amazon Rainforest, the Lake District and Antarctica?</td></tr>
<tr><td colspan="6">Geographical skills and fieldwork</td></tr>
<tr><td>RE</td><td colspan="2">How are important events remembered?

What faiths are shared in our country?</td><td colspan="2">How do the Five Pillars guide Muslims?</td><td colspan="2">Why are Gurus at the heart of Sikh belief and practice?</td></tr>
<tr><td>PSHE</td><td colspan="2">How can we be a good friend?

What keeps us safe?</td><td colspan="2">What are families like?

What makes a community? (Yr 3)
How will we grow and change? (Yr 4)</td><td colspan="2">Why should we eat well and look after our teeth?

Why should we keep active and sleep well?</td></tr>
</table>

Languages	**Language Angels** -Phonics lesson 1 & 2 Core vocab - Fonetica -I'm Learning Spanish/ Presenting myself -Animals/ Pets		**Language Angels** - I can -Musical instruments		**Language Angels** - Hobbies -Fruits/ Vegetables -At the café (WOW activity)	
Music	**Charanga unit** – Writing Music Down Charanga, ukulele, composition and performance units		**Charanga Unit** – Feeling Through Music Charanga, ukulele, composition and performance units		**Charanga unit** – The Show Must Go On! Charanga, ukulele, composition and performance units	
PE - Indoor	Cognitive	Health and fitness	Dance	Social	Multi-skills	Physical
PE - Outdoor	Netball	Tennis	Creative	Quick sticks	Personal	Rugby (HRF)
Design Technology	Cooking and nutrition - Eating seasonally		Structures – Constructing a castle/building/monument		Electrical systems - Torches	
Art	**Painting** Paint pumpkins using water colour		**3D Sculpture** Create Dragon Clay eyes – How to Train Your Dragon inspiration		**Printmaking** Create an Islamic style tile that includes a relief and impressed element.	
Art - Sketchbook	- Sketching autumnal leaves - Sketching characters in the style of Quentin Blake		- Dragon eyes - Human eyes		- Self-portraits and expressions - Draw beach huts - look at perspective	
Computing	Computing Systems and Networks- Connecting Computers Creating Media- Desktop Publishing		Programming A- Repetition of Shapes Programming B- Repetition in Games		Data and Information- Data Logging Creative Media- Stop Frame Animation	
Visits	Young Voices at Sheffield Arena (Years, 4, 5 and 6) Visit to the Leeds Playhouse Year 4 residential to Whitby					

Strawberry Fields Primary School
Year 5/ Year 6 Curriculum Map – Cycle A

	Autumn		Spring		Summer	
English	**Pig Heart Boy** – Malorie Blackman	**Trash** – Andy Mulligan	**Rose Blanche** – Christophe Gallaz and Roberto Innocente	**The Spider and the Fly** – Mary Howitt	**Wonder** – RJ Palacio	**The Golden Horseman of Baghdad** – Saviour Pirotta
	Diary **Balanced argument**	**Narrative** (Setting description) **Persuasion**	**Narrative** **Biography** **Peace poetry** (Holocaust Memorial Day)	**Narrative** (Alternative story ending) **Poetry**	**Recount** **Information** (Non-chronological report)	**Letter** **Narrative** (Retell a section of the story)
Poetry	**Poetry types**	**Core texts (poetry spine)**		**Poetry to write (suggested)**	**Poetry to perform (suggested)**	
	Narrative **Clerihew** *(Make a link with biography writing)*	**The Highwayman** (Alfred Noyes) **The River** (Valerie Bloom) good for teaching personification **On The Move Again from Somewhere** (Michael Rosen) **Leisure** (William Henry Davies) **The Moment** (Margaret Atwood) **Shoulders** (Naomi Shahid Nye) Contains enjambment		Free verse, including peace poetry (WWII study) Narrative poetry Clerihew Haiku Diamonte	Clerihew The Highwayman	
Maths Y5	Place Value, Addition & Subtraction, Multiplication & Division, Fractions		Multiplication & Division, Fractions, Decimals & Percentages, Perimeter and Area, Statistics		Shape, Position and Direction, Decimals, Negative Numbers, Converting Units, Volume	
Maths Y6	Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Converting Units		Ratio, Algebra, Decimals Fractions, Decimals and Percentages, Area, Perimeter and Volume, Statistics		Shape Position and Direction	
Science	**Physics** – Forces and mechanisms **Chemistry** – Properties and uses of materials		**Physics** – Earth and space **Biology** – Plant and animal life cycles		**Chemistry** – Separating mixtures and changing materials **Biology** – Human growth	
History	Early Islamic Civilisation		World War Two		Artefacts	
Geography	How has land use and industry changed over time in the UK and Garforth?		What is Fairtrade and why should it matter to all of us?		What are the main features of South America? (Brazil in particular)	
	Geographical skills and fieldwork					
RE	Why are some places and journeys special? What values are shown in codes for living?		Should we forgive others?		What do Christians believe about the old and new covenants?	
PSHE	What makes up a person's identity? What decisions can people make with money?		How can we help in an accident or emergency? How can friends communicate safely?		How can drugs common to everyday life affect health? What jobs would we like?	
Languages	**Language Angels** -Phonics lesson 1 & 2 Core vocab - Fonetica -The date/The weather -Family		**Language Angels** -My home -Clothes		**Language Angels** -At school -Café (WOW activity)	
Music	**Charanga unit** – Music and Technology Charanga, **guitar**, composition and performance units		**Charanga unit** – Enjoying Musical Styles Charanga, **guitar**, composition and performance units		**Charanga unit** – Creative Composition Charanga, **guitar**, composition and performance units	

PE - Indoor	Cognitive	Health and fitness	Dance	Social	Indoor athletics	Physical
PE - Outdoor	Tennis	Rugby (HRF)	Creative	Netball	Personal	Football
Design Technology	Electrical systems – Electronic Christmas greeting card		Mechanisms – Automata toys		Cooking and Nutrition – (Come Dine with me) – Making a series of Savoury Dishes	
Art	**Painting** Artist focus Henri Rousseau		**Printmaking**		**3D / Texture sculpture** Artist focus Henry Moore and Barbara Hepworth	
Art - Sketchbook	- Artist focus Edvard Munch -Space art		-Observational drawing -Using perspective		- Use perspective in their work, using a single focal point and horizon	
Computing	Computing Systems and Networks- Communication and Collaboration Creating Media- Video Production		Programming A- Variables in Games Programming B- Sensing Movement		Data and Information- Flat File Databases Creating Media- Introduction to Vector Graphics	
Visits	Young Voices at Sheffield Arena (Years, 4, 5 and 6) Year 5 – Experience Christmas (St Mary's Church) Year 5 – Experience Easter (St Mary's Church) Year 5 sleepover (In school) Year 6 Residential to Robinwood National Holocaust Museum					

Strawberry Fields Primary School
Year 5/ Year 6 Curriculum Map – Cycle B

	Autumn		Spring		Summer	
English	**The Nowhere Emporium** – Ross MacKenzie	**Holes** – Louis Sacher	**Secrets of the Sun King** – Emma Carroll	**Darwin's Dragons** – Lindsay Galvin	**The Last Bear** – Hannah Gold	**The Man Who Walked Between Towers** – Mordicai Gerstein
	Recount Narrative (Descriptive writing)	**Narrative** (Setting description) **Information** (How to survive at Camp Green Lake)	**Persuasive letter Narrative**	**Balanced argument Narrative** (new chapter)	**Non-chronological report Biography**	**Narrative** (flashback) **Poetry**
Poetry	**Poetry types**	**Core texts (poetry spine)**		**Poetry to write**	**Poetry to perform**	
	Limerick Narrative	**Jabberwocky** (CS Lewis) **In Flanders' Fields** (John McCrea) **The British** (Benjamin Zephaniah) **The Magic Box** (Kit Wright) **How to Cut a Pomegranate** (Imtiaz Dharker) **Life Doesn't Frighten Me** (Maya Angelou)		Free verse Narrative poetry Limerick Haiku Diamonte	Limericks Free verse Jabberwocky		
Maths Y5	Place Value, Addition & Subtraction, Multiplication & Division, Fractions		Multiplication & Division, Fractions, Decimals & Percentages, Perimeter and Area, Statistics		Shape, Position and Direction, Decimals, Negative Numbers, Converting Units, Volume	
Maths Y6	Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Converting Units		Ratio, Algebra, Decimals Fractions, Decimals and Percentages, Area, Perimeter and Volume, Statistics		Shape Position and Direction	
Science	**Biology** – Classification of living things **Biology** – Evolution and inheritance		**Physics** – What light does **Biology** – Human circulation		**Physics** – Electricity: Changing circuits **Biology** – Body health	
History	Local Study: Mining		Ancient Egypt		Ancient Greece	
Geography	What are the most famous landmarks of Europe?		How can I find my way around?		What are the similarities and differences between a tundra and a desert?	
	Geographical skills and fieldwork					
RE	How do Sikhs show commitment? What do Christians believe about Jesus' death and resurrection?		How does growing up bring responsibilities and commitments?		How do Jews remember the Kings and Prophets in worship and life?	
PSHE	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
Languages	**Language Angels** -Phonics lesson 1 & 2 Core vocab - Fonetica -The date/The weather -Family		**Language Angels** -My home -Clothes		**Language Angels** -At school -Café (WOW activity)	

Music	**Charanga unit** – Composing and Chords Charanga, **guitar**, composition and performance units		**Charanga unit** – Musical Styles Connect Us Charanga, **guitar**, composition and performance units		**Charanga unit** – Freedom to Improvise Charanga, **guitar**, composition and performance units	
PE - Indoor	Cognitive	Dodgeball	Gymnastics	Social	Personal	Physical
PE - Outdoor	Basketball	Health and fitness	Creative	Rounders	OAA	Competitive games
Design Technology	Structures – Bridges		Digital World - Navigating the world		Cooking and nutrition - What could be healthier?	
Art	**Printmaking** Artist focus William Morris		**3D / Texture sculpture**		**Painting** Artist focus Wassily Kandinsky	
Art - Sketchbook	- William Morris sketch designs in sketchbooks		-Imaginative art -African art		-Still life drawing -Imaginative drawing	
Computing	Computing Systems and Networks- Systems and Searching Creative Media- Web Page Creation		Programming A- Selection in Physical Computing Programming B- Making Quizzes		Data and Information- Introduction to Spreadsheets Creating Media- 3D Modelling	
Visits	Young Voices at Sheffield Arena (Years, 4, 5 and 6) Year 5 – Experience Christmas (St Mary's Church) Year 5 – Experience Easter (St Mary's Church) Year 5 sleepover (In school) Year 6 Residential to Robinwood National Coal Mining Museum					

Strawberry Fields Primary School
English Long-Term Plan

Phase	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Sumer 1	Summer 2
Y1/2 Cycle A	**Text**	**Lost and Found** – Oliver Jeffers	**Traction Man Is Here** – Mini Grey	**Vlad and the Great Fire of London** – Kate Cunningham	**Bog Baby** – Jeanne Willis	**Man on the Moon** – Simon Bartram **Look Up** – Nathan Bryon	**The Storm Whale** – Benji Davies
	Writing focus	***Letter***	***Narrative***	***Diary*** ***Poetry***	***Narrative*** ***Instructions***	***Information text*** ***Narrative***	***Narrative*** *(first person)* ***Persuasion***
Y1/2 Cycle B	**Text**	**Beegu** – Alexis Deacon **If I Had Wings** – Pie Corbett	**Paddington at the Palace** – Michael Bond	**Leather Shoe Charlie** – Gyeong Hwa Kim **Daisy Saves the Day** – Shirley Hughes	**The Owl and the Pussycat** – Edward Lear	**Meerkat Mail** – Emily Gravett	**Lila and the Secret of the Rain** – David Conway
	Writing focus	***Narrative*** ***Poetry***	***Recount/letter***	***Diary*** ***Narrative***	***Poetry*** ***Narrative*** *(rewrite a verse as prose)*	***Information*** *(Fact-file)* ***Letter***	***Information*** *(Non-chronological report)* ***Instructions***
Y3/4 Cycle A	**Text**	**Stone Age Boy** – Satoshi Kitamura	**The Abominables** – Eva Ibbotson	**The Incredible Book Eating Boy** – Oliver Jeffers	**Roman Diary – The Journal of Iliona, Young Slave** – Richard Platt	**The Firework Maker's Daughter** – Philip Pullman	**The Iron Man** – Ted Hughes
	Writing focus	***Narrative*** *(Setting description)* ***Instructions***	***Narrative*** *(Character description)* ***Poetry***	***Narrative*** *(Story)* ***Information***	***Information*** *(Non-chronological report)* ***Diary***	***Narrative*** *(First person account)* ***Persuasion***	***Narrative*** *(Additional chapter or alternative ending)* ***Letter***
Y3/4 Cycle B	**Text**	**Leon and the Place Between** – Angela McAllister	**Charlie and the Chocolate Factory** – Roald Dahl	**Orion and the Dark** – Emma Yarlett	**The Pied Piper** – Michael Morpurgo	**The Flower** – John Light and Lisa Evans	**The Boy Who Grew Dragons** – Andy Shepherd
	Writing focus	***Narrative*** *(Setting description)* ***Poetry***	***Narrative*** *(New chapter)* ***Information*** *(Non-chronological report about Willy Wonka's factory OR instructions for a new sweet)*	***Narrative*** *(Story)* ***Diary***	***Narrative*** *(Character description)* ***Opinion***	***Letter*** ***Persuasion*** *(Arguments to take care of our planet)*	***Narrative*** *(Retell a section of the story)* ***Information*** *(Non-chronological report - How to grow and take care of a dragon)*

Y5/6 Cycle A	**Text**	**Pig Heart Boy** – Malorie Blackman	**Trash** – Andy Mulligan	**Rose Blanche** – Christophe Gallaz and Roberto Innocente	**The Spider and the Fly** – Mary Howitt	**Wonder** – RJ Palacio	**The Golden Horseman of Baghdad** – Saviour Pirotta
	Writing focus	***Diary*** ***Balanced argument***	***Narrative*** *(Setting description)* ***Persuasion***	***Narrative*** ***Biography*** ***Peace poetry*** *(Holocaust Memorial Day)*	***Narrative*** *(Alternative story ending)* ***Poetry***	***Recount*** ***Information*** *(Non-chronological report)*	***Letter*** ***Narrative*** *(Retell a section of the story)*
Y5/6 Cycle B	**Text**	**The Nowhere Emporium** – Ross MacKenzie	**Holes** – Louis Sacher	**Secrets of the Sun King** – Emma Carroll	**Darwin's Dragons** – Lindsay Galvin	**The Last Bear** – Hannah Gold	**The Man Who Walked Between Towers** – Mordicai Gerstein
	Writing focus	***Recount*** ***Narrative*** *(Descriptive writing)*	***Narrative*** *(Setting description)* ***Information*** *(How to survive at Camp Green Lake)*	***Persuasive letter*** ***Narrative***	***Balanced argument*** ***Narrative*** *(new chapter)*	***Non-chronological report*** ***Biography***	***Narrative*** *(flashback)* ***Poetry***

Strawberry Fields Primary School
Poetry spine

The guiding principles should always be:

- What will best encourage children to develop an enjoyment of poetry?
- What will best allow children to develop their reading skills and understanding of poetic language and forms?
- What will support high quality outcomes where children are writing and/or performing poetry?
- What will ensure children are exposed to a diverse range of poets and poems?

Phase	**Poetry types**	**Poetic techniques and vocabulary**	**Core texts (poetry spine)** *Teachers should strike a balance between sharing poems with children, and them reading the poems independently (when able and appropriate)* **Poems to share/read can also be used doing 'poetry' guided reading sessions**	**Additional books or poems to draw from** *In EYFS and Key Stage 1, some poems/rhyming books will form part of our 'Reading Spine'*	**Poetry to write (suggested)**	**Poetry to perform (suggested)** *Time will be given over during the oracy sessions for a unit of work on performance poetry, though teachers can of course also do this at other times*
EYFS	**Rhyming books** **Nursery rhymes**	**Rhyme (heard)** **Rhythm (heard)** **Repetition (heard)**	Commotion in the Ocean (Giles Andreae) Incy Wincy Spider (Trad.) Humpty Dumpty (Trad.)	The books of Julia Donaldson Hairy Maclary The books of Dr Seuss Cops and Robbers – Janet and Allen Ahlberg Counting Poems – e.g. Ten Little Monsters	N/A	Incy Wincy Spider Common nursery rhymes

Phase	Poetry types	Poetic techniques and vocabulary	Core texts (poetry spine)	Additional books or poems to draw from	Poetry to write (suggested)	Poetry to perform (suggested)
Y1/2 Cycle A	**Acrostic** Kenning Free Verse	**Poem** **Poet** **Acrostic (Cycle A)** **Kenning (Cycle B)** **Rhyme (heard)** **Rhythm (heard)** **Repetition** **Alliteration** **Couplets** **Language choice** **Stanza** **Narrative poem** **Anonymous (Cycle B)**	Chocolate Cake (Michael Rosen) Twas the Night Before Christmas (Clement Clarke Moore) Queue For The Zoo (Clare Bevan) The Morning Rush (John Foster) Cats (Eleanor Farjeon) Eletelephony (Laura Richards)	Zim Zam Zoom Mad About Dinosaurs Don't Look in this Book Heard it in the playground Giraffes Can't Dance An imaginary Menagerie *(All taken from the KS1 'Super Six' reading spine)*	**Acrostic poetry** Kenning poetry https://poetryzone.co.uk/childrens-archive/kennings/	**Acrostic poetry** Kennings **Poetry with simple rhyme and rhythm** **Free verse** **All core poems**
Y1/2 Cycle B	**Kenning** Acrostic Free verse		If I had wings (Pie Corbett) Spaghetti, spaghetti (Jack Preslutsky) Leap Year Poem (Anonymous) If You Should Meet a Crocodile (Christine F Fletcher) If You Were A Carrot (Berlie Doherty) The Secret Song (Margaret Wise Brown)	You Can't Take an Elephant on the Bus Jelly Boots, Smelly Boots Revolting Rhymes Crazy Mayonnaisy Mum Rhyme Crime Poems Aloud *(All taken from the KS1 'Super Six' reading spine)* *The Owl and the Pussycat (Edward Lear) - Set text during Spring 2*	**If I had wings...** *(this poem can be rewritten, using the same structure)* **Kenning poetry** https://poetryzone.co.uk/childrens-archive/kennings/ Acrostic poetry	**Kennings** Acrostic poetry **Poetry with simple rhyme and rhythm** **Free verse** **All core poems**

Phase	Poetry types	Poetic techniques and vocabulary	Core texts (poetry spine)	Additional books or poems to draw from	Poetry to write (suggested)	Poetry to perform (suggested)
Y3/4 Cycle A	**Haiku** *(Make links to counting syllables in spelling)* **Free verse** Diamonte **Teachers could also choose to revisit some poetic forms from Key Stage 1**	***Prior vocabulary and concepts:*** *Poem* *Poet* *Acrostic* *Kenning* *Rhyme* *Rhythm* *Repetition* *Alliteration* *Couplets* *Language choice* *Stanza* *Narrative poem* *Anonymous* **New vocabulary and concepts:** **Haiku (Cycle A)** **Diamonte (Cycle B)** **Simile** **Metaphor** **Onomatopoeia** **Structure** **Stanza** **Free verse** **Language chosen for descriptive effect or depth of feeling/ meaning**	Ten Things Founds in a Wizard's Pocket (Ian McMillan) Voices of Water (Tony Mitton) *Teaches onomatopoeia* The Adventures of Isabel (Ogden Nash) Waves (Jackie Kay) The Emergensea (John Hegley) The Door (Miroslav Holub)	The Places You'll Go (Dr Seuss) (To use at the start of the year) Tiger Tiger Burning Bright (various, edited by Fiona Waters) Rosie Revere, Engineer (Andrea Beaty) Two of a Kind (Nikki Grimes)	Ten things Found in a Wizard's Pocket **Haiku** Free verse Acrostic Kenning	**Haiku** Free verse Poetry with rhyme and rhythm On The Ning Nang Nong Children could also read out stanzas of longer poems studied (e.g. The Adventures of Isabel)
Y3/4 Cycle B	**Diamonte** *(Make grammar links explicit)* **Free verse** Haiku **Revisit some poetic forms from Key Stage 1**		From a Railway Carriage (RL Stevenson) On the Ning Nang Nong (Spike Milligan) The Sound Collector (Roger McGough) *Teaches onomatopoeia* Don't Be Scared (Carol Ann Duffy) Slowly (James Reeves) The Witches Spell from Macbeth (Shakespeare)	The Places You'll Go (Dr Seuss) (To use at the start of the year) Tiger Tiger Burning Bright (various, edited by Fiona Waters) Iggy Peck, Architect (Andrea Beaty) Gran Can You Rap (Jack Ousbey)	The Witches' Spell **Diamonte** Free verse Acrostic Kenning	**Diamonte** Free verse Poetry with rhyme and rhythm On The Ning Nang Nong The Witches' Spell Children could also read out stanzas of longer poems studied (e.g. From a Railway Carriage)

Phase	Poetry types	Poetic techniques and vocabulary	Core texts (poetry spine)	Additional books or poems to draw from	Poetry to write (suggested)	Poetry to perform (suggested)
Y5/6 Cycle A	**Narrative** **Clerihew** *(Make a link with biography writing)* *Revisit prior poetic forms*	***Prior vocabulary and concepts:*** *Poem* *Poet* *Acrostic* *Kenning* *Rhyme* *Rhythm* *Repetition* *Alliteration* *Couplets* *Language choice* *Stanza* *Narrative poem* *Anonymous* *Haiku* *Diamonte* *Simile* *Metaphor* *Onomatopoeia* *Structure* *Stanza* *Free verse* *Language chosen for descriptive effect or depth of feeling/ meaning* **New vocabulary and concepts:** **Onomatopoeia** **Structure** **Stanza** **Personification** **Symbolism** **Enjambment** **Language choice for mood and tone** **Careful language choices to represent best possible choice from various alternatives** **Narrative poetry**	The Highwayman (Alfred Noyes) The River (Valerie Bloom) *good for teaching personification* On The Move Again From Somewhere (Michael Rosen) Leisure (William Henry Davies) The Moment (Margaret Atwood) Shoulders (Naomi Shahid Nye) *Contains enjambment*	The Lost Words (Robert Macfarlane) The Barefoot Book of Classic Poems *The Spider and the Fly (Mary Howitt) - Set text during Spring 2* Matilda (Who Told Lies and Was Burned to Death (Hillaire Belloc) Aleppo Cat (Philip Gross) *Contains enjambment*	Free verse, including peace poetry (linked to WW2 topic) Narrative poetry **Clerihew** Haiku Diamonte	Clerihew The Highwayman *(would work well with the class divided into pairs, with each pair learning and performing a different stanza each)*
Y5/6 Cycle B	**Limerick** **Narrative** *Revisit prior poetic forms*		Jabberwocky (CS Lewis) In Flanders' Fields (John McCrea) The British (Benjamin Zephaniah) The Magic Box (Kit Wright) How to Cut a Pomegranate (Imtiaz Dharker) Life Doesn't Frighten Me (Maya Angelou)	The Lost Words (Robert Macfarlane) The Barefoot Book of Classic Poems A Girl Named Jack (Jacqueline Woodson)	Free verse Narrative poetry **Limerick** Haiku Diamonte	Limericks Free verse Jabberwocky *(would work well with the class divided into pairs, with each pair learning and performing a different stanza each)*

Some useful links to augment to Poetry Spine

- https://childrens.poetryarchive.org/
- https://www.bbc.co.uk/bitesize/topics/z4mmn39
- https://www.snettishamprimary.co.uk/_site/data/files/classes/EA4819B2DD27419BBC19F0743AA12FAA.pdf

Strawberry Fields Primary School
Guided reading long term plan – non-fiction

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2 Cycle A		Information text	Diary	Instructions	Information text	Persuasive text
Y1/2 Cycle B		Recount	Diary	Information text	Instructions	Information text
Y3/4 Cycle A	Instructions	Newspaper article	Information text	Information text	Persuasive text	Letter
Y3/4 Cycle B	Letter to request	Information or instructions	Diary	Opinion	Persuasive text	Information text
Y5/6 Cycle A	Balanced argument	Persuasion	Biography	Newspaper article	Information	Letter
Y5/6 Cycle B	Recount	Information	Persuasive letter	Balanced argument	Biography	Letter to complain

Over a three-week cycle of guided reading sessions, keep the SAME text.
It will vary from phase to phase, and text-type to text-type, but a basic structure to investigate a text will be:

Lesson	Sequence	Activity	Example	Notes
1	1	Introduce the text type and give some examples of when it might be used.		
	2	Pre-teach any target vocabulary. In particular, focus on any words children will need in order to make sense of the text.	'In this text, we will see the word 'diurnal.' *(Show word written on board)*. Diurnal means animals that are awake and active in the daytime. It is the opposite of 'nocturnal.' Explain to your partner what 'diurnal' means.'	
	3	Read the text. Give children an opportunity to respond, discuss any elements they found difficult or confusing, including vocabulary.	- 'What is this text about? Yes, it's a letter from someone complaining that the council has decided to close the local playground.' - 'As I read, highlight any words you do not understand. Bewildered. Bewildered means very confused. So, when it says I am bewildered by the decision, it means 'I am very confused by the decision.' Explain to your partner what bewildered means.'	Where children have found particular vocabulary difficult, make this a teaching point. List it, display it, practise it using oracy activities, return to it in future weeks.
	4	Explain the features of the genre type. As this is a reading lesson, you may not	'Here is a list of the features of a set of instructions.' You may have to teach some of these as additional, domain-specific vocabulary:	Understanding genre features gives the children a framework to understand the text. The less cognitive effort the children have to

		need to do this to the same level of detail you would in a writing lesson, but this kind of domain knowledge is essential to gaining a full understanding of the text. If appropriate, ask children to identify examples of each feature in the text.	'*Imperative verbs* are verbs where you are telling the reader what to do. For example: '**Turn** right when you reach the first tree.' They are usually found at the beginning of sentences. 'A *sub-heading* is a title used to introduce a specific section of a text, but it is not the main title of the whole piece. The sub-heading should tell the reader what that section of text is going to be about.'	put into making sense of the structure and purpose of a text, the more they can put into understanding the language choices and specific details.
2	5	Re-read the text. Revise elements taught in the previous session – vocabulary and genre features.	'These are the words we focussed on in the last session. I am going to describe one of them and I want you to tell me what it means. This word means 'built.' That's right: '**constructed**' means 'built.' If you see the word 'constructed' in a text, it means someone built something. Everyone repeat: 'The word 'constructed' means 'built'.'	We know the importance of vocabulary in reading – teaching and re-teaching relevant vocabulary is a crucial part of guided reading.
	6	Teach the children specifics about the structure of the text. Children can rehearse what they know with a talk partner or their table using oracy activities. You could also play games like 'Fastest Finger First.' 'Put your finger on the *headline*.' 'Put your finger on a *caption*.'	'How has the information of this text been organised'? 'Is this text chronological or not?' 'What is the purpose of the sub-heading at the start of each paragraph?' 'Why does this text have a date at the top?' 'Can you notice how the text is arranged into columns? Why is this?'	This will vary from text-type to text-type. For a *non-chronological report*, you would draw attention to how sub-headings are used to organise information. In a *biography*, you would talk about how each paragraph has a specific theme, and they are usually chronologically ordered. For *instructions*, you would talk about how they usually begin with a 'what you need' list, and then they are numbered or ordered, and sometimes use sequencing vocabulary like 'first,' 'next,' 'then.'
	7	Discuss with the children that when we write, we use different language styles. Is the text written formally or informally? How can we tell? Can children find examples of formal language? What other language choices has the writer made for effect?	-Why is: '*I am writing to enquire whether there are currently any vacancies available on your team*' more effective than saying: '*I need you to let me know if you've got a job I can have*.' -When the writer says: *'Everyone I have spoken to agrees this decision is absolutely disgraceful,'* why have they included 'Everyone I have spoken to'? What impact do the words 'absolutely disgraceful' have? -The author has said that leopards 'prowl' the savannah. What does the word 'prowl' tell us about the way the leopard moves?	If time allows, this could be a good opportunity to practice the understanding of formal/informal writing. Can children change informal sentences into formal language? (Could be done in writing or orally).
3	8	Re-read the text and revise any vocabulary that has been taught alongside it. Now the children have thoroughly explored it, they should be ready to answer comprehension questions.	'Here's my answer to the question 'How can you tell the writer is concerned about the oceans...' *'I can tell the writer is concerned about the oceans because it says that millions of tonnes of plastic flow into the ocean from rivers every year. We know this is bad because the text explains that the plastic is bad for all the animals and plants that live there.*	Particularly if the comprehension questions are to be answered as a whole-class discussion, it is worth modelling a good answer. Explain explicitly to children the 'point, evidence, explain' elements of your answer. Children can then be encouraged to model this verbally.

		You could ask them to do this independently, in pairs or even as a whole class discussion.	*I can also tell because the writer has included a chart showing how many species of marine life are endangered. This shows that she wants us to realise the negative effects of pollution on the ocean.* *Finally, the text uses words like 'disastrous' and 'catastrophe.' Both these words mean something very bad is happening, so the writer is showing us how worried she is about the oceans through her vocabulary choices.'* Explain to your partner why this is an effective answer to the question.	When discussing answers, make reference to which element of 'VIPERS' each question was addressing. Alternatively, you might choose to write questions which are specific to only one or two areas of 'VIPERS.' At this point, if you feel your children are confident and able, you **might** choose to have them answer independent comprehension questions using a different text in the same genre.

Strawberry Fields Primary School
Writing end of Year expectations

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence	• use co-ordination with 'and'	• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	• use a variety of conjunctions (coordinating and subordinating) • use expanded noun phrases to describe	• use commas after fronted adverbials and subordinate clause openers correctly most of the time • use a variety of conjunctions (coordinating and subordinating) • use expanded noun phrases to describe	• use relative clauses correctly some of the time	• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
Text	• use present and past tense correctly some of the time	• use present and past tense mostly correctly and consistently	• begin to organise writing into paragraphs • build cohesion using adverbials, pronouns and prepositions	• organise writing into paragraphs and use subheadings • build cohesion using adverbials, pronouns and prepositions	• use a range of devices to build cohesion within and across paragraphs • use verb tenses consistently and correctly throughout their writing most of the time	• use a range of devices to build cohesion within and across paragraphs • use verb tenses consistently and correctly throughout their writing
Composition	• write sentences that are sequenced to form a short narrative (real or fictional) • write about real events	• write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly	• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing	• in narratives, create settings, characters and plot • make simple additions, revisions and proof-reading corrections to their own writing	• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • in narratives, describe settings, characters and atmosphere • begin to integrate dialogue in narratives to convey character and advance the action	• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action
Spelling	• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others • spell many common exception words	• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • spell many common exception words	• spell correctly some words from the year 3 / year 4 spelling list	• spell correctly most words from the year 3 / year 4 spelling list	• spell correctly some words from the year 5 / year 6 spelling list	• spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Punctuation	• demarcate some sentences with capital letters and full stops	• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	• use speech punctuation correctly some of the time • use apostrophes for possession and contraction correctly most of the time	• use speech punctuation correctly most of the time	• use key stage two punctuation correctly most of the time	• use the range of punctuation taught at key stage 2 mostly correctly
Handwriting	• form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words	• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.	• use the diagonal and horizontal strokes needed to join some letters.	• use joined handwriting neatly and fluently	• maintain legibility in joined handwriting when writing at speed.	• maintain legibility in joined handwriting when writing at speed

Strawberry Fields Primary School
Reading end of Year expectations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Speedily read all the letters and sounds in the alphabet and in the year 1 spelling list. • Read accurately by blending known sounds • Read common exception words • Read common suffixes (-s, -es, -ing, -ed, -er, -est) • Read multi-syllable words containing known sounds (e.g. lunchbox) • Read words with apostrophes e.g. don't and understand the apostrophe replaces a letter • Retell familiar stories and traditional tales • Recognise and join in with predictable phrases • Recite some poetry by heart • Understand texts based on prior knowledge or provided information • Correct inaccurate reading by checking what is read makes sense • Discuss the significance of book titles and significant events in a book • Draw conclusions on the basis of what is said and done in a book • Make predictions based on reading so far • Demonstrate an understanding of what is read to them	• Read fluently using decoding skills • Read accurately by blending, including alternative sound • Read multi syllable words containing known sounds. • Read common suffixes (-ment, -ness, -ful, -less, -ly) • Read exception words from Y2 list • Read most words quickly and accurately without overt sounding and blending • Discuss and express views on a wide range of poetry, stories and non-fiction • Recognise simple recurring literacy language in stories and poetry • Perform poetry learnt by heart with appropriate expression • Discuss and clarify the meanings of words • Discuss the sequence of events in books • Draw conclusions on the basis of what is being said and done in a book • Ask and answer questions about a text • Predict what might happen based on reading a piece of text so far • Explain and discuss a range of reading e.g. fiction, non-fiction, poetry	• Read aloud and understand words based on knowledge of root words, prefixes & suffixes e.g. fair and unfair, walk and walking • Use dictionaries to check the meanings of words • Retrieve and record information from non-fiction texts • Identify how different texts are structured and presented • Recognise different forms of poetry • Check a text makes sense by re-reading • Summarise the main ideas from their reading • Draw conclusions about feelings, thoughts and motives • Predict what might happen next from details stated when reading a piece of text • Listen to and discuss the content and style of a wide range of fiction, poetry, plays and non-fiction • Perform plays and poetry aloud • Retell some fairy tales or traditionally tales orally	• Read further exception words, including those with unusual spelling Choose to use a dictionary to check the meaning of unknown words • Can use non-fiction features such as contents page, glossary and index to locate information • Choose to read a wider range of books and authors • Check that a text makes sense, including explaining the meaning of words in context • Read and discuss differences between types of poems. • Identify how structure and presentation of a piece of text contribute to meaning • Identify how language choice by an author contributes to meaning within a piece of text • Discuss words and phrases which capture the reader's interest and why • Identify themes in books • Identify and summarise the main ideas drawn from more than one paragraph • Use evidence to justify comments made about a piece of text • Predict what might happen from details implied in books read • Perform plays and poetry aloud using intonation, tone, volume and action	• Use a wide range of strategies to work out how to read unfamiliar words • Read a range of non-fiction and modern fiction, including from literary heritage and from other cultures and traditions • Make book recommendations about books to others, giving reasons for choices • Discuss themes and ideas across a wide range of writing • Explain and discuss understanding of reading using some technical terms e.g. metaphor • Make comparisons within and across books • Summarise ideas drawn from more than one paragraph, identifying key details • Identify how language, structure and presentation of a piece of text affects its purpose • Discuss understanding of texts, including exploring meaning of words in context • Discuss how authors use language, including figurative language, to affect the reader • Predict future events from details stated and implied • Participate in discussions about books, building on and challenging ideas.	• Use knowledge of words and grammar to read and understand new words • Choose to read a range of non-fiction and modern fiction from literary heritage and from other cultures and traditions • Ask questions to improve understanding of texts • Identify and discuss themes and conventions across a range of writing • Provide reasoned justifications for views about a piece of text • Consider different accounts of the same event / story and viewpoint of the author, for example how different characters might feel differently about the same event • Summarise the main ideas drawn from more than one paragraph, identifying key details • Identify and discuss how the language, structure and presentation contribute to the meaning of a piece of text • Justify the author's choice of language, including figurative language, to affect the reader • Participate in formal presentations and debates about reading • Reflect on feedback of their explanations about books

Nursery

In nursery, early phonics is all about listening to different types of sounds and learning to tell the difference between them. Children will:

- Explore and experiment with different sounds and words
- Distinguish between different sounds in the environment and letter sounds
- Show an awareness of rhyme and alliteration (words that start with the same sound)
- Learn how to sound simple words out (segment) and blend separate sounds together to make a word (blend)

Reception, Year 1, Year 2, Year 3, Year 4

At Strawberry Fields, we teach phonics using Sounds-Write; a highly structured, incremental and code-orientated, instructional approach to teaching children to read and spell.

The four **key concepts** children are taught are:
1. Letters are symbols that represent sounds
2. Sounds can be spelling using 1, 2, 3 or 4 letters
3. The same sound can be spelled in different ways
4. The same spelling can represent different sounds

The three **key skills** children need to master are:
1. Blending
2. Segmenting
3. Phoneme Manipulation

Children in Foundation Stage begin with the Initial Code in the first few weeks of September where they practise all three key skills whilst learning the 1:1 sound-spelling correspondences and securing their understanding of key concept 1 - Blending. At first, children learn to read and write one syllable words with a CVC structure. Complexity of word structure systematically builds up so that children apply their code knowledge to monosyllabic words with up to 6 sounds.

Once the **Initial Code** has been mastered, children continue to practice all three key skills whilst learning the Extended Code which explores key concepts 2, 3 and 4. The learning of the Extended Code is a lifelong process - we all continue to develop our understanding of this code whenever we encounter new words. This is why we are currently taking Sounds-Write through into Year 3 and 4.
Whilst learning the **Extended Code**, children read and write monosyllabic and polysyllabic words at an age-appropriate level.

Children in Foundation Stage and Key Stage One have a 30-minute Sounds-Write session every day at 9am. This is in addition to their English lessons. Children in Year 3/4 have a 20-minute Sounds-Write lesson three times a week focussing on polysyllabic words and etymology.

Year 5 and Year 6

Children in Years 5 and 6 use the Spelling Shed programme with lessons focusing on the following:
Orthography - how patterns of letters are used to make certain spoken sounds in a language.
In the Spelling Shed lessons, children will continue to build on the firm foundations built whilst studying phonics and spelling into key stage two. Through adult-led discussion and investigation children will become more secure in their knowledge of English orthography.
Morphology - describes how words are structured into subcomponents to give meaning.
Children will study words; word parts; their meanings and how this affects spelling.
There are lessons throughout the scheme that consolidate children's knowledge of common morphemes such as root formations, prefixes and suffixes.
Etymology - describes the origins of words, which can lead to certain patterns of spelling.
Most lessons in the scheme include an etymology element that allows educators to teach the children about the origin of the words that they are learning about.
Children will be able to see how the English language has, over time, borrowed and integrated words and spellings from a range of source languages.

Progression in oracy across the curriculum

Physical | **Cognitive** | **Linguistic** | **Social & emotional** | Sentence stems to be used to support progression in language.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Express needs clearly to a familiar adult through voice or gesture. To watch a familiar adult's face when they are talking/singing. To speak in a short sentence consisting of up to 3/4words	To express their feelings using words (sad, angry, happy) as well as actions. To begin to maintain eye contact with a familiar adult. To instigate or participate in a conversation with a familiar adult.	To communicate their likes and dislikes in a simple sentence (the start of stating an opinion). To maintain eye contact when talking about a topic of interest. To speak clearly so they can be heard by peers and familiar adults.	To begin to use gestures and speech to recite familiar stories using the T4W approach. Take turns in a conversation with a peer. To begin to ask simple questions to have their needs met.	To use talk to organise themselves and their play. Can start a simple conversation with a familiar adult or friend. To use longer sentences of 4/6 words.	Can start a conversation with a familiar adult or friend continuing it for many turns. To ask simple questions to clarify their understanding. To express a point of view.
Reception	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Use gestures to support meaning Ask a relevant question about a story. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.	Know the names of the four strands of the framework. Speak audibly so they can be heard and understood by the class. Use 'because,' 'then' 'but' when explaining their plan and outcomes.	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
Year 1	Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.	Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.	Speak clearly when presenting learning to the class. Use sentence stems independently even if not always appropriately.	Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to independently take turns and ensure all members contribute.	Speak clearly and confidently when explaining displayed learning to an adult in the showcase. Recognise when the wrong stem has been used and choose a more appropriate one.	Speak clearly and confidently using a script Request a book from the librarian. Explaining the title or topic and maintaining eye contact.
Year 2	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree, or build. Choose the most appropriate stem independently.	Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions.	Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately.	Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground.	Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument. E.g. the opinion continuum.	Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and

						independently in discussions.
Year 3	Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.	Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind	Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.
Year 4	Confidently summarise the contribution of one participant in a logical order.	Pause at appropriate points to allow for an audience's reaction	Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'	Project voice to the back of the hall and maintain that without shouting.	Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.	Write own short contribution to be delivered during the showcase.
Year 5	Use gestures effectively to engage and persuade the audience. Self-assess own delivery of a short, recorded presentation. Set targets to work on this year.	Write a coherent discussion text in response to a whole-class stimulus. Deliver that argument to a larger audience of their peers. (Yr grp)	Use effective exploratory and evaluative language to clarify thinking during a discussion.	Present learning to parents in pupil-led parent meetings. Use evaluative stems to support the discussion of successes and next steps.	Independently discuss a question in a small group, maintaining focus on the question and roles.	Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class.
Year 6	Use humour appropriately and effectively to engage an audience.	To project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.	To use posture, gestures, and tone of voice effectively to persuade the audience. Be able to reply to questions from the audience.	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.

Strawberry Fields Primary School
Maths – Sequencing

Year	Autumn Term	Spring Term	Summer Term
F1	Position and Direction Place Value Shape	Place Value Length and Height	Place Value Capacity Mass
F2	Match, Sort and Compare Talk About Measure and Patterns It's Me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8 Length, Height and Time Building 9 and 10 Exploring 3D Shapes	To 20 and Beyond How Many Now? Manipulate, Compose and Decompose Sharing and Grouping Visualise, Build and Map Make Connections
Year 1	Place Value (within 10) Addition and Subtraction (within 10) Shape	Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time
Year 2	Place Value Addition and Subtraction Shape	Money Multiplication and Division Length and Height Mass, Capacity and Temperature	Fractions Time Statistics Position and Direction
Year 3	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter Fractions Mass and Capacity	Fractions Money Time Shape Statistics
Year 4	Place Value Addition and Subtraction Area Multiplication and Division	Multiplication and Division Length and Perimeter Fractions Decimals	Decimals Money Time Shape Statistics Position and Direction
Year 5	Place Value Addition and Subtraction Multiplication and Division Fractions	Multiplication and Division Fractions Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals Negative Numbers Converting Units Volume
Year 6	Place Value Addition and Subtraction Multiplication and Division Fractions Converting Units	Ratio Algebra Decimals Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics	Shape Position and Direction

Maths Vocabulary Progression

F1	count	order	subitise	more than	fewer than	size
	long	short	small	large	first	then
	rectangle	square	circle	triangle	sides	corners
	straight	flat	over	under	in front	behind
F2	count	subitise	order	compare	forwards	backwards
	one more	one less	equal to	more than	less than (fewer)	add
	plus	altogether	total	take away	minus	number bond
	part	whole	double	half	equal	share
	group	odd	even	height	tall (er)	weight
	measure	long (er, est)	short (er, est)	heavy	light	heavier
	lighter	big (er, est)	full	empty	half	today
	yesterday	tomorrow	afternoon	morning	evening	day
	week	rectangle	square	circle	triangle	2D shape
	3D shape	cuboid	cube	cone	sphere	curved
	straight	flat	over	under	between	on
	next to	behind	repeat	pattern	on top of	
Year 1	sort	represent	multiples	partitioning	ones	tens
	addition/add	subtraction	difference	equal	facts	problems
	missing number problems	2-digit number	inverse	multiplication	division	arrays
	whole	half	quarter	equal parts	compare	mass
	volume	chronological order	days of the week	months of the year	o'clock	half past
	second	value	change	sides	corners	properties
	pyramids	faces	position	direction	movement	whole turn
	quarter turn	half turn	three-quarter turn			
Year 2	count in steps	count in multiples	place value	estimate	compare	sum
	3-digit number	commutative	multiplication tables	repeated addition	three quarters	third
	equivalent fractions	unit fractions	non-unit fractions	numerator	denominator	one whole
	standard units	estimate	order	record results	centimetre cm	metre m
	kilogram kg	gram g	quarter full	three quarters full	litres l	millilitres ml
	temperature	Celsius	intervals of time	quarter past/to	duration	pentagon
	hexagon	line of symmetry	properties	cylinder	edges	vertices
	vertex	clockwise	anti-clockwise	straight line	rotation	arrange
	sequences	pictograms	tally chart	block diagram	category	sorting

	totalling	comparing	horizontal	vertical		
Year 3	ascending	descending	10 or 100 more	10 or 100 less	hundreds	column addition
	column subtraction	exchange	estimate	tenths	millimetre mm	perimeter
	analogue clock	roman numerals	12-hour clock	24-hour clock	am/p.m.	noon
	midnight	leap year	digital	right angle triangle	heptagon	octagon
	properties	prism	polygon	orientations	angles	acute angle
	obtuse angle	turn	right angles	half turn	three quarter turn	horizontal lines
	vertical lines	perpendicular lines	parallel lines	table	bar chart	one-step problem
	two-step problem					
Year 4	negative numbers	roman numerals	1000 more	1000 less	thousands	round
	4-digit number	operations	method	factor pairs	formal written method	distributive law
	remainders	decimal	equivalence	hundredths	convert	proper fractions
	Improper fractions	decimal point	kilometres km	rectilinear	figure	area
	convert	isosceles	equilateral	scalene	trapezium	rhombus
	parallelogram	kite	geometric shapes	quadrilaterals	co-ordinates	first quadrant
	grid	translation	plot	polygon	axis	time graph
	discrete data	continuous data	line graph	calculate	interpret	
Year 5	ten thousand	one hundred thousand	powers of integer	multiples	factors	prime numbers
	square numbers	cube numbers	short division	product	dividend	divisor
	quotient	operations	fifth thousandths	mixed numbers	percent %	factors
	integer	complements	decimal notation	scaling	metric units	imperial units
	inches	compound shape	irregular shapes	cubic centimetre	square metres	pounds
	pints	regular polygon	irregular polygon	reflex angles	degrees	one whole turn
	angles on straight line	angles around a point	vertically opposite	missing angles	reflection	timetable
	two-way tables					
Year 6	millions	ten million	long division	relative size	missing values integer	multiplication percentages
	scale factor	unequal sharing and grouping	formulae	linear number sequences	algebraic equations	unknowns
	combinations	variables	conversion	formulae	parallelograms	feet
	cubic metre	cubic millimetre	cubic kilometre	gallons	stones	ounces
	radius	diameter	circumference	dimensions	four quadrants	co-ordinate plane
	pie chart	mean				

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Mathematics end of EYFS Expectations	
Number	• Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical patterns	• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Mathematics end of Year 1 expectations	
Place Value	• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • Given a number, identify one more and one less • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least • Read and write numbers from 1 to 20 in numerals and words
Addition & Subtraction	• Read, write and interpret mathematical statements involving addition, subtraction and equals signs • Represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
Multiplication and Division	• Solve one-step problems involving multiplication and division with the support of the teacher.
Fractions	• Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measurement	• Compare, describe and solve practical problems for: length, mass, capacity and time. • Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes • Sequence events in chronological order using language • Recognise and use language relating to dates, including days of the week, weeks, months and years • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Shapes	• Recognise and name common 2-D and 3-D shapes
Position & Direction	• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Mathematics end of Year 2 expectations

Place Value	• Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • Recognise the place value of each digit in a two-digit number • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0 up to 100; use <, > and = signs • Read and write numbers to at least 100 in numerals and in words • Use place value and number facts to solve problems.
Addition & Subtraction	• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures • Applying their increasing knowledge of mental and written methods • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers • Show that addition of two numbers can be done in any order and subtraction of one number from another cannot • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Multiplication and Division	• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • Calculate mathematical statements for multiplication and division within the multiplication tables • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot • Solve problems involving multiplication and division, using a variety of methods.
Fractions	• Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity • Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and 1/2.
Measurement	• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • Compare and order lengths, mass, volume/capacity and record the results using >, < and = • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Find different combinations of coins that equal the same amounts of money • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • Compare and sequence intervals of time • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • Know the number of minutes in an hour and the number of hours in a day
Shapes	• Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] • Compare and sort common 2-D and 3-D shapes and everyday objects
Position & Direction	• Order and arrange combinations of mathematical objects in patterns and sequences • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
Statistics	• Interpret and construct simple pictograms, tally charts, block diagrams and simple tables • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • Ask and answer questions about totalling and comparing categorical data.

Mathematics end of Year 3 expectations

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number
- Compare and order numbers up to 1000
- Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1000 in numerals and in words
- Solve number problems and practical problems involving these ideas.

- Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above.

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events [for example to calculate the time taken by particular events or tasks].

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

- Interpret and present data using bar charts, pictograms and tables
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Mathematics end of Year 4 expectations

Place Value	• Count in multiples of 6, 7, 9, 25 and 1000 • Find 1000 more or less than a given number • Count backwards through zero to include negative numbers • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • Order and compare numbers beyond 1000 • Identify, represent and estimate numbers using different representations • Round any number to the nearest 10, 100 or 1000 • Solve number and practical problems that involve all of the above and with increasingly large positive numbers • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
Addition & Subtraction	• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • Estimate and use inverse operations to check answers to a calculation • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
Multiplication and Division	• Recall multiplication and division facts for multiplication tables up to 12 × 12 • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • Recognise and use factor pairs and commutativity in mental calculations • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout • Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Fractions	• Recognise and show, using diagrams, families of common equivalent fractions • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Add and subtract fractions with the same denominator • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • Solve simple measure and money problems involving fractions and decimals to two decimal places.
Measurement	• Convert between different units of measure [for example, kilometre to metre; hour to minute] • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the area of rectilinear shapes by counting squares • Estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
Shapes	• Compare and classify geometric shapes, including quadrilaterals and triangles**,** based on their properties and sizes • Identify acute and obtuse angles and compare and order angles up to two right angles by size • Identify lines of symmetry in 2-D shapes presented in different orientations • Complete a simple symmetric figure with respect to a specific line of symmetry.
Position & Direction	• Describe positions on a 2-D grid as coordinates in the first quadrant • Describe movements between positions as translations of a given unit to the left/right and up/down • Plot specified points and draw sides to complete a given polygon.
Statistics	• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Mathematics end of Year 5 expectations

Place Value	• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • Solve number problems and practical problems that involve all of the above • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
Addition & Subtraction	• Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) and some mentally • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Multiplication and Division	• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) • Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
Fractions	• Compare and order fractions whose denominators are all multiples of the same number • Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number • Add and subtract fractions with the same denominator and denominators that are multiples of the same number • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • Read and write decimal numbers as fractions • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Round decimals with two decimal places to the nearest whole number and to one decimal place • Read, write, order and compare numbers with up to three decimal places • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • Solve problems which require knowing percentage and decimal equivalents of common fractions and those fractions with a denominator of a multiple of 10 or 25.
Measurement	• Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), and including using standard units, cm^2, m^2 and estimate the area of irregular shapes • Estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] • Solve problems involving converting between units of time • Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Shapes	• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees • Identify: angles at a point and one whole turn (total 360º), angles at a point on a straight line and half a turn (total 180º), other multiples of 90º • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Position & Direction	• Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
Statistics	• Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables.

Mathematics end of Year 6 expectations

Place Value	• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across zero • Solve number and practical problems that involve all of the above.
Addition, Subtraction, Multiplication & Division	• Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Fractions	• Use common factors to simplify fractions; use common multiples to express fractions in the same denomination and compare and order fractions, including fractions > 1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the answer in its simplest form and divide proper fractions by whole numbers • Associate a fraction with division and calculate decimal fraction equivalents • Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • Multiply one-digit numbers with up to two decimal places by whole numbers • Use written division methods in cases where the answer has up to two decimal places • Solve problems which require answers to be rounded to specified degrees of accuracy • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
Ratio & Proportion	• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • Solve problems involving similar shapes where the scale factor is known or can be found • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra	• Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically • Find pairs of numbers that satisfy an equation with two unknowns • Enumerate possibilities of combinations of two variables.
Measurement	• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • Convert between miles and kilometres • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other
Properties of shape	• Draw 2-D shapes using given dimensions and angles and recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Position & Direction	• Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane and reflect them in the axes.
Statistics	• Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average.

Strawberry Fields Primary School
Science – Sequencing

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Begin to understand the need to respect and care for the natural environment and all living things Seasonal changes		Talk about the differences between materials and changes they notice. Explore and talk about forces		Understand the key features of the life cycles of plants and animals	
F2	Children can name and discuss features of each season. Children know and can describe different weathers. Children know and explore their five senses.		Children have the opportunity to compare coastal towns in the UK and the wildlife that can be found there to a warmer climate.		Children know that plants grow from a seed and need water, soil and sun to grow. Children can name different parts of a plant and can explain how they grow.	
Year 1 and 2 *Cycle A*	Biology: Seasonal changes	Biology: Human body and senses	Chemistry: Naming and describing materials	Chemistry: Properties and uses of materials	Biology: Animals (vertebrates)	Biology: Identifying plants and their parts
Year 1 and 2 *Cycle B*	Biology: Local habitats	Chemistry: Choosing materials	Biology: Growing seeds and bulbs	Biology: Growing up (animals and humans)	Chemistry: Changing materials	Biology: Growing healthy plants
Year 3 and 4 *Cycle A*	Chemistry: Rocks, soils and fossils	Physics: Light and shadows	Physics: Forces, friction and magnets	Biology: Movement and nutrition for the human body	Biology: Flowering plants and plant growth	Biology: Flowering plants life cycle
Year 3 and 4 *Cycle B*	Chemistry: Changes of state	Physics: Electricity: circuits	Biology: Human impact on the environment	Biology: Digestion and food chains	Physics: Sound	Biology: Classification of plants and animals
Year 5 and 6 *Cycle A*	Physics: Forces and mechanisms	Chemistry: Properties and uses of materials	Physics: Earth and space	Biology: Plant and animal life cycles	Chemistry: Separating mixtures and changing materials	Biology: Human growth
Year 5 and 6 *Cycle B*	Biology: Classification of living things	Biology: Evolution and inheritance	Physics: What light does	Biology: Human circulation	Physics: Electricity: changing circuits	Biology: Body health

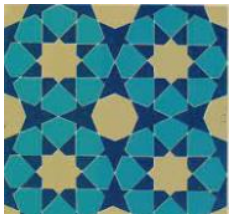
Strawberry Fields Primary School		Science (Working scientifically) – Vocabulary Progression		
EYFS	**ideas**	**experiment**	**fair**	**explore**
	explain	**change**	**reason**	**what**
	how	**where**	**when**	**why**
Year 1 and 2	**observe**	**similarities**	**differences**	**observations**
	magnifiers	**comparisons**	**tests**	**group**
	identify	**bar charts**	**rank**	**measurements**
	thermometer	**temperature**	**comparative tests**	**fair**
	observation over time	**result**	**diagrams**	**patterns**
	enquiry	**explanations**		
Year 3 and 4	**data logger**	**light meter**	**stopwatch**	**digital microscope**
	evidence	**data**	**diagram**	**predict**
	conclusions	**evaluate**	**patterns**	**variable**
	control variable	**fair test**	**pattern seeking**	**standard units**
	accurate	**branching keys**	**bar chart**	**sequence**
	Venn diagram	**Carroll diagram**	**models**	
Year 5 and 6	**independent variables**	**dependent variables**	**control**	**comparative test**
	fair test	**secondary sources**	**justify**	**enquiry**
	accurately	**repeat readings**	**accurate data**	**predictions**
	conclusions	**explanation**	**evidence**	**support**
	refute	**precise**	**force meters**	**scale**
	tape measure	**branching keys**	**circuit diagrams**	**symbols**
	scatter graphs	**pattern seeking**	**evaluate models**	**justify**

Continue to use previous years' vocabulary where appropriate. For conceptual knowledge vocabulary, please refer to the individual **science fundamentals sheets.**

Strawberry Fields Primary School Science (Working scientifically) – End of year expectations

EYFS F1	-Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice.
EYFS F2	-Explore the natural world around them. Describe what they see, hear and feel whilst outside. -Recognise some environments that are different to the one in which they live. -Understand the effect of changing seasons on the natural world around them.
Years 1 and 2	**By the end of KS1, children should be able to:** - ask simple questions and recognise that they can be answered in different ways; - observe closely, using simple equipment; - perform simple tests; - identify and classify; - use their observations and ideas to suggest answers to questions; - gather and record data to help answer questions**.**
Years 3 and 4	**By the end of Lower KS2, children should be able to:** - ask relevant questions and use different types of scientific enquiries to answer them; - set up simple practical enquiries, comparative and fair tests; - make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; - gather, record, classify and present data in a variety of ways to help answer questions; - record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; - use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; - identify differences, similarities or changes related to simple scientific ideas and processes; - use straightforward scientific evidence to answer questions or to support their findings.
Years 5 and 6	**By the end of KS2, children should be able to:** - plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; - take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate; - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs; - use test results to make predictions to set up further comparative and fair tests; - report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations; - identify scientific evidence that has been used to support or refute ideas or arguments.

Strawberry Fields Primary School Art – Sequencing

Year	Autumn Term	Spring Term	Summer Term
Year 1 and 2 *Cycle A*	**Sculpture** **Focus: Molecule Man (Berlin)** 	**Painting** **Focus: Georgia O'Keeffe's flowers** 	**Printmaking** **Focus: Orla Kiely** 
Year 1 and 2 *Cycle B*	**Painting** **Focus: Kandinsky** 	**Printing** **Focus: Andy Warhol** 	**Sculpture** **Focus: Toshihiko Mistuya** 
Year 3 and 4 *Cycle A*	**Sculpture** **Focus: Andy Goldsworthy** 	**Printmaking** **Focus: Margaret Preston - relief printing blocks** 	**Painting** **Focus:** Beach huts paintings Colour mixing and adding materials to create texture. 
Year 3 and 4 *Cycle B*	**Painting** **Focus: Watercolour pumpkins** 	**Sculpture** **Focus: Clay dragon eyes** 	**Printmaking** **Focus: Islamic Art** 
Year 5 and 6 *Cycle A*	**Painting** **Focus: Henri Rousseau** 	**Printmaking** **Focus: Reflections** 	**Sculpture** **Focus: Barbara Hepworth** 
Year 5 and 6 *Cycle B*	**Printmaking** **Focus: William Morris** 	**Sculpture** **Focus: Large scale** 	**Painting** **Focus: Abstract art** 

Strawberry Fields Primary School
Art - Vocabulary Progression

EYFS	colours (all colour names)	mix / mixing	Primary colours	feel	touch	imagination
	Line	**Colour**	**Texture**	**Pattern**	**Shape & Form**	**Tone**
Year 1 and 2	straight	primary	rough	repeating	flat	strong
	curved	secondary	smooth	symmetrical	2D 3D	shade
	long	cold	fine	simple	rounded	soft
	short	warm	raised	spiral	manufactured	pale
	fine	mixed	splatter	pattered	natural	faded
	sketched	shade	thick	swirling	sculpture	harsh
Year 3 and 4	bold	bold	uneven	broken	regular	subtle
	delicate	vibrant	coarse	chequered	irregular	dramatic
	vertical	earthy	glossy	criss-cross	curvaceous	highlight
	horizontal	tint	brushstroke	radial	coiled	blurred
	broken	tone	textured	geometric	negative space	crisp
	powerful	tertiary	hatching	asymmetrical	positive space	gradation
Year 5 and 6	continuous	contrasting	jagged	ornate	angular	contrasting
	parallel	flamboyant	gritty	linear	bulbous	graduated
	fluent	sombre	impasto	tessellated	proportioned	harsh
	angular	complementary	matt	proportion	elongated	ethereal
	controlled	natural	uniform	irregular	precise	intense
	subtle	saturated	serrated	complex	scale	cross-hatching

Strawberry Fields Primary School — Art – End of year expectations

EYFS	**Expressive arts and design:** ▪ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively sharing ideas, resources and skills.					
	Drawing	**Painting**	**Sculpture (3D)**	**Printing**	**Collage**	**Textiles**
Year 1	▪ 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	▪ 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	▪ Enjoy handling, feeling and manipulating a range of materials ▪ Construct using a range of media ▪ Cut shapes using scissors and other modelling tools in a safe way ▪ Build a construction using a variety of objects ▪ Imprint and apply decoration to a 3D model ▪ Discuss the different types of buildings in their locality	▪ Take rubbings from textured surfaces: e.g. leaf, coin, tree bark ▪ Print pictures with a range of materials e.g. sponge, reels ▪ Begin to explore impressed printing e.g. with Styrofoam ▪ Begin to identify different forms of printing e.g. books, newspapers, fabric, wallpaper	▪ 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	▪ Begin to identify different forms of textiles, discussing textures ▪ Show experience in simple stich work ▪ Explain how to thread a needle ▪ Experience different approaches to simple weaving (paper, twigs) ▪ Match and sort fabrics (colour, texture, length, size, shape)
Year 2	▪ 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	▪ 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	▪ Show an awareness that natural and manufactured materials can be used to create sculpture ▪ Create models from imagination and direct observation ▪ Join materials together and apply decorative techniques ▪ Replicate patterns and textures in a 3D form ▪ Discuss the work of other sculptors and relate these to their own ideas and designs	▪ Explore repeated printing using a range of simple methods ▪ Explore relief printing using string and card ▪ Develop an impressed image ▪ Identify a wider range of printed forms in everyday life and consider how the processes have changed over time	▪ Develops a range of cutting, tearing and fixing techniques to create a specific picture ▪ Use scissors in a controlled way to cut with accuracy ▪ Fold, crumple, tear and overlap papers to create an image ▪ Has experience of adhesives and decides on most effective for a given task	▪ Identify and discuss different forms of textiles and their uses ▪ Show an awareness and name a range of different fabric ▪ Gain confidence stitching two pieces of fabric together. Explain how to thread a needle and have a go

Year 3	▪ 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	▪ 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	▪ 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	▪ 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	▪ 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	▪ Use a variety of techniques e.g. printing, dying, weaving and stitching to create different textural effects ▪ Begin to apply decorations using beads, buttons etc ▪ Show experience in changing and modifying threads and fabrics – knotting, fraying, fringing, twisting
Year 4	▪ 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	▪ 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	▪ 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	▪ Design and create a collagraph 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	▪ 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	▪ Become confident with a range of stitches to stitch a range of fabrics together ▪ Record textile explorations and experimentation as well as trying out ideas ▪ Change and modify threads and fabrics, use language appropriate to skill and technique

Year 5	▪ 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 e.g. different styles of shading ▪ Work from a variety of sources including observation and photographs to develop own work	▪ 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	▪ 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	▪ 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	▪ To create a photomontage using given photographs from a range of sources ▪ Add collage to a painted, printed or drawn background to enhance work	▪ Show experience in painting, printing and dying fabric ▪ Demonstrate experience in combining techniques to produce an end piece – embroidery over tie dye ▪ Show an awareness of skills involved in techniques such as knitting, crochet, lace making
Year 6	▪ 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	▪ 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	▪ 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	▪ 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	▪ To explore decoupage as a technique ▪ Independently select a range of media to produce a collaged image ▪ Use collage as a means of extending work from initial ideas	▪ Experiment in a range of techniques, exploring ideas in sketchbooks ▪ Use a number of different stitches creatively to produce different patterns and textures ▪ Design and create a textile piece, independently using a range of techniques ▪ Weave using paintings and photographs as a stimulus

Strawberry Fields Primary School
Computing – Sequencing

Year	Autumn Term	Spring Term	Summer Term
Year 1 and 2 *Cycle A*	Systems and Networks - Technology All Around Us (Y1) Digital Media - Digital Photography (Y2) E-Safety	Programming A - Moving a Robot (Y1) Programming B - Animations (Y1)	Data and Information - Grouping Data (Y1) Creating Media - Digital Music (Y2)
Year 1 and 2 *Cycle B*	Systems and Networks - Technology All Around Us (Y2) Creating Media - Digital Painting (Y1) E-Safety	Programming A - Moving a Robot (Y2) Programming B - Quizzes (Y2)	Data and Information - Pictograms (Y2) Creating Media - Digital Writing (Y1)
Year 3 and 4 *Cycle A*	Computing Systems and Networks - The Internet (Y4) Creative Media - Photo Editing (Y4)	Programming A - Sequencing Sound (Y3) Programming B - Events and Actions in Programs (Y3)	Data and Information - Branching Databases (Y3) Creative Media - Audio Production (Y4)
Year 3 and 4 *Cycle B*	Computing Systems and Networks - Connecting Computers (Y3) Creating Media - Desktop Publishing (Y3)	Programming A - Repetition of Shapes (Y4) Programming B - Repetition in Games (Y4)	Data and Information - Data Logging (Y4) Creative Media - Stop Frame Animation (Y3)
Year 5 and 6 *Cycle A*	Computing Systems and Networks - Communication and Collaboration (Y6) Creating Media - Video Production (Y5)	Programming A - Variables in Games (Y6) Programming B - Sensing Movement (Y6)	Data and Information - Flat File Databases (Y5) Creating Media - Introduction to Vector Graphics (Y5)
Year 5 and 6 *Cycle B*	Computing Systems and Networks - Systems and Searching (Y5) Creative Media - Web Page Creation (Y6)	Programming A - Selection in Physical Computing (Y5) Programming B - Making Quizzes (Y5)	Data and Information - Introduction to Spreadsheets (Y6) Creating Media - 3D Modelling (Y6)

Strawberry Fields Primary School
Computing – Vocabulary Progression
CYCLE A

Year 1 and 2	**technology**	**property**	**landscape**	**predict**
Cycle A	**screen**	**value**	**portrait**	**reset**
	mouse	**data set**	**framing**	**debug**
	keyboard	**command**	**format**	**decomposition**
	object	**program**	**lighting**	**outcome**
	group	**design**	**coding**	**run**
Year 3 and 4	**branching**	**run the code**	**ownership**	**crop**
Cycle A	**data base**	**extension block**	**input device**	**effects**
	structure	**errors**	**output device**	**retouch**
	sprite	**network**	**trim**	**background**
	chord	**router**	**align**	**foreground**
	algorithm	**server**	**export**	**edit**
Year 5 and 6	**field**	**trim**	**assign**	**sensing**
Cycle A	**criteria**	**static zoom**	**Micro:bit**	**output**
	axis	**slide deck**	**accelerometer**	**input**
	vector drawing	**Internet Protocol (IP)**	**compass**	**condition**
	group/ungroup	**Domain Name Server (DNS)**	**If then else**	**step counter**
	talking head	**variable**	**Make Code**	**data payload**
	panning	**declare**	**USB**	**remix**

Strawberry Fields Primary School
Computing – Vocabulary Progression
CYCLE B

Year 1 and 2	**paint program**	**space**	**clear**	**decomposition**
Cycle B	**paintbrush tool**	**backspace**	**directions**	**prediction**
	drawing tool	**cursor**	**route**	**attribute**
	brush style/size	**italic**	**barcode/scan**	**conclusion**
	keys	**font**	**pictogram**	**compare**
	letters	**bee-bot**	**block diagram**	**route**
Year 3 and 4	**connection**	**desktop publishing**	**Interval**	**decompose**
Cycle B	**switch**	**animation**	**Analyse**	**Infinite loop**
	access point	**flip book**	**review**	**repetition**
	advantages/disadvantages	**import**	**logo**	**animate**
	placeholder	**transition**	**Snippet**	**costume**
	template	**layout**	**loop**	**Scratch**
Year 5 and 6	**refine**	**crumble controller**	**breadcrumb trail**	**operation**
Cycle B	**search engine optimization (SEO)**	**crocodile clips**	**hyperlink**	**propose**
	web crawler	**battery box**	**subpage**	**sum**
	content creator	**circuit**	**placeholder**	**software**
	ranking	**conditional statement**	**modify**	**structure**
	microcontroller	**implement**	**cell reference**	**input**
	components	**copyright**	**calculation**	**output**

Strawberry Fields Primary School Computing – End of phase expectations

	Computing Systems and Networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B
Year 1/2 Cycle A	**Technology around us** Recognising technology in school and using it responsibly.	**Digital photography** Capturing and changing digital photographs for different purposes.	**Moving a robot** Writing short algorithms and programs for floor robots and predicting program outcomes. **Robot algorithms** Creating and debugging programs and using logical reasoning to make predictions.	**Grouping data** Exploring object labels, then using them to sort and group objects by properties.	**Digital music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition..	**Programming animations** Designing and programming the movement of a character on screen to tell stories **Programming quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz..
Year 1/2 Cycle B	**Information technology around us** Identifying IT and how its responsible use improves our world in school and beyond.	**Digital painting** Choosing appropriate tools in a program to create art and making comparisons with working non-digitally.		**Pictograms** Collecting data in tally charts and using attributes to organise and present data on a computer.	**Digital writing** Using a computer to create and format text, before comparing to writing non-digitally	
Year 3/4 Cycle A	**The internet** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	**Audio production** Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	**Sequencing sounds** Creating sequences in a block-based programming language to make music.	**Branching databases** Building and using branching databases to group objects using yes/no questions.	**Photo editing** Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.	**Events and actions in programs** Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 3/4 Cycle B	**Connecting computers** Identify that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**Stop-frame animation** Capturing and editing digital still images to produce a stop-frame animation that tells a story.	**Repetition in shapes** Using a text-based programming language to explore count-controlled loops when drawing shapes.	**Data logging** Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Desktop publishing** Creating documents by modifying text, images, and page layouts for a specific purpose.	**Repetition in games** Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Year 5/6 Cycle A	**Communication and collaboration** Exploring how data is transferred by working collaboratively online.	**Video production** Planning, capturing and editing video to produce a short film.	**Variables in games** Exploring variables when designing and coding a game.	**Flat-file databases** Using a database to order data and create charts to answer questions.	**Introduction to vector graphics** Creating images in a drawing program by using layers and groups of objects.	**Sensing movement** Designing and coding a project that captures input from a physical device.
Year 5/6 Cycle B	**Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet.	**Webpage creation** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	**Selection in physical computing** Exploring conditions and selection using a programmable microcontroller.	**Introduction to spreadsheets** Answering questions by using spreadsheets to organise and calculate data.	**3D modelling** Planning, developing and evaluating 3D computer models of physical objects.	**Selection in quizzes** Exploring selection in programming to design and code an interactive quiz.

Strawberry Fields Primary School
DT – Sequencing

Year	Autumn Term	Spring Term	Summer Term
EYFS	What materials do I need to make a successful model? (expressive arts and design creating with materials)	How do I join materials together to make a successful model? (expressive arts and design creating with materials) What are some of the ways I can prepare food? (expressive arts and design creating with materials)	How can I make a model stronger and sturdier? (expressive arts and design creating with materials)
Year 1 and 2 *Cycle A*	How do I design, make and construct a moving Christmas figure? (mechanisms)	How do I design, make and construct a rotary vehicle? (structures)	What foods, products and etiquette do I need to create a meal that could be part of a well-balanced diet? (cooking and nutrition)
Year 1 and 2 *Cycle B*	How do I design, make and construct a moving Christmas card? (mechanisms/ mechanical systems)	How do I design, make and construct a chair? (structures)	What foods, products and etiquette do I need to create a dish or recipe using fruits and vegetables? (cooking and nutrition)
Year 3 and 4 *Cycle A*	How do I adapt a recipe for a specific occasion or a person's dietary requirements? (cooking and nutrition)	How do I design, make and construct a slingshot car? (mechanisms)	How do I design, create and program an electronic charm? (digital)
Year 3 and 4 *Cycle B*	What foods, products and etiquette do I need to create a seasonal dish or recipe? (cooking and nutrition)	How do I design, make and construct a working torch? (electrical systems)	How do I design, make and construct a building or monument? (structures)
Year 5 and 6 *Cycle A*	How do I design, make and construct an electronic Christmas greetings card? (electrical systems)	How do I design, make and construct an automata toy? (mechanisms)	How do I plan, resource and cook safely a series of savory dishes? (cooking and nutrition)
Year 5 and 6 *Cycle B*	How do I design, make and construct a bridge? (structures)	How do I design, develop, program and evaluate a digital product that can be used to navigate the world? (digital world)	What foods, products and etiquette do I need to adapt a traditional recipe to become healthier? (cooking and nutrition)

Strawberry Fields Primary School
DT – Vocabulary Progression

EYFS	Cooking and Nutrition				Structures				Textiles	
	vegetables	fruit	chopping board	Chop	materials	join	cut	stick	sew	pinch
	safety	blade	stir	Packaging	fix	sturdy	shape	sturdier	sewing needle	pattern
KS1	**Cooking and Nutrition**		**Structures**		**Mechanisms**				**Textiles**	
	balanced diet	ingredients	design	evaluation	mechanism	sliders	linkage	template	thread	weave
	recipe	sweet	net	stable	lever	pivot	input	output	needle threader	running stitch
	prepare	blend	strong	weak					stencil	
	food hygiene		structure	function						
LKS2	**Cooking and Nutrition**		**Structures**		**Mechanisms**		**Electrical Systems**		**Digital**	**Textiles**
	climate	seasonal	feature	scoring	air resistance	graphics	buzzer	battery	Smart wearables / Micro:bit	appliqué
	import	export	aesthetic	cladding	chassis	axle	conductor	insulator	loops / simulator	cross-stitch
	texture	combine	reinforce	target audience	kinetic energy		series circuit	circuit diagram	CAD (computer-aided design)	patch
	savoury						switch	LED	program / analogue	fastening
UKS2	**Cooking and Nutrition**		**Structures**		**Mechanisms**		**Electrical Systems**		**Digital**	**Textiles**
	cross-contamination	nutrition	coping saw	Truss bridge	automata	cam	component	parallel circuit	navigation / cardinal compass	appendage
	complement	adaptation	set square/	bench hook	component	jelutong	graphite	copper	pedometer / GPS tracker	blanket-stitch
	salty	sour	dowel	modify	tenon saw				sustainable design	stuffing
			prototype	vice					biodegradable	

Strawberry Fields Primary School — Design technology – End of year expectations

EYFS F1	**Expressive arts and design being imaginative and expressive** **By the end of EYFS F1, children should be able to:** - Use available resources to create props and begin to create imaginary ones to support play - Make imaginative and complex small worlds with blocks and construction kits	**Expressive arts and design creating with materials:** **By the end of EYFS F1, children should be able to:** - Build models using construction equipment -Develop their own ideas and then decide which materials to use to express them -Use tools for a purpose -Join materials in different ways and explore different textures	-Draw with increasing complexity and detail -Uses various constructions materials to stack, balance and create enclosures and spaces - Create closed shapes with continuous lines, and begin to use these shapes to represent objects
EYFS F2		**Expressive arts and design creating with materials:** **By the end of EYFS F2, children should be able to:** - Can create their own designs by using a range of different materials -Can use a variety of joining techniques in their designs e.g. gluing, taping etc. -Can evaluate and improve their own work and show individual preferences for their designs -Can evaluate work by other children	-Can make structures from card, tape and glue -Can follow instructions to cut out and assemble a structure -Talk about how to change their models to make them stronger and sturdier -Can use tools and equipment linked to food preparation -Draw accurate designs

	Cooking and nutrition	Mechanisms	Structures	Textiles
Year 1	**By the end of Year 1, children should be able to:** -Chop fruits and vegetables safely -Tasting and evaluating a range of foods -Beginning to describe the appearance and smell of different foods -To know where and how fruits and vegetables grow -Juicing fruits to make a smoothie -Explain that a fruit has seeds and a vegetable does not	**By the end of Year 1, children should be able to**: -Following a design to create moving models that use levers and sliders. -To know that a mechanism is the parts of an object that move together. -To know that a slider mechanism moves an object from side to side. -To know that a slider mechanism has a slider, slots guides and an object. -To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.	**By the end of Year 1, children should be able to**: -Create a well thought out design -Make stable structures using card, glue and tape -Turn 2-D nets into 3-D shapes -Make functioning turbines and axels -Identify 3-shapes that could be used to make a strong structure -Begin to evaluate their end product	**By the end of Year 1, children should be able to**: -Use a template to create a design on fabric -Safely use fabric scissors to cut a range of materials -To use a range of joining methods to attach materials and fabrics together -Select the appropriate joining method for the purpose
Year 2	**By the end of Year 2, children should be able to:** -Grate and snip food safely -Spread soft foods -Understand that 'diet' means the food and drink that a person or animal usually eats -Identify the five food groups -Know that a balanced diet consists of eating a range of different foods from each food group. Children should also know how much of each food group they would need to form a balanced diet. -Taste and evaluate different food combinations -Describe and evaluate the taste of different foods	**By the end of Year 2, children should be able to:** -Know that there is always an input and an output in a mechanism. -Know that an input is the energy that is used to start something working. -Know that an output is the movement that happens as a result of the input. -Know that a lever is something that turns on a pivot. -Know that a linkage mechanism is made up of a series of levers. -Measure, mark, cut and assemble with increasing accuracy.	**By the end of Year 2, children should be able to:** - Create stable joints and structures using card, glue and tape -Testing and comparing the stability of different structures -Evaluate the stiffness and stability of a structure -Know that shapes and structures with wide, flat bases or legs are the most stable -Evaluate their end product	**By the end of Year 2, children should be able to:** -Thread a needle with support -Use pins to temporary attach materials together -Know the importance of tying a knot at the start and after sewing the final stich -Know how to create a running stitch and to use it to attach two pieces of fabric

	Cooking and nutrition	Mechanisms	Structures	Electrical Systems	Digital	Textiles
Year 3	**By the end of Year 3, children should be able to:** -Describe that seasonal means foods that grow in a particular season -Identify seasonal ingredients from the UK -Explain how climate affects food growth and production -Taste a range of seasonal ingredients -Peel foods with a peeler -Follow a recipe to make a food product that contains seasonal ingredients -Describe the texture of different foods	**By the end of Year 3, children should be able to:** -Same objectives as Year 4	**By the end of Year 3, children should be able to:** -Design and decorate a monument using CAD software -Construct a range of 3-D shapes using nets -Creating facades using a range of materials - Begin to evaluate their models with greater detail e.g. what parts of their model would they modify and why	**By the end of Year 3, children should be able to:** -Same objectives as Year 4	**By the end of Year 3, children should be able to:** -Create a Micro:bit charm -Use templates to cut and assemble a pouch -Apply additional materials to create functional features on a pouch -Write a program to control/initiate a flashing LED algorithm -Use computer –aided design to draw and manipulate 2-D shapes	**By the end of Year 3, children should be able to:** -Thread a needle independently -Use a cross stitch to join fabrics together -Know that an applique is a way of mending or decorating a textile by applying smaller pieces of fabric -Know that when two edges of fabric have been joined together it is called a seam -Know to leave a space on fabric for the seam -Know that some products are turned inside out after sewing to hide the stitches
Year 4	**By the end of Year 4, children should be able to:** -Use hygiene rules to cook safely -Design and evaluate a biscuit recipe -Evaluating existing food products and suggesting modifications -Follow and adapt a baking recipe -Evaluate a recipe, considering, taste, smell, texture and appearance -Begin to describe the impact on budget when choosing ingredients	**By the end of Year 4, children should be able to:** -Make a model based on a chosen personalized design -Design shapes that reduce air resistance -Choose and design shapes that increase or decrease a model's speed -Draw a net to create a structure	**By the end of Year 4, children should be able to:** -Same objectives as Year 3	**By the end of Year 4, children should be able to:** -Make a torch with a working electrical circuit and switch -To understand how batteries, insulators, conductors and electrical circuits operate -Test and evaluate a range of electrical products as well as their final electrical product -Design and modify designs/products for a specific target audience	**By the end of Year 4, children should be able to:** -Same objectives as Year 3	**By the end of Year 4, children should be able to:** -Write a design criterion for a product, articulating decisions made -Measure, mark and cut fabric using a paper template -Select a stitch style to join fabrics (from running stitch or cross stitch) -To know that a fastening is something that holds two pieces of material together -To know that different fastening types are useful for different purposes -Incorporate a fastening to a design -Testing and evaluating an end product against the original design criteria

	Cooking and nutrition	Mechanisms	Structures	Electrical Systems	Digital	Textiles
Year 5	**By the end of Year 5, children should be able to:** -Write and adapt/amend a traditional recipe, taking into consideration the importance of nutritional value -Using a wide range of equipment safely, including pans and hobs -Know how to avoid cross-contamination -Describing the health benefits of different food groups -Identify and compare the different nutritional benefits in a selection of food products and recipes -Design products to reflect a recipe and appeal to a mass audience	**By the end of Year 5, children should be able to:** Same objectives as Year 6	**By the end of Year 5, children should be able to:** -Create a framed structure focusing on triangulation -Create and make different types of bridges -Independently measure and mark materials -Identify where a structure needs reinforcement and using materials/tools to support structures e.g. card corners -Improve structures by identifying weak points and reinforcing them where necessary -Using the correct techniques to saw materials safely and correctly	**By the end of Year 5, children should be able to:** **-Make a functioning graphite circuit** -Create an electronic Christmas card with a working circuit with no breaks -Create an electronical circuit using copper tape and LED's -Create a detailed interior and exterior design to showcase the front cover design and circuit layout of their Christmas card -I can identify the positive and negative legs on an LED	**By the end of Year 5, children should be able to:** Same objectives as Year 6 To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. To understand that it is easier to finish simpler designs to a high standard. To know that soft toys are often made by creating appendages separately and then attaching them to the main body. To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.	**By the end of Year 5, children should be able to:** **-**Know how to create a blanket stitch -Know that a blanket stitch is useful to reinforce the material and to ensure the spaces between the stitches are even and regular -Know what is meant by appendages and why they may be used -Create small, neat stitches that are pulled taut to ensure the strength of a product and to hold stuffing in place
Year 6	**By the end of Year 6, children should be able to:** -Following a recipe by measuring out the correct quantities of each ingredient -Adapt a recipe based on research -Working hygienically and safely independently within a kitchen -Evaluate health and safety in production to avoid cross-contamination -Evaluate a recipe whilst also writing up points of improvement	**By the end of Year 6, children should be able to:** -Experiment and create a design with a range of cams for an automata toy. -Understand how linkages change the direction of force. -Draw cross sectional diagrams to show the inner-workings of a design. -Understand that automata uses a system of cams, axles and followers. - Understand that different shaped cams produce different outputs.	**By the end of Year 6, children should be able to:** Same objectives as Year 5	**By the end of Year 6, children should be able to:** Same objectives as Year 5	**By the end of Year 6, children should be able to:** -Placing, manoeuvring and changing the properties of 3-D objects using CAD -Program an N, E, S, W cardinal compass -Write a design brief that includes design criteria, annotated sketches and an awareness of sustainable design -Create and demonstrate a functioning program within a navigational device -Understand the function of accelerometers and sensors and why they are useful within navigational devices	**By the end of Year 6, children should be able to:** -Design clothing with a client/target customer in mind **-**Explore all stitches previously taught – running (mainly), cross and blanket -Use different decorative stitches

Strawberry Fields Primary School
Geography– Sequencing

Year	Autumn Term	Spring Term	Summer Term
Year 1 and 2 *Cycle A*	**Why is London our capital city?**	**Why are some places hot and other places cold?**	**Why is Leeds so different to Filey?**
Year 1 and 2 *Cycle B*	**What do I know about the UK and where I live?**	**How different are the environments close to our school?**	**What are the main differences between my life and a small village in Kenya?**
Year 3 and 4 *Cycle A*	**How is a river formed? (Focus on a UK river)**	**What is meant by a climate zone?**	**Why do so many people in Britain go to the Mediterranean for their holidays?**
Year 3 and 4 *Cycle B*	**What are the main features of the UK?**	**How are mountains formed and what causes an earthquake or volcano?**	**What are the differences between the Amazon Rainforest, the Lake District and Antarctica?**
Year 5 and 6 *Cycle A*	**How has land use and industry changed over time in the UK?**	**What is Fairtrade and why should it matter to all of us?**	**What are the main features of South America? (Brazil in particular)**
Year 5 and 6 *Cycle B*	**What are the most famous landmarks of Europe?**	**How can I find my way around?**	**What are the similarities and differences between a tundra and a desert?**

Strawberry Fields Primary School

Geography – Vocabulary Progression

Year 1 and 2	**Beach**	**Vegetation**	**Ocean**	**Equator**
	Cliff	**Season**	**River**	**North South East West**
	Coast	**Weather**	**City**	**Continents**
	Forest	**Hill**	**Town**	**North/South Pole**
	Soil	**Mountain**	**Village**	**Street**
	Valley	**Sea**	**Countries**	**Urban/Rural**
	Tide	**Resort**	**Rockpool**	**Road Signs**
	Address	**Postcode**	**Capital**	**United Kingdom**
	England	**Northern Ireland**	**Scotland**	**Wales**
	London	**Belfast**	**Edinburgh**	**Cardiff**
Year 3 and 4	**Estuary**	**Water Cycle**	**Summit**	**Great Britain**
	Source	**Precipitation**	**Tsunami**	**British Isles**
	Meander	**Tectonic Plates**	**Earthquake**	**Urban/Rural**
	Tributary	**Lava**	**Volcano**	**Temperate**
	Erosion	**Strata**	**County**	**Vacation**
	Deposition	**Eruption**	**Lake District**	**Polar**
	Mediterranean	**Climate**	**Highland**	**Islands**
	Canopy	**Deforestation**	**Northern Hemisphere**	**Southern Hemisphere**
	Climate Zones	**Fieldwork**	**Tropical**	**Sub-Tropical**
Year 5 and 6	**Sustainability**	**Desert**	**Developing Countries**	**Fieldwork**
	Biodiversity	**Landscape**	**Cooperatives**	**Temperate**
	Tundra	**Marine Biome**	**Fairtrade**	**Tropics of Cancer**
	Time Zones	**Grasslands**	**Pampas**	**Tropics of Capricorn**
	Grid References	**Ethical Code**	**Incas**	**Artic/Antarctic Circle**
	Global Citizenship	**Andes**	**Prime/Greenwich Meridian**	

Strawberry Fields Primary School Geography – End of year expectations

EYFS	**Understanding the World** -Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps -Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class		**Understanding the World** -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps -Know where the local shops are -Know why there is a need for shops, schools, churches, etc.	
	Locational knowledge	**Place knowledge**	**Human and physical knowledge**	**Geographical skills and field work**
Year 1	**By the end of year one, children should be able to:** -Know the names of the four countries that make up the UK -Know the names of the three main seas that surround the UK -Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland -Know the name of the nearest town or city -Know which is N, E, S and W on a compass -Know their address, including postcode	**By the end of year one, children should be able to:** -Know and name the characteristics of the local area -Know features of hot and cold places in the world -Know where the equator, North Pole and South Pole are on a globe -Know some of the characteristics associated with a coastal place in comparison to where they live	**By the end of year one, children should be able to:** -Know which is the hottest and coldest season in the UK -Know and recognise main weather symbols -Know the main differences between city, town and village -Know the key physical and human features of a coastal place -Know why we have different coloured bins	**By the end of year one, children should be able to:** -Understand why it is important for all streets to have a name, including post code -Be able to follow a simple road map and recognise key landmarks, such as a church -Talk about the features in their local environment
Year 2	**By the end of year two, children should be able to:** -Know the names of and locate the seven continents of the world -Know the names of and locate the five oceans of the world -Know why so many important buildings are located in London -Know and use the terminologies left and right; below, next to	**By the end of year two, children should be able to:** -Know the main differences between the climate and features of a place in England and that of a small place in a non-European country	**By the end of year two, children should be able to:** -Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach -Know some of the advantages and disadvantages of living in a city or village -Know why it is important to recycle	**By the end of year two, children should be able to:** -Locate the nearest town or city on map of the UK -Locate a number of cities on a map of the UK -Make a model, using road strips and toy buildings that shows features in an area -Talk about the main differences between a world map and a globe
Year 3	**By the end of year 3, children should be taught to:** -Know the difference between Great Britain, The British Isles and the United Kingdom -Know the names of and locate at least eight counties and at least six cities in England -Know the names of four countries from the southern and four from the northern hemisphere	**By the end of year 3, children should be taught to:** -Explain clearly the main differences between a village, town and city -Know the main differences between a rural and an urban location within the UK	**By the end of year 3, children should be taught to:** -Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc. -Know and label the main features of a river -Know the name of and locate a number of the world's longest rivers	**By the end of year 3, children should be taught to:** -Use maps to locate European countries and capitals -Use a globe to gain a better understanding about countries' location (USA and Russia, for example) -Use maps to locate European countries and capitals

	-Know, name, locate the main rivers in the UK -Know and name the eight points of a compass		-Know why most cities are situated close to a river -Know and explain the features of a water cycle	-Talk about the features in their local environment and compare it with another they know
Year 4	**By the end of year 4, children should be taught to:** -Know the names of and locate at least eight European countries -Know the names of and locate at least eight major capital cities across the world -Know where the main mountain regions are in the UK -Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map	**By the end of year 4, children should be taught to:** -Know at least five differences between living in the UK and a Mediterranean country -Know that climate and physical features has an important part to play when considering where and how people live	**By the end of year 4, children should be taught to:** -Know that people's jobs are determined by where they live -Know what causes an earthquake and tsunami -Label the different parts of a volcano -Know the names of a number of the world's highest mountains -Know why recycling is important	**By the end of year 4, children should be taught to:** -Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian -Distinguish between the Northern and Southern hemisphere on both a world map and a globe -Plan a journey within the UK, using a road map -Make a model to show part of the local area, e.g. parks, shopping precinct, etc.
Year 5	**By the end of year 5, children should be taught to:** -Know what is meant by the term 'tropics' -Know the names of a number of European capitals -Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean Sea and Suez Canal	**By the end of year 5, children should be taught to:** -Know and recognise many of Europe's key landmarks -Know and recognise the physical conditions necessary for the creation of different biomes -Contrast the main features found in two different biomes, e.g., tundra and desert	**By the end of year 5, children should be taught to:** -Know about the key human and physical differences between living in the UK and a different European country -Know what is meant by biomes and what are the features of a specific biome -Label layers of a rainforest and know what deforestation is -Know the term 'fair trade' and its implications on the lives of so many people --Know about the positive and negative features of plastic -Know why ports are important for world trade	**By the end of year 5, children should be taught to:** -Use graphs to record features such as temperature or rainfall across the world -Use appropriate special language when giving directions -Recognise most of the symbols used on a UK road map, including status of roads -Understand some of the main features of a satnav -Recognise ordnance survey (OS) symbols and know what they stand for
Year 6	**By the end of year 6, children should be taught to:** -Know the names of, and locate, a number of South or North American countries -Know about time zones and work out differences -Know where countries in the British commonwealth are situated -Know what is meant by latitude and longitude	**By the end of Year 6, pupils should be taught to:** -Know key differences between living in the UK and in a country in either North or South America -Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly -Know how a continent's climate can vary and impact on people's lives	**By the end of Year 6, pupils should be taught to:** -Know the names of and locate some of the world's deserts -Know about climate change and its potential impact on our lives -Know why industry is important to the world -Know about the issues associated with Brexit -Know how the lives of children vary across the world	**By the end of Year 6, pupils should be taught to:** -Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. -Understand how to use Digi maps -Be familiar with topographical maps and know about contours, etc -Understand how to use six-figure grid references

Strawberry Fields Primary School
History – Sequencing

Year	Autumn Term	Spring Term	Summer Term
EYFS	•Talk about the lives of people around them and their roles in society. •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. •Understand the past through settings, characters and events encountered in books read in class and storytelling.		
Year 1 and 2 *Cycle A*	Heritage Study: Timelines and Living Memory	The Great Fire of London	Significant Individuals: The Wright Brothers The Moon Landing
Year 1 and 2 *Cycle B*	Heritage Study: Timelines and Living Memory	The Victorians	Significant Individuals: Mary Anning
Year 3 and 4 *Cycle A*	Communities from the Stone Age to the Vikings	Conflict and power from the Stone Age to the Vikings	Artefact
Year 3 and 4 *Cycle B*	Settlements from the Stone Age to the Vikings	Religion and beliefs from the Stone Age to the Vikings	Artefacts
Year 5 and 6 *Cycle A*	Early Islamic Civilisation	World War Two	Artefacts
Year 5 and 6 *Cycle B*	Local Study: Mining	Ancient Egypt	Ancient Greece

Strawberry Fields Primary School
History – Vocabulary Progression

EYFS	history	old/new	before /after	same
	past/present	yesterday	a long time ago	change
	now/then	today	different	
Year 1 and 2	timeline	artefact	compare	importance
	ancient	paleontologist	contrast	impact
	living memory	source	event	achievements
	inventions	evidence	chronological order	contribution
	modern	significant	local	monarch(y)
	similar	order	national	empire
Year 3 and 4	era/period	archaeologist	prehistoric	accurate
	BCE/CE	civilisation	fort	societies
	BC/AD	temporary	settlement	oral history
	invasion	permanent	irrigation	primary sources
	legacy	hunter-gatherers	bias	secondary sources
	continuity	merchant	reliability	influence
Year 5 and 6	consequences	democracy	migration	ancestry
	cause and effect	legacy	refuge	citizen
	propaganda	morale	hypothesis	tolerance
	expansion	conquer	enquiry	infer
	conclusion	analyse	dictatorship	dynasties
	scholars	diversity	controversy	interpretation

Strawberry Fields Primary School History – End of year expectations

EYFS F1	**Understanding the World** • Begin to make sense of their own life story and family history.		
EYFS	**Past and Present** • Talk about the lives of people around them and their roles in society. • Understanding the past through settings, characters and events encountered in books read in class and storytelling. **Understanding the world** • Know the similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.		
	Chronology	**Interpretation**	**Enquiry**
Year 1	• Sequence events in their life on a timeline.	• Compare pictures or photographs of people or events and explain how they know it is from the past. • Use stories to encourage children to distinguish between fact and fiction.	• Find answers to simple questions about the past from sources of information (e.g. artefacts).
Year 2	• Sequence key events on a timeline.	• Compare two versions of a past account. • Discuss ways the past is represented (e.g. photos/accounts/stories) and discuss the reliability of this evidence. • Know how things were different in the past compared to today.	• Use a source to ask or answer questions about the past on the basis of simple observations.
Year 3	• Order key events from the past and begin to use dates. Place these events on a timeline. • Compare time periods.	• Begin to develop research skills using a range of different resources to learn about specific events.	• Use a range of sources to find out about a period of time. • Begin to recognise primary and secondary sources.
Year 4	• Create timelines using decades and centuries. • Begin to develop of chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods studied.	• Begin to evaluate usefulness of different sources. • Use evidence to explain differences in a historical period (e.g. rich and poor). Use a range of evidence, including artefacts, to build up a picture of the past.	• Select and record information relevant to the study. • Evaluate the accuracy of primary and secondary sources.
Year 5	• Know key dates, characters and events and represent them on a timeline. • Understand how and when Britain has influenced and been influenced by the wider world throughout history.	• Compare accounts of events from different sources and consider how different conclusions were arrived at. • Begin to discuss and understand bias in sources.	• Independently use a range of sources to build a picture of a past event/era. • Bring knowledge gathered from several sources together in a fluent account. • Suggest omissions and the means of finding out.
Year 6	• Compare periods of international history to what is happening in Britain at that time.	• Explain why different interpretations of events exist. • Question accuracy of historical sources based on their own knowledge.	• Devise and answer own historically valid questions about change, cause, similarities, differences and significance.

Strawberry Fields Primary School
Spanish – Sequencing

Year	Autumn Term	Spring Term	Summer Term
Year 3 and 4	Phonics lesson 1 & 2 Core vocab - Fonetica I'm Learning Spanish/ Presenting myself Animals/ Pets	I can/ Musical instruments	Hobbies (Twinkl – No Language Angels topic) Fruits/ Vegetables At the café (WOW activity)
Year 5 and 6	Phonics lesson 1 & 2 Core vocab - Fonetica The date/The weather Family	My home Clothes	At school Café (WOW activity)

Strawberry Fields Primary School
Spanish – Vocabulary Progression

Year 3 and 4

Me presento	**¡Hola!**	**¿Como te llamas?**	**Cinco**	**Rojo**	**Gris**	**Trece**	**Diecenueve**
	¿Como estas?	**Yo me llamo**	**Seis**	**Azul**	**Naranja**	**Catorce**	**Veinte**
	Estoy bien	**Uno**	**Siete**	**Amarillo**	**Violeta**	**Quince**	
	Estoy mal	**Dos**	**Ocho**	**Verde**	**Marron**	**Dieciseis**	
	Mas o menos (or asi)	**Tres**	**Nueve**	**Negro**	**Once**	**Diecisiete**	
	¡Adios!	**Cuatro**	**Diez**	**Blanco**	**Doce**	**Dieciocho**	
Animales	**Los animals**	**Un caballo**	**Una oveja**	**Un mono**	**Un canario**	**Un pajaro**	**Un leon**
	Un	**Una**	**Soy…**	**Un cerdo**	**Un raton**	**Un conejo**	**Un pajaro**
	Un conejo	**Una vaca**					
Puedo	**Bailar**	**Saltar**	**Comer**	**Escribir**	**Ver la tele**	**Escuchar**	**Cocinar**
	Cantar	**Hablar**	**Beber**	**Puedo**			
Los instrumentos	**El**	**La**	**Los**	**Las**	**La trompeta**	**La bateria**	**La guitarra**
	La flouta	**El clarinet**	**El arpa**	**El piano**	**El triangulo**	**El violin**	**Los cimbolos**
	Toco						
Los pasatiempos	**La fotografia**	**La cocina**	**Los juegos de mesa**	**El dibujo**	**Los paseos**	**La musica**	**La informatica**
	La lectura	**El camping**	**El baile**	**El tenis**	**El ciclismo**	**La natacion**	**El futbol**
	El rugby	**La gymnasia**	**El alpinismo**	**Me gusta**	**No me gusta**	**Mi pasatiempo favorito es..**	

La fruta	**Una/las manzana**	**Una/las fresa**	**Un/los melocoton**	**Un/los platano**	**Una/las cereza**	**Una/las naranja**	**Una/las ciruela**
	Una/las pera	**Un/los kiwi**	**Un/los albaricoque**	**Me gusta..**	**No me gusta..**		
Las verduras	**Las berenjenas**	**Las espinacas**	**Las cebollas**	**Los calabacines**	**Los tomates**	**Las judias verdes**	**Los guisantes**
	Los champinones	**Las zanahorias**	**Las patatas**	**Un kilo de…**	**Medio kilo de…**	**Quisiera**	**Por favor**
	Y	**Hola**	**¿Puedo ayudarte?**	**¿Algo mas?**	**¿Cuanto cuesta?**	**Gracias**	**Hasta luego**
	En mi cesta tengo…						
En el cafe	**Desayuno en el cafe**	**¿Que quieres?**	**Quiero**	**Por favor**	**Un zumo**	**Un café**	**Un café con leche**
	Un te	**Un te con leche**	**Un chocolate caliente**	**Un croissant**	**La mantequilla**	**Pan**	**La mermelada**
	Un bizcocho	**Cereales**	**Un trozo de tortilla**	**De churros**	**Tapas**	**Patatas fritas**	**Un sandwich**
	Una coca cola	**Una limonada con gas**	**La cuenta por favor**				
Year 5 and 6							
La fecha	**Los dias de la semana**	**Lunes**	**Martes**	**Miercoles**	**Jueves**	**Viernes**	**Sabado**
	Domingo	**¿Que fecha es hoy?**	**Hoy es…**	**Enero**	**Febrero**	**Marzo**	**Abril**
	Mayo	**Junio**	**Julio**	**Agosto**	**Septiembre**	**Octubre**	**Noviembre**
	Diciembre	**Uno**	**Dos**	**Tres**	**Cuatro**	**Cinco**	**Seis**

	Siete	Ocho	Nueve	Diez	Once	Doce	Trece
	Catorce	Quince	Dieciseis	Diecisiete	Dieciocho	Diecinueve	Veinte
	Veintiuno	Veintidos	Veintitres	Veinticuatro	Veinticinco	Veinteiseis	Veintisiete
	Veintiocho	Veintinueve	Treinta	Treinta y uno			
Que tiempo hace?	Esta lloviendo	Esta nevando	Hay tormenta	Hace sol	Hace mucho viento	Hace buen tiempo	Hace mal tiempo
	Hace frio	Hace calor	En el norte de espana	en el sur de espana	En el centro de espana	En el oeste de espana	El el este de espana
	El clima						
Mi casa	¿Donde vives?	Vivo en	Una casa	Un piso	En la ciudad	En el campo	En la montana
	En la costa	En un pueblo	En mi casa hay	En mi casa no hay	Una cocina	Un comedor	Un cuarto de bano
	Un dormitorio	Un lavadero	Un sotano	Un despacho	Un salon	Un garaje	Un jardin
	Y	Pero					
La ropa	Unos pantalones	Un traje de bano	Un suiter	Una maiseta	Un abrigo	Un vestido	Una blusa
	Una corbata	Una bufanda	Una falda	Una chaqueta	Una camisa	Una gorra	Unos guantes
	Unas botas	Unas medias	Unas sandalias	Unas gafas	Unos pantalones cortos	Unos zapatos	Unos calcetines
La clase	Un libro	Un cuaderno	Un lapiz	Un boligrafo	Un sacapuntas	Un estuche	Una calculadora
	Una barra de pegamento	Una regla	Una goma	Una mochila	Una tijeras	Tengo	No tengo
	¿Que tienes en tu escuche?	En mi escuche tengo	En mi escuche no tengo	Mi	Mis	Y	

Strawberry Fields Primary School Spanish – End of year expectations

	Speaking and Listening	Reading	Writing
Year 3	**Speaking** **By the end of year 3 pupils should be able to:** -Present ideas and information orally to a range of audiences -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning to words. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. **Listening** **By the end of year 3 pupils should be able to:** -Listen attentively to spoken language and show understanding by joining in and responding	**Reading** **By the end of year 3 pupils should be able to:** -Read carefully and show understanding of words, phrases and simple writing. -Appreciate stories, songs, poems and rhymes in the language.	**Writing** **By the end of year 3 pupils should be able to:** -Describe people, places, things and actions orally and in writing.
Year 4	**Children should continue to work on the objectives covered in year 3 as well as:** -Speak in sentences, using familiar vocabulary, phrases and basic language structures.	**Children should continue to work on the objectives covered in year 3 as well as:** -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	**Children should continue to work on the objectives covered in year 3.**
Year 5	**Children should continue to work on the objectives covered in years 3 and 4 as well as:** -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	**Children should continue to work on the objectives covered in years 3 and 4.**	**Children should continue to work on the objectives covered in years 3 and 4 as well as:** -Writing phrases from memory and adapt these to create new sentences, to express ideas clearly.
Year 6	**Children should consolidate the objectives covered during years 3, 4 and 5 and be able to hold a conversation in Spanish using both questions and answers with a peer.**	**Children should continue to work on the objectives covered in years 3 and 4.**	**Children should continue to work on the objectives covered in years 3,4 and 5 as well as:** -Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patters of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Strawberry Fields Primary School
Music – Sequencing

Year	Autumn Term	Spring Term	Summer Term
EYFS	Clap, Ding, Tap, Sing!	Clap, Ding, Tap, Sing!	Clap, Ding, Tap, Sing!
Year 1 and 2 *Cycle A*	Pulse, Rhythm and Pitch (Y2) Dance, Sing and Play! (Y1)	Exploring Sounds (Y1) Recognising Different Sounds (Y2)	Exploring Improvisation (Y2) Let's Perform Together (Y1)
Year 1 and 2 *Cycle B*	My Musical Heartbeat (Y1) Playing in An Orchestra (Y2)	Inventing A Musical Story (Y2) Learning To Listen (Y1)	Having fun with improvisation (Y1) Our Big Concert (Y2)
Year 3 and 4 *Cycle A*	***Charanga unit – More Musical Styles*** Y3 – Charanga Y3/4 – Ukulele Y4 - Charanga Y3 – Ukulele Y3/4 – Charanga Y4 – Composition and Performance	***Charanga unit – Musical Structures*** Y3 – Composition and Performance Y3/4 – Charanga Y4 – Ukulele Y3 - Charanga Y3/4 – Ukulele Y4 - Charanga	***Charanga unit – Opening Night*** Y3 – Ukulele Y3/4 – Charanga Y4 - Charanga Y3 – Charanga Y3/4 – Composition and Performance Y4 – Ukulele
Year 3 and 4 *Cycle B*	***Charanga unit – Writing Music Down*** Y3 – Charanga Y3/4 – Ukulele Y4 - Charanga Y3 – Ukulele Y3/4 – Charanga Y4 – Composition and Performance	***Charanga Unit – Feeling Through Music*** Y3 – Composition and Performance Y3/4 –Charanga Y4 – Ukulele Y3 – Charanga Y3/4 – Ukulele Y4 - Charanga	***Charanga unit – The Show Must Go On!*** Y3 – Ukulele Y3/4 – Charanga Y4 – Charanga Y3 – Charanga Y3/4 – Composition and Performance Y4 – Ukulele
Year 5 and 6 *Cycle A*	***Charanga unit – Music and Technology*** Y5 – Charanga Y5/6 – Guitar Y6 – Composition and Performance Y5 – Guitar Y5/6 – Charanga Y6 – Charanga	***Charanga unit – Enjoying Musical Styles*** Y5 – Charanga Y5/6 – Charanga Y6 – Guitar Y5 – Composition and Performance Y5/6 – Guitar Y6 – Charanga	***Charanga unit – Creative Composition*** Y5 – Guitar Y5/6 – Composition and Performance Y6 - Charanga Y5 – Charanga Y5/6 – Charanga Y6 - Guitar
Year 5 and 6 *Cycle B*	***Charanga unit – Composing and Chords*** Y5 – Charanga Y5/6 – Guitar Y6 – Composition and Performance Y5 – Guitar Y5/6 – Charanga Y6 – Charanga	***Charanga unit – Musical Styles Connect Us*** Y5 – Charanga Y5/6 – Charanga Y6 – Guitar Y5 – Composition and Performance Y5/6 – Guitar Y6 – Charanga	***Charanga unit – Freedom to Improvise*** Y5 – Guitar Y5/6 – Composition and Performance Y6 - Charanga Y5 – Charanga Y5/6 – Charanga Y6 - Guitar

Strawberry Fields Primary School **Music – Vocabulary Progression**

EYFS	Song	Music	Instrument	Beat	Cabasa
	Castanets	Tambourine	Hand drum	Rainmaker	Claves
	Maracas	Guiro	Slow(er)	Quiet(er)	Loud(er)
	Fast(er)				
Year 1 and 2	Beat/pulse	Rhythm	Pitch	Tempo	Melody/melodic
	Dynamics	Body Percussion	Tuned percussion	Untuned percussion	Chorus
	Note	Choir	Musician	Glockenspiel	Verse
Year 3 and 4	Texture	Structure	Arrangement	Harmony	Woodwind
	Lyrics	Instrumental	Vocals	Introduction (Intro)	Strings
	Bridge	Phrase	Style	Genre	Riff
	Repeat/repetition	Ostinato	Time signature	Quavers	Notation
	Crochets	Minims	Semibreves	Rest	Ukulele
	Tune (verb)	Bar	(Graphic) Score	Improvise/improvisation	Body
	3/4 time	4/4 time	Compose(r)/Composition	Orchestra	Tuning pegs
	Performance	Folk music	Classical Music	Percussion	Composer
	Brass	Neck	Fret		
Year 5 and 6	Timbre	Phrasing	Octave	Scale	Semi-quavers
	Forte	Piano	Crescendo	Diminuendo	Loops
	Staff notation	Stave	Major	Minor	Flats
	Chords	6/8 time	5/4 time	Metre	Sharps
	Fret (verb)	Plectrum	Strum	Home note	

Strawberry Fields Primary School Music – End of year expectations

	Performing (musicianship and singing) ***Technical elements of music making music***	**Creating (Composing and improvising)** ***Constructive and expressive elements of making music***	**Understanding (Listening, appraising and knowledge)** ***Knowledge of musical genres, context, vocabulary***
F1	**By the end of F1, children should be able to: (Development Matters)** • Sing a large repertoire of songs • Remember and sing entire songs • Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape (Moving melody, such as up and down, down and up) of familiar songs • Play instruments with increasing control to express their feelings and ideas	**By the end of F1, children should be able to: (Development Matters)** **(Development Matters)** • Create their own songs or improvise a song around one they know	**By the end of F1, children should be able to: (Development Matters)** • Listen with increasing attention to sounds • Respond to what they have heard, expressing their thoughts and feelings
F2	**By the end of F2, children should be able to:** • Use their voice in different ways e.g. whispering, talking, singing, thinking • Begin to find singing voice, both on their own and with others and can sing a repertoire of chants and 2 and 3 tone songs from memory • Play instruments safely and pick them up and put them down quietly • Start and stop when playing with others • Watch and follow the leader's signals when playing or singing • Differentiate between fast/slow and loud/quiet when playing • Sing a range of well-known nursery rhymes and songs (ELG) • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music (ELG)	**By the end of F2, children should be able to:** • Choose sounds to accompany a song or story	**By the end of F2, children should be able to:** • Listen to instructions within a song and react accordingly • Respond to music with movement, e.g. stomp, tiptoe, walk, run and show an awareness of pulse • Understand that different instruments produce different sounds and can classify sound makers e.g. shake, tap, scrape • Name up to four percussion instruments • Differentiate between fast/slow and loud/quiet when listening
KS1	**By the end of KS1, children should be able to:** • *Sing with an awareness of pitch and phrase, following the shape of melody using big, clear mouth shapes to form words* • *Sit silently with an instrument and perform to an audience* • *Keep a steady pulse and play at different speeds* • *Copy a simple rhythm* • *Control changes in tempo with their body, and instruments, e.g. faster/slower* • *Control changes in dynamics with their voice and instruments, e.g. louder/quieter* • Practice and refine performances in groups and as a class • Suggest and control changes to performances by using opposites (faster/slower, louder/quieter, higher/lower) • Perform simple accompaniments (including use of rhythmic ostinato) to a melody and give thought to the meaning/mood	**By the end of KS1, children should be able to:** • *Show changes in pitch using tuned percussion (steps, slides, jumps)* • *Choose and order sounds and patterns and use pictures to represent the sounds* • *Choose sounds to represent ideas (e.g.: shakers for leaves falling off a tree)* • Suggest and control changes to compositions by using the opposites (faster/slower, louder/quieter, higher/lower) • Use words / pictures / symbols to represent sounds and create rhythm patterns • Create simple melodies using two tones on a tuned instrument	**By the end of KS1, children should be able to:** • *Differentiate between pulse and rhythm* • *Differentiate between high and low sounds* • *Describe music and express feelings and opinions through various means e.g.: words, thumbs up* • *Differentiate between long and short sounds* • Listen to music with increasing discernment saying what they like and dislike about it • Understand that a piece of music is made up of different sections, e.g. beginning, ending, verse

	• Perform simple melodies using two tones on a tuned instrument		
LKS2	**By the end of year 3, children should be taught to:** • *Sing in tune with expression (using dynamics, phrasing)* • *Perform a song on their own or as part of a group, to an audience, with increasing clarity (diction)* • *Perform sounds (including pitch and rhythm) from a simple graphic score, (1 or 2 line)* • *Perform simple rhythmic and melodic patterns on own or as part of a team* • Sing accurately with good posture and breathing and sing songs with a more complicated texture e.g. partner songs and 2-part rounds • Set a starting pitch for a song • Carry on after a mistake in a performance • Play own ostinati and riffs (rhythmic and melodic) in time with others in a group • Recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to perform rhythms • Hold a ukulele correctly • Strum a ukulele rhythmically to play in time with others • Play up three key chords on a ukulele	**By the end of year 3, children should be taught to:** • *Create simple rhythmic and melodic patterns on own or as part of a team* • *Explore and create melodies that use steps and leaps and a wider range of notes* • *Select a sound or instrument to achieve an effect, e.g. quiet playing on chime bars to create something peaceful* • Create own ostinati and riffs (rhythmic and melodic) • Improvise a rhythm over a steady pulse • Recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose rhythms	**By the end of year 3, children should be taught to:** • *Listen to short extracts and respond to specific questions, e.g. about the genre, structure* • *Improve own work stating how it has been improved using musical vocabulary* • Listen and comment on music from different historical periods, displaying understanding of how music has developed over time • Recognize ensembles (orchestra, choir, etc) and identify families of instruments in an orchestra • Use an extended musical vocabulary to express personal taste • Know key vocabulary relating to the ukulele – neck, body, fret, tuning peg, chord
UKS2	**By the end of UKS2, children should be taught to:** • *Sing or play expressively to a variety of audiences* • *Lead a group by counting in, beating time etc* • *Tap a pulse in different metres (2, 3, 4, 5)* • *Suggest and implement improvements to performances, saying whether the changes have worked in achieving the intended effect and why/not* • Demonstrate control of vocal techniques - breathing, posture, good tuning and diction • When singing, maintain own part with accurate pitch, whilst hearing other parts • Play in an ensemble, taking an individual part and showing an awareness of balance • Recover from mistakes in a performance • Perform more complicated rhythms (semiquavers, syncopation), aurally and from notations • Hold the guitar and plectrum properly to get a good sound while taking care of the instrument • Name all the main parts of the guitar and recognise the higher strings from the lower strings • Play the four most commonly played chords on the guitar – G, C, Em and D. Use these chords to strum simple songs • Fret the notes correctly to get a good, clear sound and play simple riffs	**By the end of UKS2, children should be taught to:** • *Suggest and implement improvements to compositions, saying whether the changes have worked in achieving the intended effect and why/not* • *Use an octave to compose and improvise melodies* • *Show an understanding of scales in compositions and performances, e.g. pentatonic, blues etc…* • *Understand the concept of, and use, the 'home note' when composing* • *Use a graphic score with a more complex texture* • *Create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape* • *Plan a composition, alone or in a group, and monitor its development* • Use the inter-related dimensions of music to improve the quality of compositions • Create more complicated rhythms (semiquavers, syncopation), aurally and from notations • Recognise and use simple staff notation	**By the end of UKS2, children should be taught to:** • *Compare music of contrasting styles and genres using appropriate vocabulary* • Listen to longer extracts and describe using knowledge of inter-related dimensions of music • Understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy • Know key vocabulary relating to the guitar – neck, body, fret, tuning peg, chord

Strawberry Fields Primary School
PE – Sequencing

Year	Autumn Term		Spring Term		Summer Term	
	Year 1 and 2 - *Cycle A*					
Indoor	Dance	Health and fitness	Multi-skills	Social	Tennis	Physical
Outdoor	Cognitive	Rugby (HRF)	Creative	Partner skills	Personal	Athletics
	Year 1 and 2 - *Cycle B*					
Indoor	Ball skills	Health and fitness	Creative	Dodgeball (Social focus)	Gymnastics	Physical
Outdoor	Cognitive	Athletics	OAA	Social	Personal	Rugby (HRF)
	Year 3 and 4 - *Cycle A*					
Indoor	Indoor athletics	Health and fitness	Creative	Gymnastics	Personal	Physical
Outdoor	Cognitive	Rugby (HRF)	OAA	Social	Handball	Football
	Year 3 and 4 - *Cycle B*					
Indoor	Cognitive	Health and fitness	Dance	Social	Multi-skills	Physical
Outdoor	Netball	Tennis	Creative	Quick sticks	Personal	Rugby (HRF)
	Year 5 and 6 - *Cycle A*					
Indoor	Cognitive	Health and fitness	Dance	Social	Indoor athletics	Physical
Outdoor	Tennis	Rugby	Creative	Netball	Personal	Football
	Year 5 and 6 - *Cycle B*					
Indoor	Cognitive	Dodgeball	Gymnastics	Social	Personal	Physical
Outdoor	Basketball	Health and fitness	Creative	Rounders	OAA	Competitive games

Strawberry Fields Primary School
PE – Vocabulary Progression

EYFS	Space	Run	Jump	Hop
Body parts	Sit	Skip	Rhythm	Throw
Share	Speed	Direction	Balance	Safe
Forwards/Backwards	Grip	Stand	Hold	Pass/Push
Year 1 and 2	Communicate	Straight	Pass/Receive	Shape
Over arm	Hold	Stance	Balance	Freeze
Under arm	Observe	Repeat	Momentum	Alternate
Teamwork	Kick	Return	Accurately	Roll
Win/Lose	Partner	Warm up/Cool down	Feet apart	Chase
Recover	Balance	Evaluate	Driving arms	Collect
Year 3 and 4	Coordination	Agility	Performance	Repeatable
Pace	Direction	Posture	Opposite	Maintain
Possession	Forwards	Drive	Cross-over	Opposite
Dribble	Consistency	Stamina	Pushing off	Extend
Pass/Send/Receive	React/Respond	Improve	Control	Posture
Rules	Stretched	Collaborate	Maintain	Extend
Year 5 and 6	Target	Form	Apply	Steady
Strike/Field	Distance	Widen	Adjust	360^{o} full turn
Power	180^{o} half turn	Turn	Tuck	Timing
Tactic	Rebound	Pivot/Reverse pivot	Challenge	Enable
Attack/Defend	Accelerate	Rotating	Contact	React
Marking	Timing	Sidestep	Continuous	Refine
Improvise	Precision	Leading leg	Vertical/horizontal	Stance

Strawberry Fields Primary School PE – End of year expectations

EYFS F1	**Physical Development ELG: Gross Motor Skills** -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.					
EYFS F2	**Physical Development ELG: Gross Motor Skills** - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing					
	Personal	**Social**	**Applying Physical**	**Cognitive**	**Creative**	**Health and Fitness**
End of KS1	**Keep trying** – Try several times and ask for help when appropriate.	**Help and encourage** – Help, praise and encourage others in their learning.	**Perform simple sequences –** Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction and speed.	**Recognise and order –** Begin to order instructions, movements and skills. With help, recognise similarities and differences in performance and explain why someone is working or performing well.	**Compare and develop –** Begin to compare own movements and skills with those of others. Select and link movements together to fit a theme.	**Practise safely –** Say how own body feels before, during and after exercise. Use equipment appropriately and move and land safely.
End of LKS2	**Take control –** Begin to challenge oneself.	**Work well with others –** Show patience and support others, listening carefully to them about work. Happy to share ideas.	**Perform with control –** Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.	**Explain why –** Understand the simple tactics of attacking and defending. Explain what they are doing well and begin to identify areas for improvement.	**Recognise and respond –** Make up own rules and versions of activities. Respond differently to a variety of tasks or music and recognize similarities and differences in movements and expression.	**Explain why –** Describe how and why own body changes during and after exercise. Explain why they need to warm up and cool down.
End of UKS2	**Consistently try to improve –** Cope well and react positively when things become difficult. Persevere with a task and improve performance through regular practice.	**Organise and guide others –** Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a small group through a task.	**Link with quality –** Perform a variety of movements and skills with good body tension. Link actions together so that they flow in running, jumping and throwing activities.	**Describe how to improve –** Understand ways (criteria) to judge performance and identify specific parts to continue to work upon. Use awareness of space and others to make good decisions.	**Refine and change –** Link actions and develop sequences of movements that express own ideas. Change tactics, rules or tasks to make activities more fun or challenging.	**Explain how to exercise –** Describe the basic fitness components and explain how often and how long they should exercise to be healthy. Record and monitor how hard they are working.
Mastery	**Take responsibility for learning –** Create own learning plan and revise that plan when necessary. Accept critical feedback and make changes.	**Lead others –** Involve and motivate others to perform better.	**Apply with consistency –** Effectively transfer skills and movements across a range of activities and sports. Perform a variety of skills consistently and effectively in challenging or competitive situations.	**Analyse performance –** Review, analyse and evaluate own and others' strengths and weaknesses. Read and react to different game situations as they develop.	**Variety and disguise –** Effectively disguise what they are about to do next. Use variety and creativity to engage an audience.	**Plan own fitness –** Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. Plan and follow own basic fitness programme.

Strawberry Fields Primary School
PSHE – Sequencing

Year	Autumn Term	Spring Term	Summer Term
EYFS	All about me	What are emotions and how can we talk about them? Story – The Colour Monster	What makes a good friend?
Year 1 and 2 *Cycle A*	What makes a good friend? What is bullying?	What jobs do people do? What helps us to stay safe?	What helps us grow and stay healthy? How do we recognize our feelings?
Year 1 and 2 *Cycle B*	What is the same and different about us? Who is special to us?	What helps us stay healthy? What can we do with money?	Who helps to keep us safe? How can we look after each other and the world?
Year 3 and 4 *Cycle A*	What strengths, skills and interests do we have? How do we treat each other with respect?	How can we manage our feelings? What makes a community? (Yr 3) How will we grow and change? (Yr 4)	How can our choices make a difference to others and the environment? How can we manage risk in different places?
Year 3 and 4 *Cycle B*	How can we be a good friend? What keeps us safe?	What are families like? What makes a community? (Yr 3) How will we grow and change? (Yr 4)	Why should we eat well and look after our teeth? Why should we keep active and sleep well?
Year 5 and 6 *Cycle A*	What makes up a person's identity? What decisions can people make with money?	How can we help in an accident or emergency? How can friends communicate safely?	How can drugs common to everyday life affect health? What jobs would we like?
Year 5 and 6 *Cycle B*	How can we keep healthy as we grow?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?

Strawberry Fields Primary School
PSHE – Vocabulary Progression

EYFS	listen	toilet	share	respect
	answer	private	right	Please
	wash	take turns	wrong	Thank you
Year 1 and 2	safe	bullying	earn	digital
	risk	identify	job	borrow
	pressure	recognise	strengths	penis
	mental wellbeing	trustworthy	interests	vagina
	contact	untrustworthy	permission	dental health
	medicine	money	physical wellbeing	good manners
Year 3 and 4	rights	goals	accident	belonging
	responsibilities	strengths	unhelpful thinking	express
	privacy	resilience	helpful thinking	courteous
	confidentiality	grief	diversity	polite
	loneliness	hazard	community	exclusion
	inclusion	puberty	compassion	hygiene
Year 5 and 6	attributes	faith	first aid	legal
	qualities	culture	emergency services	illegal
	negative influence	gender	peer pressure	addiction
	positive influence	assumptions	independence	influence
	stereotypes	challenge	nicotine	voluntary
	individuality	budgeting	alcohol	paid
	ethnicity	value for money	caffeine	career

Strawberry Fields Primary School PSHE – End of year expectations

PSED **EYFS F1**	***Self-Regulation:*** **-**Begin to recognize simple emotions and to manage these and behaviour with support -Show attention to an adult and respond with speech or action	***Managing self:*** -Explore indoors and outdoors and follow rules and routines with adult support -Go to the toilet, wash hands, put on/take off coat independently.	***Building relationships:*** -Work and play with peers, taking turns and forming positive attachments to adults and peers -Express their own needs to adults and peers
PSED **EYFS F2**	***Self-Regulation:*** -Identify, name and describe emotions showing an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Be able to wait for what they want, follow instructions and respond to questions	***Managing self:*** -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Know right from wrong and manage their own basic hygiene and personal needs	***Building relationships:*** -Work and play cooperatively and take turns, forming positive attachments to adults and peers - Show sensitivity to their own and to others' needs
	Relationships	**Health and Wellbeing**	**Living in the Wider World**
Year 1	**By the end of year one, children should be able to:** Know: -what makes a good friend, how to resolve arguments and seek help -how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe -how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so	**By the end of year one, children should be able to:** Know: -how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) -how to identify risk and resist pressure, and take steps to avoid or remove themselves from such situations -how not everything they see online is true or trustworthy and that people can pretend to be someone they are not -strategies to stay physically and mentally well	**By the end of year one, children should be able to:** -Know how jobs help people earn money to pay for things they need and want -Know about a range of different jobs -Know how people have different strengths and interests that enable them to do different jobs -Know how people use the internet and digital devices in their jobs and everyday life
Year 2	**By the end of year two, children should be able to know:** -what makes them special and how everyone has different strengths -how they are similar or different to others, and what they have in common -to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private -that families are one group they belong to and that family groups can be different	**By the end of year two, children should be able to:** -what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) -that things people put into or onto their bodies can affect how they feel -what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing -who can help them in different places and situations -how to respond safely to adults they don't know and how to ask for help/seek help if they need it	**By the end of year two, children should be able to know:** -what money is - that money comes in different forms and how it is obtained (e.g. earned, won, borrowed, presents) -how people make choices about what to do with money, including spending and saving -the difference between needs and wants - that people may not always be able to have the things they want -how to treat the environment, animals and people with respect and care
Year 3	**By the end of year 3, children should be able to:** - know how our actions and words affect others, whether in person or online	**By the end of year 3, children should be able to:** **-**describe their strengths and explain their goals -develop resilience and reframe unhelpful thinking	**By the end of year 3, children should be able to:**

	-know about the relationship between rights and responsibilities -know about the right to privacy and confidentiality, but that there are times when a secret should be shared -understand the rights that children have and why it is important to protect these -know how to respond to discrimination and unfair treatment and who to ask when they need help	-how to express and manage feelings appropriately (particularly in times of loss/grief) and who to speak to about these feelings	- describe what is meant be a diverse community and how they contribute to their own community - understand the importance of respecting others and showing care for people, animals and the environment -demonstrate compassion and begin to use oracy skills to debate topical issues
Year 4	**By the end of year 4, children should be able to:** -understand loneliness and inclusion and be able to seek support for themselves and others -build good friendships and manage differences to reconcile friendships; be able to seek support for this -know how families and family life can differ from one another, but also have similarities (e.g., celebrations etc.) and know who to speak to if something worries them at home	**By the end of year 4, children should be able to:** - know about puberty and changes as we grow, how this can affect emotions and who to ask for support -recognise, predict, assess and manage risk and hazards in different situations -know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable -recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) -know how to react and respond if there is an accident	**By the end of year 4, children should be able to:** -describe how they belong to different groups and communities (e.g., friendship, faith, clubs, classes/year groups) and know what is meant by a diverse community -know how to be respectful towards people who may live differently to them
Year 5	**By the end of year 5, children should be taught to:** -know about the different types of relationships people have in their lives -know how knowing someone online differs from knowing someone face-to-face and recognise risk -know how to stay safe online and how to access support if they feel uncomfortable or afraid	**By the end of year 5, children should be taught to:** -recognise and respect similarities and differences and understand what factors make up a person's identity - -know about stereotypes and how to challenge them -know how to carry out basic first aid and how to seek help, understanding the importance of remaining calm -know that legal and illegal drugs can affect health and wellbeing and that laws exist to protect people	**By the end of year 5, children should be taught to:** -know about money, budgeting and the consequences/risks of saving/spending -know that there are different jobs and that people have different skills/interests suited to them, and how to challenge stereotypes in job roles -use oracy skills to debate topical issues
Year 6	**By the end of Year 6, pupils should be taught to:** -recognise relationships including romantic relationships, and how marriage is a choice and should not be forced -know about the reproductive organs and process - how babies are conceived and born and how they need to be cared for -understand the responsibilities of growing older and the increased independence this entails, and how to use this responsibly	**By the end of Year 6, pupils should be taught to:** -recognise how mental and physical health are linked, how positive friendships and activities can support wellbeing and how to make good choices for wellbeing; recognise early signs of mental ill-health and know what to do -understand that legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them -know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else	**By the end of Year 6, pupils should be taught to:** -understand how the digital world can affect how we feel and that not everything is trustworthy online -know how to evaluate reliable content and recognise unsafe or suspicious content online and what to do about it -know how to make good choices about which content to view and how to seek support if uncomfortable or afraid -understand the risks involved in gambling -use oracy skills to debate topical issues with independence and confidence

Strawberry Fields Primary School
RE – Sequencing

Year	Autumn Term	Spring Term	Summer Term
EYFS	Where do we live and who lives there? How are special times celebrated? (Link with Christians and how they celebrate Christmas)	What makes a good helper?	What can we see in our wonderful world? Who and what are special to us?
Year 1 and 2 *Cycle A*	Which books and stories are special? How do we celebrate special events?	What does it mean to belong to a church or mosque?	How and why do we care for others? Who brought messages about God and what did they say?
Year 1 and 2 *Cycle B*	How is new life welcomed? How can we make good choices?	How and why do people pray?	How can we look after the planet? What did Jesus teach and how did he live?
Year 3 and 4 *Cycle A*	How do Jews remember God's covenant with Abraham and Moses? What is spirituality and how do people experience this?	What do Christians believe about a good life?	What do the creation stories tell us? Additional Unit: Who can inspire us?
Year 3 and 4 *Cycle B*	How are important events remembered? What faiths are shared in our country?	How do the Five Pillars guide Muslims?	Why are Gurus at the heart of Sikh belief and practice?
Year 5 and 6 *Cycle A*	Why are some places and journeys special? What values are shown in codes for living?	Should we forgive others?	What do Christians believe about the old and new covenants?
Year 5 and 6 *Cycle B*	How do Sikhs show commitment? What do Christians believe about Jesus' death and resurrection?	How does growing up bring responsibilities and commitments?	How do Jews remember the Kings and Prophets in worship and life?

Each unit of work should focus on a key question related to the subject content of the syllabus. Enquiry and investigation of the key question should include at least three elements:

- An analysis of the question
- A critical investigation of relevant beliefs, practices and ways of life
- A reasoned and critical response

Strawberry Fields Primary School
RE – Vocabulary Progression

EYFS	home	family	school	community
	friend	Christmas	Easter	Jesus
	special	Prophet Mohammad	helper	celebration
Year 1 and 2	Bible	disciple	Christian	God
	baptism	Church	prayer	parable
	priest	vicar	resurrection	festival
	creation	symbol	Mosque	Qu 'ran
	Allah	Prayer mat	Ramadan	Eid Ul Fitr
	fasting	Five Pillars of Islam	Wudu	prophet
Year 3 and 4	covenant	communion	charity	commandment
	Roman Catholic	Orthodox	Protestant	gospel
	Rama	Sita	Holi	Diwali
	Prophet Muhammad	Shahadah	Jew	Torah
	Synagogue	Shabbat	Rabbi	Moses
	Exodus	Guru	Sikh	Humanist
Year 5 and 6	Kingdom of Heaven	ascension	Trinity	Eucharist
	crucifixion	reconciliation	forgiveness	sacrifice
	Brahman	avatar	Puja	karma
	lotus flower	Makkah	Jihad	Zakat
	Abraham	Shabbat	Passover	Rosh Hashanah
	Yom Kippur	Panjab	eternal	Ten Commandments
	ethics	atheist	secular	compassion

Strawberry Fields Primary School RE – End of phase expectations

EYFS F1	**Understanding the World -** Continue to develop positive attitudes about the differences between people.		
EYFS F2	**Understanding the World *Past and Present:*** Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.	**Understanding the World *People and Communities:*** Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	
	Beliefs and practices of religions and other world views	**Questions of meaning, purpose and value**	**Morality, identity and diversity**
Year 1/2	**By the end of year two, children should be able to:** -Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them; -Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come; -Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities	**By the end of year two, children should be able to:** -Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry; -Observe and recount different ways of expressing belief, responding sensitively for themselves.	**By the end of year two, children should be able to:** -Find out about questions of right and wrong and begin to express their ideas and opinions in response; -Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.
Year 3/4	**By the end of year 4, children should be taught to:** -Describe and understand links between stories and other aspects of the communities they are investigating; -Describe and begin to be aware of connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.	**By the end of year 4, children should be taught to:** - Observe and begin to show an understanding of varied examples of religions and other world views so that they can explain, occasionally with reasons, their meanings and significance for the choices made by individuals and communities; - Discuss their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including music, art and poetry.	**By the end of year 4, children should be taught to:** - Discuss and, with some support, begin to respond to ethical questions, including what is right, wrong, just and fair; -Consider and begin to apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

Year 5/6	**By the end of year 6, children should be taught to:** -Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them; -Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.	**By the end of Year 6, pupils should be taught to:** - Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities; - Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	**By the end of Year 6, pupils should be taught to:** - Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions; -Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

Coverage of specific religions: Learning should be focused around developing pupils' understanding of Christianity, Islam and non-religious perspectives, extending to Judaism and Sikhism at KS2. The curriculum at KS2 may include aspects of other faiths and world views.

Strawberry Fields Primary School Assemblies

DAY	FOCUS	PHASE	TIME	LED BY
Monday	**Ethos and Values** *Current affairs, religious and cultural themes and links with British Values*	**Whole School**	**9-9.30am**	**Susan Mumby (HT)**
Tuesday	**Reading Assembly**	**Key Stage Two** **Key Stage One**	**9-9.25am** **9.30-9.45am**	**Susan Mumby (HT)**
Wednesday	**Signing Assembly**	**Key Stage Two** **Key Stage One**	**9-9.25am** **9.30-9.45am**	**Tim Bradley (DHT)**
Thursday	**LYFTA** *Online platform - global education and links with sustainable development goals*	**Class based**	**See individual class timetable**	**Class teachers**
Friday	**Celebrating Achievement**	**Whole school**	**2.30-3pm**	**Susan Mumby (HT)**