

Curriculum Overview 2025-2026



Nine Mile Ride
Primary School

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This document is designed to portray the curriculum intent and purpose; implementation and pedagogy; breadth and specifics of knowledge taught and progression of key concepts at Nine Mile Ride Primary School. Our curriculum, based on the National Curriculum (2014) is planned to reflect our school vision:

Learning for life: together we discover, nurture, achieve and shine.

The purpose of this document is to provide a clear and coherent rationale that is accessible to and understood by all involved in the education of our pupils.

For each curriculum subject, we have included the following elements, where applicable:

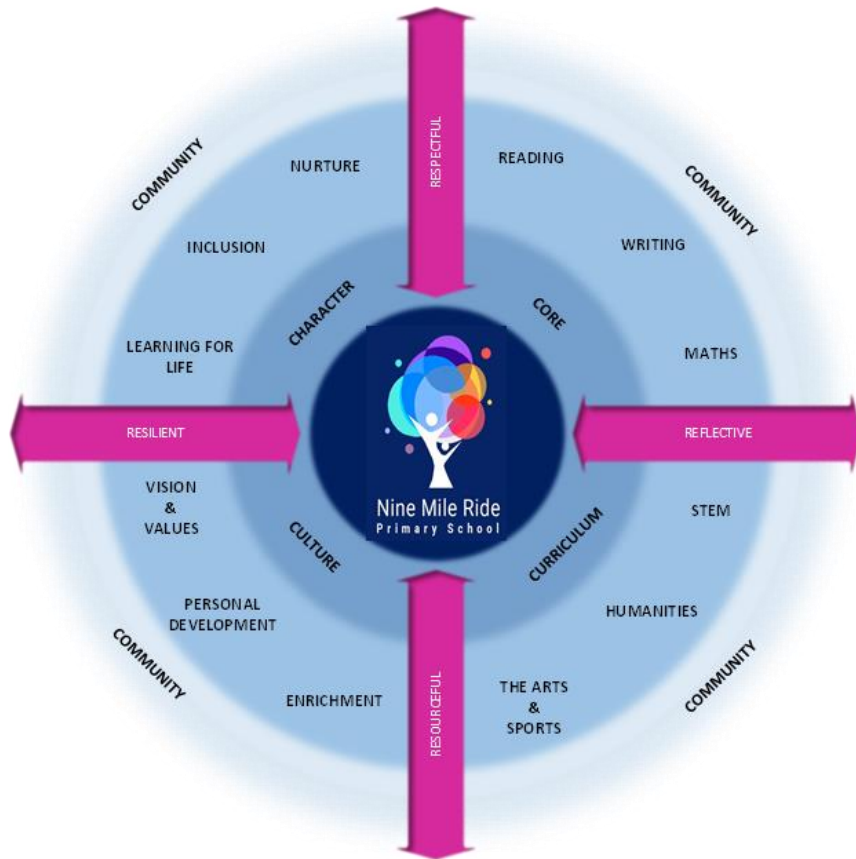
- Subject intent and purpose (what do we aim to achieve within this subject)
- Subject implementation and pedagogy (how we teach this subject at Nine Mile Ride School)
- Subject content spine (an overview what knowledge content is being taught within each academic year)
- Knowledge Organisers (what is explicitly taught in each unit of work)
- Key concepts (what key ideas we want to develop as children progress throughout the school)
- Progression maps (what development in the key concepts looks like for each year group)

This curriculum coverage overview and details aims to allow all pupils to access the content and make progress throughout their time at Nine Mile Ride.

Introduction



Curriculum Commitment



At Nine Mile Ride Primary School we firmly believe that it is our duty to offer a holistic approach to the education we deliver, and we do this by driving five key competencies across the school: **CORE; CURRICULUM; CULTURE; CHARACTER** and **COMMUNITY**.

We take pride in developing outstanding teaching and learning by holding the highest expectations for all our pupils and knowing the pupils well so that every child can access and experience success in both the **CORE** and foundation **CURRICULUM**. Our aim is to create an inclusive environment where barriers to learning are overcome via strategies, targeted interventions or additional support giving full access to the curriculum for all. Our pupils' success will be recognised through increased independence and confidence in the classroom as well as being equipped for adulthood and the wider world.

The curriculum is ambitious, progressive and equitable; however, it is not at the expense of a full curriculum and not solely focused on end of Key Stage results.

We foster independent learning and our carefully planned curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated, creative and enthusiastic in all that they do. Through real-life and connected learning in the classroom and outdoors, our children gain knowledge and become effective problem solvers.

We believe that magic happens at the intersection of knowledge and skills. Our pupils will need the essential knowledge and be able to apply this in order to be successful, educated citizens of the future.

Curriculum Commitment

Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.

Our role is to introduce our pupils to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Our **CULTURE** is based upon offering equitable challenge to all so that they strive for academic, creative, emotional, sporting and personal accomplishment within a broad, vibrant and enriched curriculum. Our vision is for all pupils is to leave Nine Mile Ride Primary as life-long learners with the knowledge, concepts, skills and attitudes that make them ready for being responsible citizens of the 21st century.

We hope that our values of being **RESPECT**, **RESILIENCE** and **REFLECT** will enable pupils to develop a personal ethic and a moral attitude that will positively affect behaviour. Our aim is to equip them with the skills needed for successful lives both now and in the future and contribute positively to society.

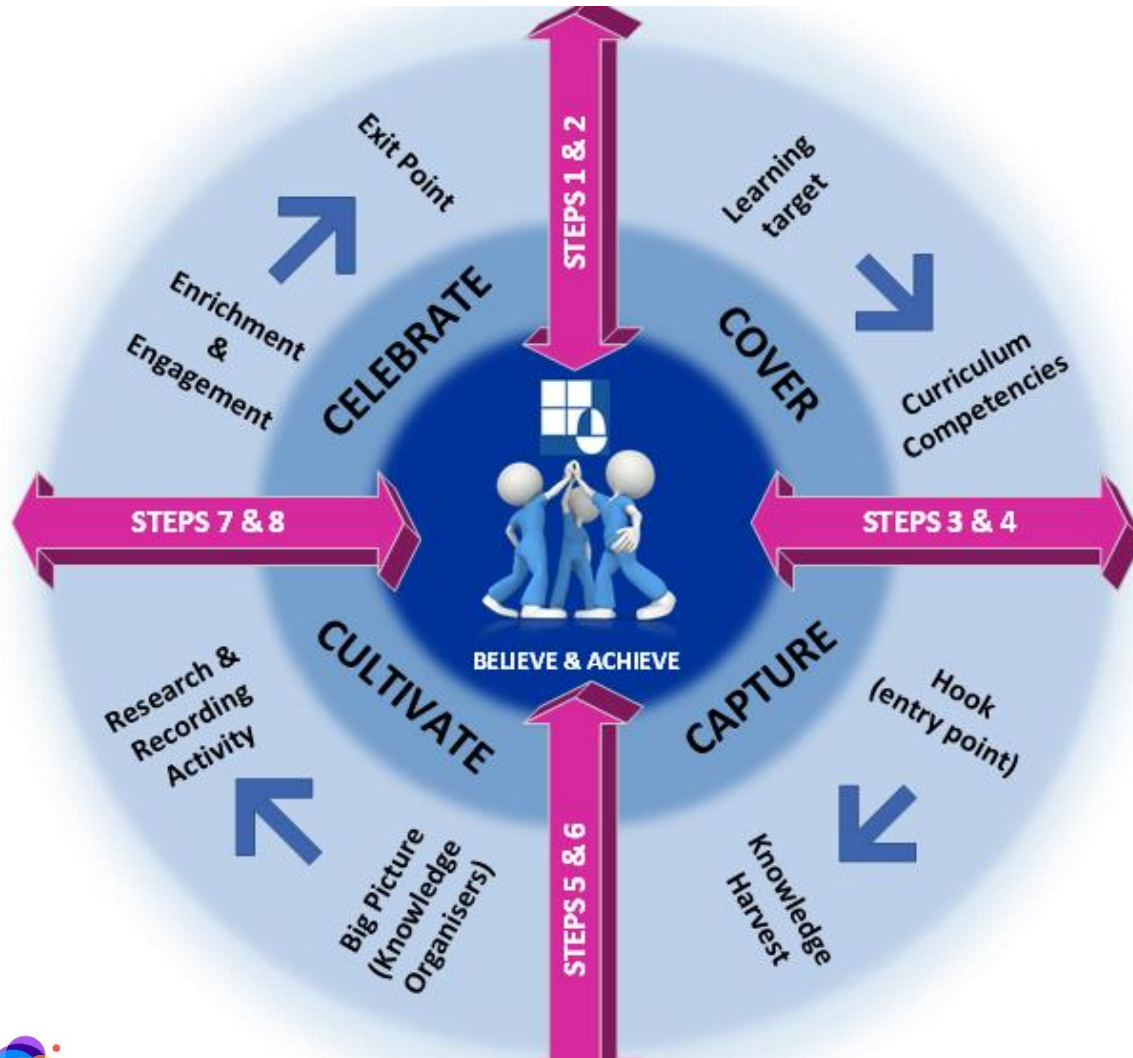
We firmly believe that **CHARACTER** attributes are vital to future success and by promoting mental wellbeing, growth mindset and character education, our pupils take ownership of and responsibility for their learning and are confident; curious, communicate well, capable of doing new things and are not frightened to make mistakes.

Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.



Curriculum Compass

Our Curriculum Compass portrays the expectation when planning and implementing a unit of work, and should ensure that all children engage in exciting and meaningful learning activities which will help deepen their understanding of concepts being introduced and revisited.



Learning Target	This relates to the knowledge and skills that children will cover during the topic and is based upon the progression framework. Knowledge refers to the factual information that children must learn. Skills refer to the things children are able to do. Skills must be learned practically and need time to be practiced. Magic happens at the intersection of knowledge and skills and that is when children begin to develop their understanding of conceptual ideas, the 'lightbulb' moments that we all strive for.
Curriculum competencies	We firmly believe that it is our duty to offer a holistic approach to the education we deliver, and we do this by driving five key competencies: CORE, CURRICULUM, CULTURE, CHARACTER and COMMUNITY.
Hook (entry point)	The entry point is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the appropriateness of the activity.
Knowledge Harvest	The knowledge harvest takes place in the early stages of the unit and provides an opportunity for children to reveal what they already know about themes they are studying. This bank of knowledge can be added to, developed and even challenged by the teacher, throughout the course of the topic
Big Picture (knowledge organisers)	This provides teachers and pupils with the subject-based background information, key vocabulary, knowledge, skills and key facts to be taught within each topic
Research Activity	Each topic will have a research and recording activity. Research always precedes recording activities. During research activities, children use a variety of methods and collaborate to find out a range of information. There is not a reliance on worksheets. The majority of all work should be practical.
Recording activity	Children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways. There is not a reliance on worksheets.
Enrichment/Engagement	Enrichment and engagement have two main purposes. The first being to bring learning to life and immerse children in their learning and the second, to engage with parents so that they are aware and can celebrate the learning that has taken place.
Exit Point	The exit point pulls together the learning that has taken place and gives the opportunity to celebrate.

Curriculum Pedagogy

A Common Language for Teaching

The EEF suggest a 'Five-a-Day' approach as a starting point for classroom teaching of all pupils. These five specific principles, as detailed here, are particularly well evidenced to have a positive impact on the teaching outcomes of all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Early Years

Reading, writing and mathematics give children the tools to gain knowledge and understanding in any subject. Within our faculty, we aim to carefully construct learning within these three core subjects to enable our children to be the most successful learners they can in all areas of the curriculum.

Introduction

Physical
Development

Mathematics

Communication
and Language

Literacy

Expressive Arts
and Design

Personal, Social
and Emotional
Development

Understanding
the World

Introduction

Early Years Foundation Stage (EYFS) is how the Government and early years professionals describe the time in your child's life between birth and age 5.

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure; and support their development, care and learning needs.

The EYFS sets the standards that schools must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure '**school readiness**' and gives children the broad range of knowledge and skills that provide the right foundation for good progress through school and life.

The children are given opportunities to play and explore, to investigate and experience things and to 'have a go'. They are active and develop their own ideas. They are all unique and will have different interests and abilities.

At Nine Mile Ride, we use the Development Matters guidance to support the learning and teaching that takes place within our Reception classrooms. Within our setting, we plan activities within the seven areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design



Introduction - Key Features of Effective Practice

The Development Matters guidance proposes seven key features of effective practice within Early Years:

1. The best for every
child

Introduction - Characteristics of Effective Teaching and Learning

In planning and guiding what our children learn, we continually reflect on the different rates at which children are developing and adjust their practice appropriately. Throughout this monitoring, we continually refer to and plan opportunities for children to develop the three characteristics of effective teaching and learning:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and Exploring – we will support children with learning to:

- realise that their actions have an effect on the world, so they want to keep repeating them
- plan and think ahead about how they will explore or play with objects
- guide their own thinking and actions by referring to visual aids or by talking to themselves while playing, for example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”
- make independent choices
- bring their own interests and fascinations into our classroom- this helps them to develop their learning
- respond to new experiences that we offer them

Introduction - Characteristics of Effective Teaching and Learning

Active Learning— we will support children with learning to:

- participate in routines, such as taking the register or getting ready for home time
- begin to predict sequences because they know routines, for example, they may anticipate lunch when they see the table is set, or get their coat when the door to the outdoor area opens
- begin to correct their mistakes themselves, for example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit
- keep on trying when things are difficult

Creating and Thinking Critically – we will support children with learning to:

- Take part in simple pretend play, for example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup
- sort materials, for example, at tidy-up time, children know how to put different construction materials in separate baskets
- use pretend play to think beyond the 'here and now' and to understand another perspective, for example, a child role-playing the Billy Goats Gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."
- know more, so feel confident about coming up with their own ideas
- make more links between those ideas
- concentrate on achieving something that's important to them - they are increasingly able to control their attention and ignore distractions

Introduction - Reception Long Term Plan

	Autumn		Spring		Summer	
Theme	Getting To Know You	Winter Wonderland	What Can You See Under the Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animals
Hook	Family picnic	Christmas play	Visitors and their jobs	Dinosaur eggs	Pond dipping Woods	Sports day Farm trip
Personal, Social and Emotional Development	- Rules of the class - House points - Behaviour chart - Lunchtime routine - Basic hygiene – hand washing	- Introduce LORIC characters - Circle time - Anti-bullying - Target rockets	- Sharing and turn taking activities - Oral health	- Stranger danger - Self-assessment of learning journals – I like...	- Healthy eating - What I want to be when I grow up	- Transition - In year 1 I will....
	Making friends, turn taking and sharing. Using our manners. Managing basic hygiene. Circle time. Target rockets Becoming independent learners and developing British values Characteristics of effective learning. Outdoor environment					
Communication and Language	Talking partners Christmas play Performing rhymes Parent visits – talk about jobs Guided reading Listen carefully to rhymes, songs and stories paying attention to what they have heard. Use new vocabulary in different contexts. Use new vocabulary through the day. Oracy and time for talk (talking bag) Modelling and scaffolding through play opportunities. Developing children's interest through choice of role and small world activities. Characteristics of effective learning. Literacy shed and outdoor provision.					



Introduction - Reception Long Term Plan

	Autumn		Spring		Summer	
Theme	Getting To Know You	Winter Wonderland	What Can You See Under the Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animals
Physical Development	- Listening games - Travelling games - Personal hygiene - Rules of the hall	- Travelling in different ways - Moving apparatus	- Dragon dance CNY - Oral health and healthy eating - Control over objects - Hand eye coordination games	- Throwing and catching skills - Hurdles and ladders	- Stations – range of ball/ throwing and catching skills - Healthy eating/ exercise	- Tennis – bat and ball skills - Sports day practice races - Sports day
	Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Disco dough. Weekly handwriting – Nelson scheme. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility Outdoor environment					
Phonics	Little Wandle Phase 2	Little Wandle Phase 2	Little Wandle Phase 3	Little Wandle Phase 3	Little Wandle Phase 4	Little Wandle Phase 4
Literacy	- Text: People need people Text: The Little Red hen - Labelling using phonic knowledge or mark making skills	- Text: We're going on a Bear hunt - Text: Immi - CVC words and captions	- Text: Billy's bucket - Text: Surprising Sharks - CVC words and captions	- Text: Tom and the island of dinosaurs Text: The extraordinary gardener - Simple sentence writing	- Text: The Bog baby - Text: Tad - Making books	- Text: The Goggle-Eyed goat - Text: Non-Fiction Farm books - Making books
	Name writing and handwriting practise. Rhymes. Phonics. word and captions. Reading within our environment. Group read – decoding, prosody, comprehension Guided reading – VIPER Literacy shed and outdoor environment					



Introduction - Reception Long Term Plan

	Autumn		Spring		Summer	
Theme	Getting To Know You	Winter Wonderland	What Can You See Under the Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animals
Mathematics	Number • Subitising • Composition of numbers to 5 • Representing numbers to 5 and 10 • 1.1 counting • 1 more 1 less • Comparing amounts Patterns and connections • Match and sort • Exploring pattern • Positional language • Making pairs Spatial reasoning • 2D and 3D shape • Compare size and mass • Mapping		Number • Bonds to 5 and 10 • Building numbers beyond 10 • Representing numbers beyond 10 • Doubles • Comparing numbers to 10 • Addition • Subtraction • Composition of numbers to 10 Patterns and connections • Colour patterns • Shape patterns • Even and odd • Charts and recording data Spatial reasoning • Length and height • 3D shapes • Spatial reasoning • Time		Number • Bonds to 5 and 10 • Building numbers beyond 10 • Counting patterns beyond 10 • Addition • Subtraction • Sharing and grouping Patterns and connections • Even and odd • Patterns • Problem solving Spatial reasoning • 2D and 3D shape • Length and height • Comparing size and mass • Spatial reasoning • Mapping • Spatial Reasoning	
	Daily counting, shape recognition, comparing and measuring Short maths sessions Number sense Days of the week Characteristics of effective learning Daily rhymes and songs Outdoor environment					



Introduction - Reception Long Term Plan

	Autumn		Spring		Summer	
Themes	Getting To Know You	Winter Wonderland	What Can You See Under the Sea?	From A Little Seed	A Mini-beast Adventure	Amazing Animals
Expressive Art and Design	• Colour mixing - primary/secondary colours • Mondrian • Making bread	• Christmas performance • Sculpture – Diwali lamps • Music – brown bear snoring/ Christmas songs	• Making sharks • Designing and testing a lifeboat • Under the sea rhymes • Chinese dragons	• Music – • using recycled materials • Rhythm with bodies • Making biscuits • Andy Goldsworthy – natural pictures • Making volcanoes	• Life cycles • Monet inspired pond pictures • Making castles • Mini beast habitats	• Music – rhythm - Tanka Tanka skunk • Arts week • Rousseau – the tiger - camouflage pictures • Desert habitats/ camouflage pictures
	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Stage – music Small world/role play/own ideas. Daily songs and rhymes. Characteristics of effective learning. Outdoor environment.					
Understanding the World	• My family and me – past and present • Christianity • Harvest festival celebrations • Seasons – autumn • Colour walk	• Winter festivals and celebrations (Diwali, Remembrance and Christmas) • Seasons – winter • Map – my route to school • Testing and exploring materials • Life cycles	• Chinese New Year • Valentines and Shrove Tuesday • People who help us at school and our community • Floating and sinking • Recycling and clean oceans	• Easter story • What plants need to grow • Maps from a story • Mary Anning - Fossils	• Religious stories from different faiths • Summer festivals (Ramadan and Eid) • Mini beasts and their habitats • Castles and knights - past and present	• Special places of worship • Animals and their habitats • Similarities and differences between countries • Farms – arable and pastoral
	Computing - Online safety - stories Penguin Smartie and Chicken Clicking. Communication station. Uses ICT hardware to interact with age appropriate computer software and completes programs. Creates content such as video recording, stories, and /or draw a picture on screen. Growing/caring for our outdoor environment Celebration of festivals and religious events Characteristics of effective learning. Outdoor environment.					



EYFS Progression Map – Communication and Language

Children in Reception will be learning to:

- understand how to listen carefully and why listening is important
- learn new vocabulary
- use new vocabulary throughout the day
- ask questions to find out more and to check they understand what has been said to them
- articulate their ideas and thoughts in well-formed sentences
- connect one idea or action to another using a range of connectives
- describe events in some detail
- use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- develop social phrases
- engage in storytimes
- listen to and talk about stories to build familiarity and understanding
- retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
- use new vocabulary in different contexts
- engage in non-fiction books
- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
- listen carefully to rhymes and songs, paying attention to how they sound
- learn rhymes, poems and songs



EYFS Progression Map – Personal, Social and Emotional Development

Children in Reception will be learning to:

- see themselves as a valuable individual
- build constructive and respectful relationships
- express their feelings and consider the feelings of others
- show resilience and perseverance in the face of challenge
- identify and moderate their own feelings socially and emotionally
- think about the perspectives of others
- manage their own needs and personal hygiene
- know and talk about the different factors that support their overall health and wellbeing including:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

EYFS Progression Map – Physical Development

Children in Reception will be learning to:

- revise and refine the fundamental movement skills they have already acquired such as:
 - rolling; crawling; walking; jumping; running; hopping; skipping; climbing
- progress towards a more fluent style of moving, with developing control and grace
- develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming
- develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include:
 - pencils for drawing and writing
 - paintbrushes
 - scissors
 - knives
 - forks
 - spoons
- use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- combine different movements with ease and fluency
- confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- develop overall body strength, balance, coordination and agility
- further develop and refine a range of ball skills including:
 - throwing
 - catching
 - kicking
 - passing
 - batting
 - aiming
- develop confidence, competence, precision and accuracy when engaging in activities that involve a ball
- develop the foundations of a handwriting style which is fast, accurate and efficient
- further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes

EYFS Progression Map – Literacy

Children in Reception will be learning to:

- read individual letters by saying the sounds for them
- blend sounds into words, so that they can read short words made up of known letter– sound correspondences
- read some letter groups that each represent one sound and say sounds for them
- read a few common exception words matched to the school's phonic programme
- read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
- re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- form lower-case and capital letters correctly
- spell words by identifying the sounds and then writing the sound with letters
- write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- re-read what they have written to check that it makes sense

EYFS Progression Map – Mathematics

Children in Reception will be learning to:

- count objects, actions and sounds
- subitise
- link the number symbol (numeral) with its cardinal number value
- count beyond 10
- compare numbers
- understand the 'one more than or one less than' relationship between consecutive numbers
- explore the composition of numbers to 10
- automatically recall number bonds for numbers 0 to 5 and some to 10
- select, rotate and manipulate shapes to develop spatial reasoning skills
- compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- continue, copy and create repeating patterns
- compare length, weight and capacity

EYFS Progression Map – Understanding the World

Children in Reception will be learning to:

- talk about members of their immediate family and community
- name and describe people who are familiar to them
- comment on images of familiar situations in the past
- compare and contrast characters from stories, including figures from the past
- draw information from a simple map
- understand that some places are special to members of their community
- recognise that people have different beliefs and celebrate special times in different ways
- recognise some similarities and differences between life in this country and life in other countries
- explore the natural world around them
- describe what they see, hear and feel whilst outside
- recognise some environments that are different from the one in which they live
- understand the effect of changing seasons on the natural world around them



EYFS Progression Map – Expressive Art and Design

Children in Reception will be learning to:

- 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
- listen attentively, move to and talk about music, expressing their feelings and responses
- watch and talk about dance and performance art, expressing their feelings and responses
- sing in a group or on their own, increasingly matching the pitch and following the melody
- explore and engage in music making and dance, performing solo or in groups
- develop storylines in their pretend play

Year Group Overviews

These are brief overviews of what topics are taught within each subject area over the course of the term. For more information about the content of each block, please refer to the subject information.

Year 1

Year 3

Year 5

Year 2

Year 4

Year 6

Year Group Overview – Year 1

	Autumn	Spring	Summer
Theme	Here Come the Bears!	Passports at the Ready!	Castles and Dragons
Phonics	Review phases 3 and 4 Introduce Phase 5	Phase 5	Phase 5
Reading	Brown Bear, Brown Bear, Whatever Next! A book of Bears	Handa's Surprise A world for me and you Recipe from around the world.	Anita and the Dragons The Paper Bag Princess NCR Model Text: Ice Dragons
Writing	Animal story: Brown Bear Fantasy Story: Whatever Next Firework/Season poetry Non-Chronological report: A book of Bears. Information : How to catch and Elf.	Recount – Diary Entry – Handa's surprise Instructions: How to make a stir fry Non-chronological report: A world for me and you	Finding tale: Anita and the Dragon Recount: Trip to Legoland Non-chronological report: Tell me about a Dragon.
Maths	Place Value (within 10) Addition and Subtraction (within 10) Geometry – Shape	Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Measurement – Length and Height Measurement – Weight and Volume	Multiplication and Division Fractions Geometry – Position and Direction Place Value (within 100) Measurement – Money Measurement - Time
Science	Everyday Materials	Animals, including humans	Plants
Design Technology	Pop-up Christmas cards	Cooking and Nutrition - fruit salads / stir fries	Construct a castle.
Computing	Computer Science – Bee-Bot Online Safety	Information Technology – PowerPoint Online Safety	Digital Literacy – Use of Internet Online Safety



Year Group Overview – Year 1

	Autumn	Spring	Summer
Theme	Here Come the Bears!	Passports at the Ready!	Castles and Dragons
History	Toys		Kings and Queens
Geography	Our Local Area	Continents and Countries	
RE	Christianity : The creation story Christianity: The Christmas story	Christianity : Jesus as a friend Christianity : Easter – Palm Sunday	Judaism : Shabbat Judaism : Chanukah
PSHE	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
Art	Pablo Picasso : Self Portraits	Art from different continents	Piet Mondrian : Geometric Design
Music	Ourselves Seasons Number Weather	Travel Animals Pattern Machines	Story Time Our Bodies Water Our School
PE	Games : ball skills Gym : flight Dance	Games : throwing, catching and aiming Gym : rocking and rolling ; wide, narrow and curved	Games : bat and ball; rounders Dance Athletics

Year Group Overview – Year 2

	Autumn 1	Autumn 2	Spring 1
Theme	Land Ahoy!	Fire, Fire!	Jurassic Forest
Reading	Billy's Bucket The Lighthouse Keeper's Christmas	The Baker's Boy and the Great Fire of London The Three Little Wolves and the Big Bad Pig	The Dinosaur's Diary George's Marvellous Medicine
Writing	Defeating the monster tale: The Lighthouse Keeper's Lunch Instructions: How to trap a seagull	Patterned Poetry: The Magic Box Non-chronological report: The Mighty Seahorn Diary writing: Mary Anning	Warning tale: Little Red Riding Hood Meeting tale: The Enormous Crocodile Riddles: Stegosaurus Riddle Explanation: Why did dinosaurs become extinct? Discussion: Should Little Red Riding Hood be sent into the woods alone?
Maths	Place Value Addition and Subtraction Geometry – Shape	Measurement – Money Multiplication and Division Measurement – Length and Height Measurement – Mass, Capacity and Temperature	Fractions Measurement – Time Statistics Geometry – Position and Direction
Science	Animals, including humans	Everyday Materials	Living Things and Habitats Plants
Design Technology	Cooking and Nutrition - smoothies	Mechanisms – fire engines	Textiles - dinosaurs
Computing	Digital Literacy – development of computers	Information Technology – MS tools	Computer Science – Bee-Bot

Year Group Overview – Year 2

	Autumn	Spring	Summer
Theme	Land Ahoy!	Fire, Fire!	Jurassic Forest
History	Grace Darling	Great Fire of London	Dinosaurs and Mary Anning
Geography	Coasts	Mexico	Local Area
RE	Christianity : What did Jesus teach? Christianity : Christmas – Jesus as a gift from God	Islam : Prayer at home Christianity : Easter - resurrection	Islam : Community and belonging - Mosque Islam : Hajj
PSHE	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
Art	Mary Cassatt : Impressionism	Jackson Pollock : Great Fire Pictures	Henry Moore : Clay Fossils
Music	Ourselves Water Travel Number	Our Bodies Animals Story Time Pattern	Our Land Weather Seasons Toys
PE	Games : throwing and catching; dribbling, kicking and hitting Gym : spinning, twisting and turning	Games : partner games Dance Gym : pathways	Athletics Dance Games : tennis ; cricket and rounders

Year Group Overview – Year 3

	Autumn	Spring	Summer
Theme	Gunpowder, Treason and Plot	Tomb Raiders	Rainforest Rangers
Reading	The Firework Maker's Daughter Guy Fawkes and the Gunpowder plot	There's a Pharaoh in the Bath Lost in Egypt	My First Encyclopaedia of the Rainforest: A Great Big Book of Amazing Animals and Plants. The Secret Explorers and the Rainforest Rangers
Writing	Fiction The Firework Maker's Daughter – Story openers/Setting descriptions Seasonal poems Guy Fawkes - Persuasive letter writing	Encyclopaedia writing Defeating the monster tale: Grand Pharaoh Terrace Recount and report: King Tut in Murder Mystery	Biography Non-chronological report Descriptive poetry
Maths	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Measurement – Length and Perimeter Fractions Measurement – Mass and Capacity	Fractions Measurement – Money Measurement – Time Geometry – Shape Statistics
Science	Light Rocks and Soils	Forces and Magnets Animals, Including humans	Plants
Design Technology	Textiles – bags	Construction – Egyptian masks	Cooking and Nutrition - sandwiches
Computing	Information Technology / Digital Literacy - PowerPoint	Computer Science - Scratch	Information Technology – Cameras and video editing



Year Group Overview – Year 3

	Autumn	Spring	Summer
Theme	Gunpowder, Treason and Plot	Tomb Raiders	Rainforest Rangers
History	The Gunpowder Plot	Ancient Egypt	
Geography		Egypt	Rainforest and Ecosystems
RE	Hinduism : Hindu beliefs – Diwali Christianity : Christmas - Incarnation	Christianity : Jesus’ miracles Christianity : Easter - forgiveness	Hinduism : Brahman Hinduism : Prayer and worship
PSHE	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
Languages	Getting to Know You All About Me	Food Glorious Food Family and Friends	Our School Time
Art	Robert Delaunay : Abstract Circles	Ancient Egypt : Canopic Jars	Frida Kahlo : Montage
Music	Environment Building Poetry	China Time In the Past	Communication Human Body Food and Drink
PE	Games : netball Gym : stretching, curling and arching Dance	Games : football ; tennis Gym : symmetry and asymmetry Dance	Athletics Dance Games : tennis ; cricket and rounders

Year Group Overview – Year 4

	Autumn	Spring	Summer
Theme	The Roaming Romans	Route 66	Trouble and Strife
Reading	Fantastic Mr Fox	The Boy who Grew Dargons	Wild Robot
Writing	Settings and description: Escape from Pompeii Newspaper report – Fnatastic Mr Fox Instructions: How to keep Caesar Happy	Adventure story: The Polar Bear's Son Non Chronological Report: Dragons	Suspense: The Nightmare Man Senses: The Sound Collector Information text – Tudor crime and punishment
Maths	Place Value Addition and Subtraction Measurement – Area Multiplication and Division	Multiplication and Division Measurement – Length and Perimeter Fractions Decimals	Decimals Measurement – Money Measurement – Time Geometry – Shape Statistics Geometry – Position and Direction
Science	States of Matter Sound	Living Things and Habitats Animals, including humans	Electricity
Design Technology	Cooking and Nutrition - pasta salad	Mechanisms – posters with moving parts	Mechanisms – picture frames
Computing	Information Technology – Word	Computer Science – Scratch	Digital Literacy - blogs

Year Group Overview – Year 4

	Autumn	Spring	Summer
Theme	The Roaming Romans	Route 66	Trouble and Strife
History	Ancient Romans		The Tudors
Geography		North America	
RE	Judaism : Relationship with God Christianity : Symbolism in the Christmas story	Judaism : Passover Christianity : Easter – forgiveness	Judaism : Commitment to God Christianity : Prayer and worship
PSHE	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
Languages	All Around Town On the Move	Going Shopping Where in the World?	What's The Time Holidays and Hobbies
Art	Ancient Rome : Mosaics	Georgia O'Keeffe : Landscapes	Hans Holbein : Portraits
Music	In2Music Project Sounds	Building Ancient World Communication	Time In the Past Food and Drink
PE	Games : Tag Rugby Gym : balance Dance	Games : hockey Gym : receiving body weight Dance	Games : rounders ; tennis Gym : balance to change Athletics

Year Group Overview – Year 5

	Autumn	Spring	Summer
Theme	To Infinity and Beyond	Groovy Greeks	World War 2
Reading	Cosmic Hidden Figures	Percy Jackson and the Lightning The Illiad and the Odyssey	Letter's from the Lighthouse The piano
Writing	Persuasion: Dear Superman Suspense: Alien landing Poetry: Six Ways to Look at a Moon	Non-Chronological Reports: Greek theatre; War Inventions Persuasion : Come to Greece Fables: The Fox and the Crane Warning tale: Daedalus and Icarus Poetry: A Boy's Head	Instructions: How to make an Anderson Shelter Diaries: Declaration of War Losing Tale: The Gas Mask Historical Fiction: Rose Blanche
Maths	Place Value Addition and Subtraction Multiplication and Division Fractions	Multiplication and Division Fractions Decimals and Percentages Measurement – Perimeter and Area Statistics	Geometry – Shape Geometry – Position and Direction Decimals Negative Numbers Measurement – Converting Units Measurement - Volume
Science	Earth and Space Forces	Materials and their Properties	Living things and Habitats Animals, including humans
Design Technology	Textiles – Christmas stocking		Construction – air raid shelters
Computing	Information Technology / Digital Literacy – Creating Documents	Computer Science - Scratch	Information Technology - Spreadsheets

Year Group Overview – Year 5

	Autumn	Spring	Summer
Theme	To Infinity and Beyond	Groovy Greeks	World War 2
History	History of space exploration	Ancient Greece	World War II
Geography	Explorer Skills	Greece	
RE	Sikhism : Belief into action Christianity : The Christmas story – is it true?	Sikhism : Beliefs and moral values Christianity : Easter – crucifixion	Sikhism : Prayer and Worship Christianity : Commitment to God
PSHE	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
Languages	Getting to Know You All About Ourselves	That's Tasty Family and Friends	School Life Time Travelling
Art	Vincent Van Gogh : Starry Night	Ancient Greece : Vases	LS Lowry : War-time Landscape
Music	Solar System At the Movies	Community Life Cycles	Keeping Healthy Celebrate
PE	Gym : spinning and turning Dance Games : football	Gym : flight Games : netball Dance Swimming	Athletics Games : tennis ; cricket

Year Group Overview – Year 6

	Autumn	Spring	Summer
Theme	Vile Victorians	Lost Civilisations	To Be Or Not To Be
Reading	Voices in the Park Street Child A Christmas Carol	Holes Rain Player Where did the Maya Go?	Macbeth On the wall Finding my voice
Writing	Suspense: The Woman in White Remembrance poetry Biography: Newspaper and recount of residential Formal / informal letters: Voices in the Park; French Roast	Non-chronological report: animals Persuasive texts: Visit Mexico brochure. Balanced discussions: Topical discussion	Fantasy: The Story of Bottom Sonnets Poetry: Shakespeare sonnets
Maths	Place Value Addition, Subtraction, Multiplication and Division Fractions Measurement – Converting Units	Ratio Algebra Decimals Fractions, Decimals and Percentages Measurement – Area, Perimeter and Volume Statistics	Geometry – Shape Geometry – Position and Direction Themed Projects
Science	Classification Evolution	Light	Animals, including humans Electricity
Design Technology	Construction – bridges		Mechanisms / Electricals – fairground ride Cooking and Nutrition - healthy two-course menus

Year Group Overview – Year 6

	Autumn	Spring	Summer
Theme	Vile Victorians	Lost Civilisations	To Be Or Not To Be
Computing	Information Technology – Google Slides Computer Science – Scratch	Information Technology – Google Forms Computer Science – Microbits	Information Technology – Google Slides
History	Victorians	Lost Civilisations	
Geography	The Jurassic Coast	South America	Cities in the United Kingdom
RE	Islam : Commitment to God Christianity : Christmas – Jesus the Messiah	Christianity : Eternity Christianity : Easter – resurrection	Islam : Beliefs and moral values - Akhirah
PSHE	Being Me in My World Celebrating Differences	Dreams and Goals Healthy Me	Relationships Changing Me
Languages	Let's Visit a French Town Let's Go Shopping	This is France	All in a Day
Art	William Morris : Repeating Designs	Ancient Civilisations : Clay Pots	Maya: worry dolls
Music	Cats and Mice Growth	Samba Journeys	World Unite Moving On
PE	Gym : matching and mirroring Dance Games : Tag Rugby	Gym : bridges Dance Games : hockey	Athletics Games : cricket ; rounders

Core Faculty

Reading, writing and mathematics give children the tools to gain knowledge and understanding in any subject. Within our faculty, we aim to carefully construct learning within these three core subjects to enable our children to be the most successful learners they can in all areas of the curriculum.

Phonics

Reading

Writing

Maths



Phonics

Intent and Implementation

Content Spine

Phonics Intent and Implementation

Why do we teach phonics?

Phonics is an important tool to develop reading fluency. The Department for Education National Curriculum for England states that reading helps pupils to develop culturally, emotionally, intellectually and socially.

An important goal of the curriculum is therefore to enable young learners to become fluent readers. Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

What is our curriculum aim?

Our aim is for all children to leave Nine Mile Ride:

- having made the best possible progress as a result of consistent, Quality First Teaching and (where appropriate) additional interventions to narrow the gaps in children's learning.
- confident to try new things, experiment with their writing, take risks, and continue to expand their experience of reading.
- reading fluently, with confidence in any subject in their forthcoming secondary education.



Phonics Intent and Implementation

How is phonics taught at Nine Mile Ride?

- Phonics is taught using the structure of our systematic synthetic programme 'Little Wandle Letters & Sounds'. This comprehensive programme provides a multi-sensory approach, using letter frames, flash cards, phonic games and listening activities.
- Using the Little Wandle Letters & Sounds lesson structure, each session will follow the same format of introduce, revisit and review, teach, practise and apply. This ensures that children learn new sounds whilst applying taught sounds to their reading of new words. Children work on decoding, segmenting and blending in every lesson. Children are exposed and use the correct subject specific technical vocabulary (such as phoneme, digraph, trigraph). Our lessons are designed to meet the children's needs based on our on-going phonic assessments. This informs planning and streaming within year groups.
- During daily direct teaching sessions, the teacher will provide clear model and pronunciation of sounds, observing and assessing children to ensure those who have a secure understanding are able to move on as well as be aware of those children who need to revisit certain sounds. They will also be addressing misconceptions during the lesson. Children will be active participants in every lesson.
- Phonics resources are consistent throughout the school, allowing children to apply their phonic knowledge in all areas of the curriculum. Phonics and word mats support spelling and writing across the curriculum and having access to Phonics displays enables children to apply taught knowledge and skills to decode unfamiliar words in the classroom.
- Reading scheme books provide decodable reading material to ensure that, as children move through the early stages of acquiring phonic knowledge and skills, they can practice by reading texts closely matched to their level of phonic attainment. Texts from a range of genres and publishers are matched by phonics phases and colour reading band to ensure children are reading at 90% fluency.

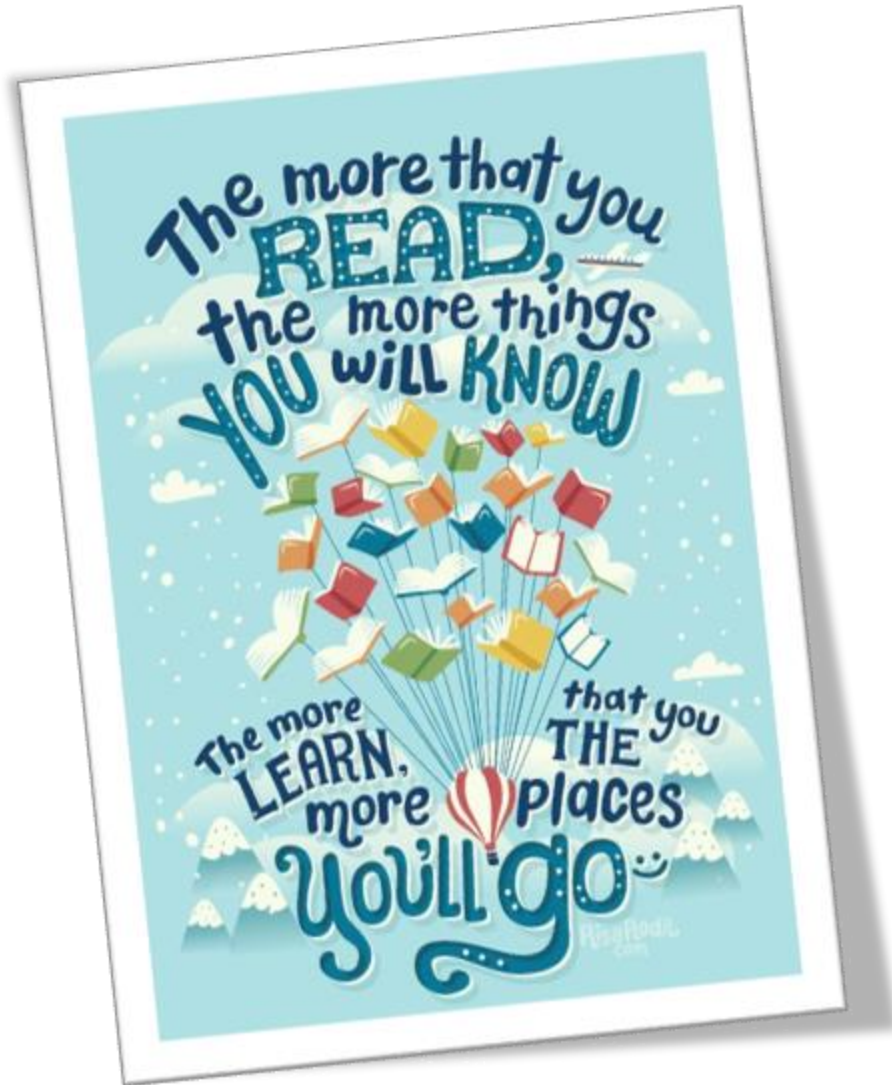
Phonics Content Spine - Reception

	Graphemes	Tricky Words
Autumn 1	s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2	ff ll ss j v w x y z zz qu ch sh th ng nk - words with –s /s/ added at the end (hats sits) - words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put pull full as and has his her go no to into she push he of we me be
Spring 1	ai ee igh oa oo oo ar or ur ow oi ear air er - words with double letters - longer words	was you they my by all are sure pure
Spring 2	Review Phase 3 - words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words - words with s /z/ in the middle - words with –s /s/ /z/ at the end - words with –es /z/ at the end	was you they my by all are sure pure
Summer 1	Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today
Summer 2	Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est - longer words	Review all taught so far



Phonics Content Spine – Year 1

	Graphemes	Tricky Words
Autumn 1	Review Phase 3 and 4 Phase 5 /ai/ ay play; /ow/ ou cloud; /oi/ oy toy; /ea/ ea each	All phase 2 – 4 words
Autumn 2	/ur/ ir bird; /igh/ ie pie; /oo/ /yoo/ ue blue rescue; /yoo/ u unicorn; /oa/ o go; /igh/ i tiger; /ai/ a paper; /ee/ e he; /ai/ a-e shake; /igh/ i-e time; /oa/ o-e home; /oo/ /yoo/ u-e rude cute; /ee/ e-e these; /oo/ /yoo/ ew chew new; /ee/ ie shield; /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want
Spring 1	/ee/ y funny; /e/ ea head; /w/ wh wheel; /oa/ oe ou toe shoulder; /igh/ y fly; /oa/ ow snow; /j/ g giant; /f/ ph phone; /l/ le al apple metal; /s/ c ice; /v/ ve give; /u/ o-e o ou some mother young; /z/ se cheese; /s/ se ce mouse; fence; /ee/ ey donkey; /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work
Spring 2	/ur/ or word; /oo/ u oul awful could; /air/ are share; /or/ au aur oor al author dinosaur floor walk; /ch/ tch ture match adventure; /ar/ al a half father; /or/ a water; schwa in longer words: different; /o/ a want; /air/ ear ere bear there; /ur/ ear learn; /r/ wr wrist; /s/ st sc whistle science; /c/ ch school; /sh/ ch chef; /z/ ze freeze; schwa at the end of words: actor	once laugh because eye
Summer 1	/ai/ eigh aigh ey ea eight straight grey break; /n/ kn gn knee gnaw; /m/ mb thumb; /ear/ ere eer here deer; /zh/ su si treasure vision; /j/ dge bridge; /i/ y crystal; /j/ ge large; /sh/ ti ssi si ci potion mission mansion delicious; /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe



Reading

Roadmaps

Intent

Implementation

Content Spine

Key Concepts

Progression Maps

Reading Roadmap : Route

Age
4 - 5

Beginning to read

- Daily phonics (following LWLSR YR) for decoding
- Group reading 3 x per week for comprehension
- Whole class English based on core texts
- 1 x library visit per week
- Daily reading for pleasure

Age
5 - 6

Building Fluency

- Daily phonics (following LWLSR Y1) for decoding
- Group reading 3 x per week for comprehension
- Whole class English based on core texts
- 1 x library visit per week
- Regular reading to the children by the class teacher

Age
6 - 7

Developing Confidence

- Whole class reading based on core texts
- Focused adult-led reading groups 2 x 20 minutes per week
- 1 x library visit per week
- DEAR daily for 10 mins
- Reading to an adult at least 1 x per fortnight
- Termly star-reader assessments
- Accelerated Reader quizzes and monitoring

Age
7 +

Reading Independently

- Whole class reading based on core texts
- Comprehension strategies using VIPERS question stems
- Termly star reader assessments
- Accelerated Reader quizzes and monitoring
- 1 x library visit per week
- DEAR daily for 10 minutes
- Opportunities to mentor younger readers

Reading Roadmap : Landmarks

Age
4 - 5

- Beginning to read**
Children:
- decode sounds for each letter of the alphabet and at least 10 digraphs
 - blend known phonemes to read words
 - sight read tricky words
 - answer questions about a story
 - retell stories in their own words
 - anticipate key events in stories
 - are choosing to read independently

Age
5 - 6

- Building Fluency**
Children:
- read a wider range of words fluently
 - recall sight words with little hesitation
 - discuss books that are read to them and that they are reading
 - make links between books that they are reading

Age
6 - 7

- Developing Confidence**
Children:
- read a range of books with automaticity and prosody
 - can select books that are of interest to them within an appropriate reading band
 - can share their opinions about books they have read

Age
7 +

- Reading Independently**
Children:
- will choose to read a wide range of books (both fiction and non-fiction)
 - recommend books to others, giving reasons for their selections
 - can use ideas from reading to inspire their writing

Intent

The following slides indicate the purpose behind our reading roadmap, and highlights some of the key 'landmarks' that children will experience at various points of their journey.

Reading Roadmap Intent

Why do we teach reading?

At Nine Mile Ride, we believe that every child has the right to learn to read and to gain pleasure from their reading experiences.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

What is our curriculum aim?

By the time children leave our school at the end of Year 6, they will have been exposed to a plethora of high-quality texts (including fiction, non-fiction and poetry) across the whole curriculum.

Our children will be able to:

- Choose books suited to their interests and abilities and read these for pleasure
- Talk in detail about the contents, themes and characters within books
- Recommend books to other children, justifying their reasons
- Show respect and thoughtfulness for others through the characters and plots they encounter in their books

Reading



Implementation

The following slides give an overview of our reading provision at Nine Mile Ride

Reading Roadmap Implementation

How do we teach reading fluency at Nine Mile Ride?

When children are beginning to read, we support their ability to decode through daily phonics reading. This occurs in the reception years and throughout year 1.

At Nine Mile Ride, we follow the Little Wandle Letters and Sounds programme of synthetic phonics, gradually developing their ability to decode individual letter sounds as well as blending these to form words. This whole class-programme is supported by regular daily Catch-Up programmes for those children who are not proceeding at the same pace as the rest of the class, in order to ensure that no child is left behind.

Children are introduced to book reading early in the reception year, though group reading sessions which take place 3 times a week. These sessions are led by adults, and children have the opportunity to read phonetically decodable books, as well as develop their comprehension and prosody skills. These sessions also take place throughout year 1

Throughout these stages of early reading, regular reading time is set aside in the school timetable to allow children to enjoy a wide range of literature, read to them by class teachers though daily 'Drop Everything And Read' (DEAR) sessions. These sessions continue throughout children's time at Nine Mile Ride.

Children in year 2 will have adult-led group reading sessions twice per week, in addition to one whole-class reading lesson (focusing on comprehension). They will also receive daily phonics sessions, focusing on encoding but reinforcing the phonetic work done throughout years R and 1. Those children in years 2 and above who are still not confident in decoding accurately will have access to Rapid Catch-Up phonics and group reading sessions and be able to choose from a range of decodable books at their level.

Children who are reading fluently are able to access a selection of books suited to their reading ability. This is assessed termly through Star Reading assessments, which provides a ZPD range for recommended reading from our selection of Accelerated Reader books.



Reading Roadmap Implementation

How do we teach reading comprehension at Nine Mile Ride?

Comprehension is a key element in children being able to understand the texts that they are able to access. As well as integrating comprehension into group reading in Reception and Year 1, reading comprehension is taught as a key skill through Whole Class Reading and English lessons. Children participate in whole class reading at least twice a week with a selection of core and additional texts, chosen to cover a diverse range of reading materials and to support children's reading of higher-level books. This is in addition to the reading integrated into English lessons and other subjects across the curriculum.

These sessions incorporate a range of reading strategies, including modelling reading by the teacher, paired reading, echo reading and individual reading. The purpose of these sessions is to read texts as a whole class, which are of a higher level than children may be able to access independently. Classes discuss these books and develop their comprehension through a range of activities.

During these sessions, children draw on a range of comprehension strategies, including:

- activating and using background knowledge
- generating and asking questions
- making predictions
- visualising
- monitoring understanding
- summarising.

In order to support these strategies, we use a range of question stems based on the VIPERS approach. VIPERS stands for:

Vocabulary: discussing the choice and impact of the language used

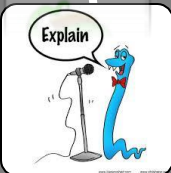
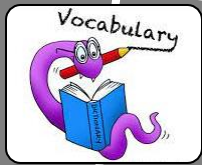
Inference: using background knowledge to develop a deeper understanding of the characters and actions within the text

Predict: making links to predict what may happen next.

Explain: asking and answering questions about authorial intent

Retrieve: scanning texts to find key vocabulary or information

Sequence / Summarise: showing an understanding by recapping key events.



Content Spine

This is our current curriculum spine, showcasing the books that we study in each year group at Nine Mile Ride. The content spine is made up of four elements:

Core Texts

- These are books which are read and discussed in great detail.
- There is a mix of chapter, picture, non-fiction and non-text based books from a range of diverse cultures and authors.
- Children will get to learn the language, structure and content of these books well.
- These books may be at a higher reading level than children would be able to read independently, as they are supported in reading the text as a whole class.
- Ideally children would have their own copies of these books.

Additional Texts

- These are books which teachers will use to supplement the reading curriculum, and may dip in and out of during lessons across the curriculum.
- Ideally copies of these texts would be available for children to read and borrow in the classroom and school library.

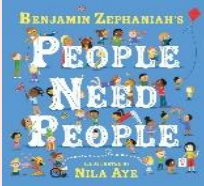
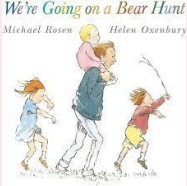
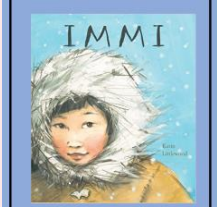
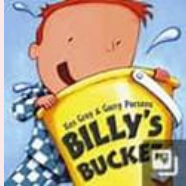
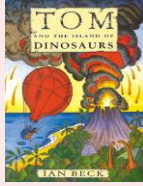
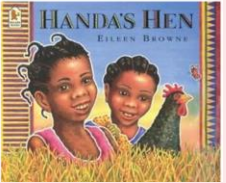
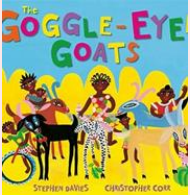
Poetry

- Each half term, a poem will be read and discussed with the children. Some units of work will be based around this poetry, other poems will be used as an additional text.

Recommended Reads

- These are lists of books that are recommended for different ages, and may be specific to different topics. Many of these books will be available in the school for children to borrow, and parents will have access to these lists as suggestions for book reading at home.

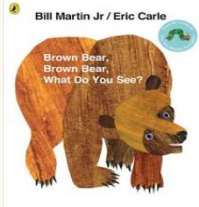
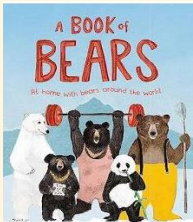
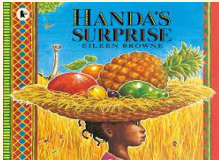
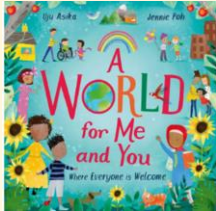
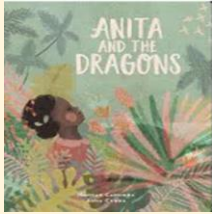
Reading Spine – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Getting to Know You	Winter Wonderland	What Can You See Under the Sea?	From A Little Seed	A Mini-Beast Adventure	Amazing Animals
Core Texts	 People Need People by Nila Aye  The Little Red Hen Traditional Tale	 We're Going On A Bear Hunt by Michael Rosen  Immi by Karin Littlewood	 Billy's Bucket by Kes Gray and Garry Parsons  The Big Book of Blue by Yuzal Zommer	 Tom and the Island of Dinosaurs by Ian Beck  The Extraordinary Gardener by Sam Boughton	 The Bog Baby by Jeanne Willis  Tad by Benji Davies	 Handa's Hen by Eileen Browne  Goggle-Eyed Goats by Stephen Davies

Reading Spine – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Getting to Know You	Winter Wonderland	What Can You See Under the Sea?	From A Little Seed	A Mini-Beast Adventure	Amazing Animals
Additional Texts	- Our Class is a Family <i>by Shannon Olsen</i> - Hello me <i>by Dr Naira Wilson</i> - A Superpower like Mine <i>by Dr Ranj</i>	- Gruffalo's Child <i>by Julia Donaldson</i> - The Best Diwali Ever <i>by Sonali Shah</i> & Chaaya Prabhat - The Nativity Story	- Commotion in the Ocean <i>by Giles Andreae</i> - The Rainbow Fish <i>by Marcus Pfister</i>	- Tiny Seed <i>by Eric Carle</i> - Errol's Garden <i>by Gillian Hibbs</i> - Oliver's Vegetables <i>by Vivien French</i>	Amazing Animal Tales: Tiny Tadpole <i>by Anne Rooney & Qu Lan</i>	- The Three Billy Goats Gruff <i>published by Ladybird First Favourite Tales</i> - The Scarecrows Wedding <i>by Julia Donaldson</i>
Poetry	Children will be exposed to a range of songs and rhymes to be performed. In addition, there will be poetry shared from:					
	Poems Out Loud <i>by L Stansfield</i>			Zim Zam Zoom <i>by J Carter</i>		
Recommended Reads	- Pumpkin Soup <i>by Helen Cooper</i> - Supertato <i>by Sue Hendra and Paul Linnet</i> - How to Catch a Star <i>by Oliver Jeffers</i> - Spreading my Wings <i>by Nadia Hussain</i>	Baby Bear Baby Bear what do you see? <i>by Bill Martin Jr and Eric Carle</i>	- Tiddler <i>by Julia Donaldson</i> - Sharing a Shell <i>by Julia Donaldson</i> - Barry the Fish with Fingers <i>by Sue Hendra</i>	It starts with a Seed <i>by Laura Knowles</i>	- The Very Busy Spider <i>by Eric Carle</i> - The Bad Tempered Ladybird <i>by Eric Carle</i> - Superworm <i>by Julia Donaldson</i>	- Farmer Duck <i>by Martin Waddell</i> - The Pig in the Pond <i>by Martin Waddell</i> - The Lion Inside Out <i>by Rachel Bright</i> - Specs for Rex <i>by Yasmeen Ismail</i>

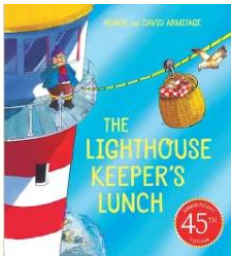
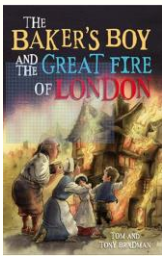
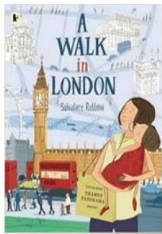
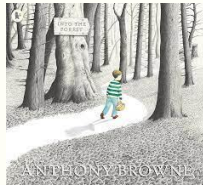
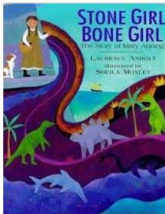
Reading Spine – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Here Come the Bears		Passports at the Ready		Castles and Dragons	
Core Texts	 Brown Bear, Brown Bear, What Do You See? <i>by Bill Martin Jr and Eric Carle</i>	 A Book of Bears: At Home with Bears Around The World <i>by Kate Viggers</i>	 <i>Handa's Surprise</i> <i>by Eileen Browne</i>	 A World for Me and You: Where Everyone is Welcome <i>by Uju Asika</i>	 Anita and The Dragons <i>by Hannah Carmona</i>	 The Paper Bag Princess <i>by Robert Munsch and Michael Martchenko</i>

Reading Spine – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Here Come the Bears		Passports at the Ready		Castles and Dragons	
Additional Texts	- Peace at Last and Whatever Next by Jill Murphy - Panda Bear, Panda Bear What Do You See? by Bill Martin Jnr & Eric Carle	- Lost by Mariajo Ilustrajo - National Geographic Readers: Polar Bears - Jesus' Christmas Party by Nicholas Allan	- Celebrations Around the World by Katy Halford - Emma Jane's Aeroplane by Katie Haworth and Daniel Rieley	- Around the World in 80 Ways by Katy Halford - My Encyclopedia of Very Important Oceans DK - The Snail and The Whale by Julia Donaldson	Zog, Zog and the Flying Doctors by Julia Donaldson	- Tell Me a Dragon by Jackie Morris - Amazing by Steve Antony - Jack and the Beanstalk
Poetry	Poems to Share: - A First Book of the Sea by Nicola Davies and Emily Sutton - The Puffin Book of Fantastic First Poems		Poems to Perform: - Water by Shirley Hughes - At The Seaside by Robert Louis Stevenson		Poems to Read: - Feasts by Shirley Hughes - Please Do Not Feed The Animals by Robert Hull - The Morning Rush by John Foster	
Recommended Reads	- The everywhere Bear by Julia Donaldson - Where's My Teddy? by Jez Alborough - Beegu by Alexis Deacon	- There's a Bear in Your Book by Tom Fletcher - The Bear And The Piano by David Litchfield - Can't You Sleep Little Bear? by Martin Waddell	- Man on the Moon by Simon Bartram - Gorilla by Anthony Browne - Clive Penguin by Huw Lewis Jones	- Dadaji's Paintbrush by Rashmi Sirdeshpande - Stop! That's Not My Story! By Smirti Halls	- Adventure Mice: Otter Chaos by Philip Reeve - The Ghost Cat Who Saved My Life by Pamela Butchart	- Sylvia and Bird by Catherine Rayner - That's Mathematics by Tom Lehrer

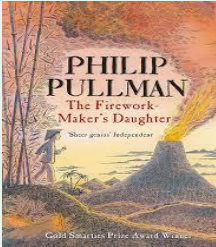
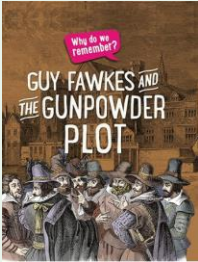
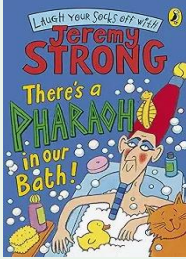
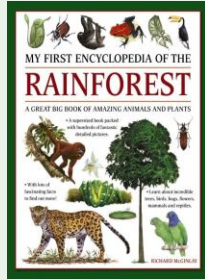
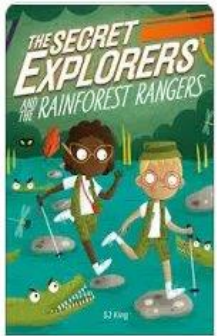
Reading Spine – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Land Ahoy!		Fire, Fire!		Jurassic Forest	
Core Texts	 Lighthouse Keeper's Lunch by Ronda and David Armitage	 The Journey Home by Frann Preston-Gannon	 The Baker's Boy and the Great Fire of London by Tom Bradman	 A Walk in London by Salvatore Rubbino	 Into the Forest by Anthony Browne	 Stone Girl, Bone Girl: The Story of Mary Anning of Lyme Regis by Laurence Anholt

Reading Spine – Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Land Ahoy!		Fire, Fire!		Jurassic Forest	
Additional Texts	- Go Mo Go! Seaside Sprint <i>by Mo Farah</i> - The Proudest Blue <i>by Ibtihaj Muhammad & S.K Ali & Hatem Aly</i> - Somebody Swallowed Stanley <i>by Sarah Roberts</i> - Grace Darling: Autobiography		- Paddington <i>by Michael Bond</i> - Coming to England <i>by Floella Benjamin</i> - The Great Fire of London <i>by Hawys Morgan (NF)</i> - The Buildings that Made London <i>by David Long & Josie Sheno (NF)</i> - Samuel Pepys Diary		- Captain Flinn and the Pirate Dinosaurs <i>by Giles Andreae</i> - Katie and the Dinosaurs <i>by James Mayhew (visiting Natural History Museum)</i> - First Fabulous Facts: Ladybird (NF) - Stomp Dinosaur Stomp <i>by Margaret Mayo</i>	
Poetry	Poems to Share: - Tiger Tiger Burning Bright <i>by Fiona Waters</i> - Weird, Wild and Wonderful <i>by James Carter</i>		Poems to Perform: - Daddy Fell Into The Pond <i>by Alfred Noyes</i> - Cats Sleep Anywhere <i>by Eleanor Farjeon</i>		Poems to Read: - Don't <i>by Michael Rosen</i> - What is Pink? <i>By Christina Rossetti</i> - The Morning Rush <i>by John Foster</i>	
Recommended Reads	- Billy's Bucket <i>by Kes Gray and Garry Parsons</i> - Snail and the Whale <i>by Julia Donaldson</i> - Julian is a Mermaid <i>by Jessica Love</i>		- Hansel and Gretel <i>by Anthony Browne</i> - The Last Wolf <i>by Mini Grey</i> - The Wolf's Story <i>by Toby Forward and Izhar Cohen</i> - Vlad and the Great Fire of London <i>by Cunninghamham</i>		- Tyrannosaurus Drip <i>by Julia Donaldson</i> - If I had a Dinosaur <i>by Gabby Dawney</i> - Dinosaurs don't Draw <i>by Elli Woolard</i> - Harry and his Bucketful of Dinosaurs (series) <i>by Ian Whybrow</i>	

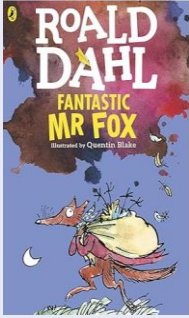
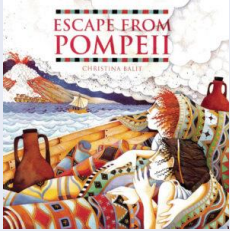
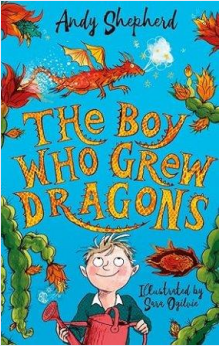
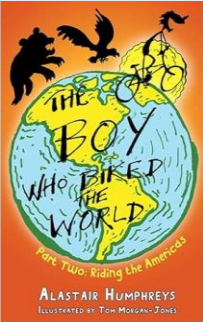
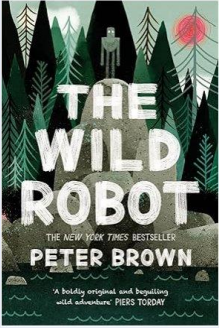
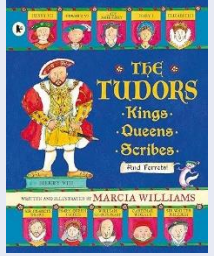
Reading Spine – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Gunpowder, Treason and Plot		Tomb Raiders		Rainforest Rangers	
Core Texts	The Firework Maker's Daughter <i>by Philip Pullman</i> 	Guy Fawkes and the Gunpowder Plot <i>by Izzi Howell</i> 	There's a Pharaoh in our Bath <i>by Jeremy Strong</i> 	Lost in Egypt <i>by Nick Hunt</i> 	My First Encyclopaedia of the Rainforest: A Great Big Book of Amazing Animals and Plants Richard McGinlay 	The Secret Explorers and the Rainforest Rangers <i>By SJ King</i> 

Reading Spine – Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Fireworks		Tomb Raiders		Rainforest Rangers	
Additional Texts - Fiction	- Black Powder <i>by Ally Sherrick</i> - Prince of Fire <i>by Jatinder Verma</i>		- The Boy Who Stole The Pharaoh's Lunch <i>by Karen McCrombie and Anneli Bray</i> - Marcy and the Riddle of the Sphinx <i>by Joe Todd Stanton</i> - Cinderella of the Nile <i>by Beverley Naidoo</i>		- The Secret Explorers and the Rainforest Rangers <i>By SJ King</i> - There's a Rang-Tan In My Bedroom <i>by James Sellick</i> - One Day on our Blue Planet: In the Rainforest <i>By Ella Bailey</i> - Over and Under the Rainforest <i>By Kate Messner</i>	
Additional Texts – Non-Fiction	- The Gunpowder Plot <i>by Rob Lloyd Jones</i> - Celebrate the World: Diwali <i>by Hannah Eliot and Archana Sreenivasan</i>		- Egyptology: Search for the Tomb of Osiris <i>By Dugald Steer</i> - Egypt Magnified <i>By David Long and Harry Bloom</i> - Tutankhamun's Treasure <i>by David Long</i>		- The Rainforest Book <i>By Charlotte Milner</i> - Let's Save the Amazon <i>By Catherine Barr</i> - The Where on Earth Book of Rainforests <i>By Susie Brooks</i>	
Poetry	Poems to Share: - The Puffin Book of Utterly Brilliant Poetry - Stars with Flaming Tails <i>by Valerie Bloom</i>		Poems to Perform: - The Sound Collector <i>by Roger McGough</i> - The Adventures of Isabel <i>by Ogden Nash</i>		Poems to Read: - Chocolate Cake <i>by Michael Rosen</i> - Mr Moor <i>by David Harmer</i> - If Anger was an Animal <i>The Emotional Menagerie</i> - The Rainforest and Other Poems- <i>By Debbie Croft</i>	
Recommended Reads	- Flat Stanley: The Egyptian Grave Robbery <i>by Sara Pennypacker</i> - The Iron Man <i>by Ted Hughes</i> - Charlotte's Web <i>by E. B White and Garth Williams</i>		- What would you be in Ancient Egypt? - <i>By David Owen</i> - The Ancient Egyptian Sleepover <i>by Stephen Davies</i>		- Tree of Wonder <i>By Kate Messner</i> 100 Questions About The Amazon Rainforest <i>By Simon Abbott</i> - Leonora Bolt <i>By Lucy Brandt & Gladys Jose</i>	

Reading Spine – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Roaming Romans		Route 66		Trouble and Strife	
Core Texts	 The Fantastic Mr Fox Roald Dahl	 Escape from Pompeii <i>Christina Balit</i>	 The Boy Who Grew Dragons by Andy Shepherd	 <i>The Boy Who Biked the World Part Two: Riding the Americas</i> by Alastair Humphreys	 <i>The Wild Robot</i> by Peter Brown	 The Tudors: Kings, Queens, Scribes and Ferrets! by Marcia Williams

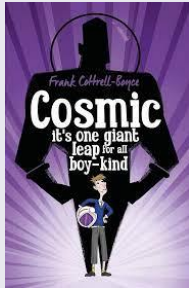
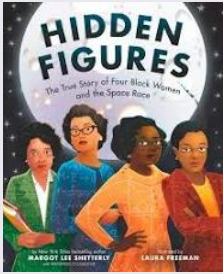
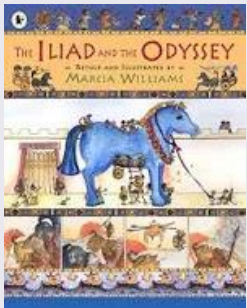
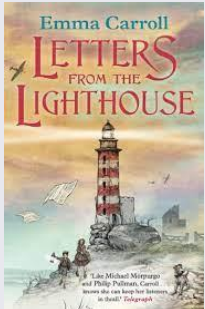
Reading Spine – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Roaming Romans		Route 66		Trouble and Strife	
Additional Texts - fiction	• Empire's End – A Roman Story <i>by Leila Rasheed</i> • Queen of Darkness <i>by Tony Bradman</i>		• The Crow's Tale <i>by Naomi Howarth</i> • Snow White in New York <i>by Fiona French</i>		• Diver's Daughter <i>by Patrice Lawrence</i> • The Secret Diary of Thomas Snoop, Tudor Boy Spy <i>by Philip Ardagh</i> • The Queen's Token <i>by Pamela Oldfield</i>	
Additional Texts – non fiction	• Meet the Ancient Romans <i>by James Davies</i> • Romans Magnified <i>by David Long</i> • What Would You Be in Ancient Rome? <i>by David Owen and Steph Marshall</i>		• Abraham Lincoln <i>by Jonathan Weil</i> • National Parks of the USA <i>by Kate Siber</i>		• Eyewitness: Tudor <i>by DK</i>	
Poetry (not linked to theme)	Poems to Share: • Sensational <i>edited by Roger McGough</i> • Where Zebras Go <i>by Sue Hardy-Dawson</i>		Poems to Perform: • Granny's Sugarcake <i>by John Lyons</i> • From a Railway Carriage <i>by R L Stevenson</i>		Poems to Read: • The Door <i>by Miroslav Holub</i> • Slowly <i>by James Reeves</i> • Hurt No Living Thing <i>by Christina Rossetti</i>	

Reading Spine – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Roaming Romans		Route 66		Trouble and Strife	
Recommended Reads – Linked to Theme	• The Roman’s Quests: Escape from Rome <i>by Caroline Lawrence</i> • Romans on the Rampage <i>by Jeremy Strong</i> • The Captive Celt <i>by Terry Deary</i> • My Family and Other Romans <i>by Marie Basting</i> • A Gladiator Stole My Lunchbox <i>by Thiago de Moreas</i>		• The Accidental President <i>by Tom McLaughlin</i> • Little Bird Lands <i>by Karen McCombie</i> • Trouble in New York <i>by Sylvia Bishop</i>		• The Queen’s Fool <i>by Ally Sherrick</i> • Honesty and Lies <i>by Eloise Williams</i> • Tudor Tales: The Prince, The Cook and the Cunning King <i>by Terry Deary</i> • British Museum: Find Tom in Time: Shakespeare’s London <i>by Fatti Burke</i>	
Recommended Reads – for year group	The Lion, The Witch And The Wardrobe CS Lewis The Land of Roar Jenny McLachlan & Ben Mantle Willow Moss and the Lost Day Dominique Valente & Sarah Warburton Rainbow Grey Laura Ellen Anderson How To Live Forever Colin Thompson The Arrowhead Moor Adventure Fleur Hitchcock The Queen’s Nose Dick King-Smith Unbelievable Football Matt Oldfield Planet Stan Elaine Wickson & Chris Judge Brand New Boy David Almond & Marta Altes The Lost Words Robert Macfarlane & Jackie Morris Call Me Lion Camilla Chester The Big Book of the UK Imogen Russell Williams & Louise Lockhart The Brilliant World of Tom Gates Liz Pichon A Street Through Time DK & Steve Noon The Great Barrier Reef Helen Scales & Lisk Feng Greek Heroes Marcia Williams Grimwood Nadia Shireen Bunny vs Monkey Jamie Smart Apes To Zebras Liz Brownlee, Sue Hardy-Dawson & Roger Stevens How To Train Your Dragon Cressida Cowell Welcome To My Crazy Life Joshua Seigal & Chris Piascik The Barnabus Project The Fan Brothers Wild Animals of the World Dieter Braun Matilda Roald Dahl & Quentin Blake Anisha Accidental Detective Serena Patel & Emma McCann					

Reading Spine – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	To Infinity and Beyond		Groovy Greeks		World War 2	
Core Texts	 <i>Cosmic by Frank Cottrell-Boyce</i>	 <i>Hidden Figures by Margot Shetterly and Laura Freeman</i>	 <i>Percy Jackson and the Lightning Thief by Rick Riordan</i>	 <i>The Iliad and the Odyssey by Marcia Williams</i>	 <i>Letter's From the Lighthouse by Emma Carroll</i>	 <i>The Piano directed by Aiden Gibbons</i>

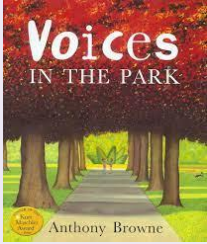
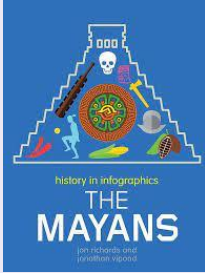
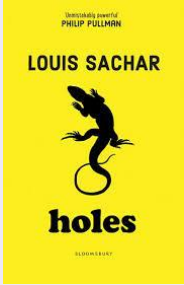
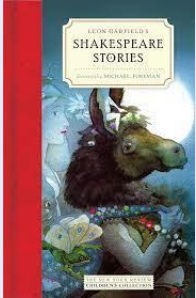
Reading Spine – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	To Infinity and Beyond		Groovy Greeks		World War 2	
Additional Texts	Fiction - The Infinite Lives of Maisie Day <i>by Christopher Edge</i> - Look Up <i>by Nathan Bryon & Dapo Adeola</i> - Counting on Katherine <i>by Helaine Becker & Dow Phumiruk</i> Non-Fiction - Space Explorers: 25 extraordinary stories of space exploration and adventure - Dr Maggie's grand tour of the solar system <i>by Maggie Aderin-Pocock & Chelen Ecija</i> - A day in the life of an astronaut, Mars and distant stars <i>by Mike Barfield & Jess Bradley</i> - Am I made of Stardust? <i>by Dr Maggie Aderin-Pocock</i>		- Who let the gods out <i>by Maz Evans</i> - The Orchard book of Greek Myths <i>by Geraldine McCaughrean & Emma Clark</i> - The Corinthian Girl <i>by Christina Balit</i> - Leo & the Gorgon's Curse <i>by Joe Todd Stanton</i> - Ancient Greece (DK Eyewitness) - I am not a label <i>by Cerrie Burnell</i>		- The Valley of Lost Secrets <i>by Lesley Parr</i> - Mohinder's War <i>by Bali Rai</i> - Now or Never: a Dunkirk story <i>by Bali Rai</i> - Goodnight Mr Tom <i>by Michelle Magorian</i> - Hitler's Canary <i>by Sandi Toksvig</i> - When Hitler Stole Pink Rabbit <i>by Judith Kerr</i> - The Lion and the Unicorn <i>by Shirley Hughes</i> - Rose Blanche <i>by Roberto Innocenti</i> - Peter in Peril <i>by Helen Bate</i> - Tail-end Charlie <i>by Mick Manning</i> - Skyward: the story of female pilots in WW2 <i>by Sally Deng</i> - Noor-un-Nissa Inayat Khan <i>by Sufiya Ahmed (based on a true story)</i> - The Diary of a Young Girl <i>by Anne Frank</i>	

Reading Spine – Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	To Infinity and Beyond		Groovy Greeks		World War 2	
Poetry	Poems to Share: • Welcome to My Crazy Life <i>by J Siegal</i> • Bright Bursts of Colour <i>by Mr Goodfellow</i>		Poems to Perform: • Leisure <i>by W H Davies</i> • Walking with My Iguana <i>by Brian Moses</i>		Poems to Read: • The British <i>by Benjamin Zephaniah</i> • The Sky Artist <i>by Grace Nichols</i> • A Poem to be Spoken Silently <i>by Pie Corbett</i>	
Recommended Reads	The House with Chicken Legs <i>by Sophie Anderson</i> The Boy at the Back of the Class <i>by Onjali Rauf</i> The Goldfish Boy <i>by Lisa Thompson</i> The Breakfast Club Adventures <i>by Marcus Rashford</i> The Silver Sword <i>by Ian Serrailler</i> Love that dog <i>by Sharon Creech</i> Swallows and Amazons <i>by Arthur Ransome</i> High Rise Mystery <i>by Shauna Jackson</i> The Taylor Turbochaser <i>by David Baddiel</i> The Secrets of Sam and Sam <i>by Susie Day</i> There’s a Boy in the Girls’ Bathroom <i>by Louis Sachar</i> You are History <i>by Greg Jenner</i> The Boss of Everyone <i>by Danny Wallace & Gemma Correll</i> My brother is a superhero <i>by Davind Solomons</i> I ate sunshine for breakfast <i>by Michael Holland & Philip Giordano</i>					

Reading Spine – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Vile Victorians		Lost Civilisations		To Be Or Not To Be	
Core Texts	 <i>Voices in the Park</i> by Anthony Brown	 <i>Street Child</i> by Berlie Doherty	 History in Infographics: The Maya by Jon Richards	 <i>Holes</i> by Louis Sachar	 <i>Shakespeare's Stories</i> by Leon Garfield	 <i>On the wall</i> by Anne Fine

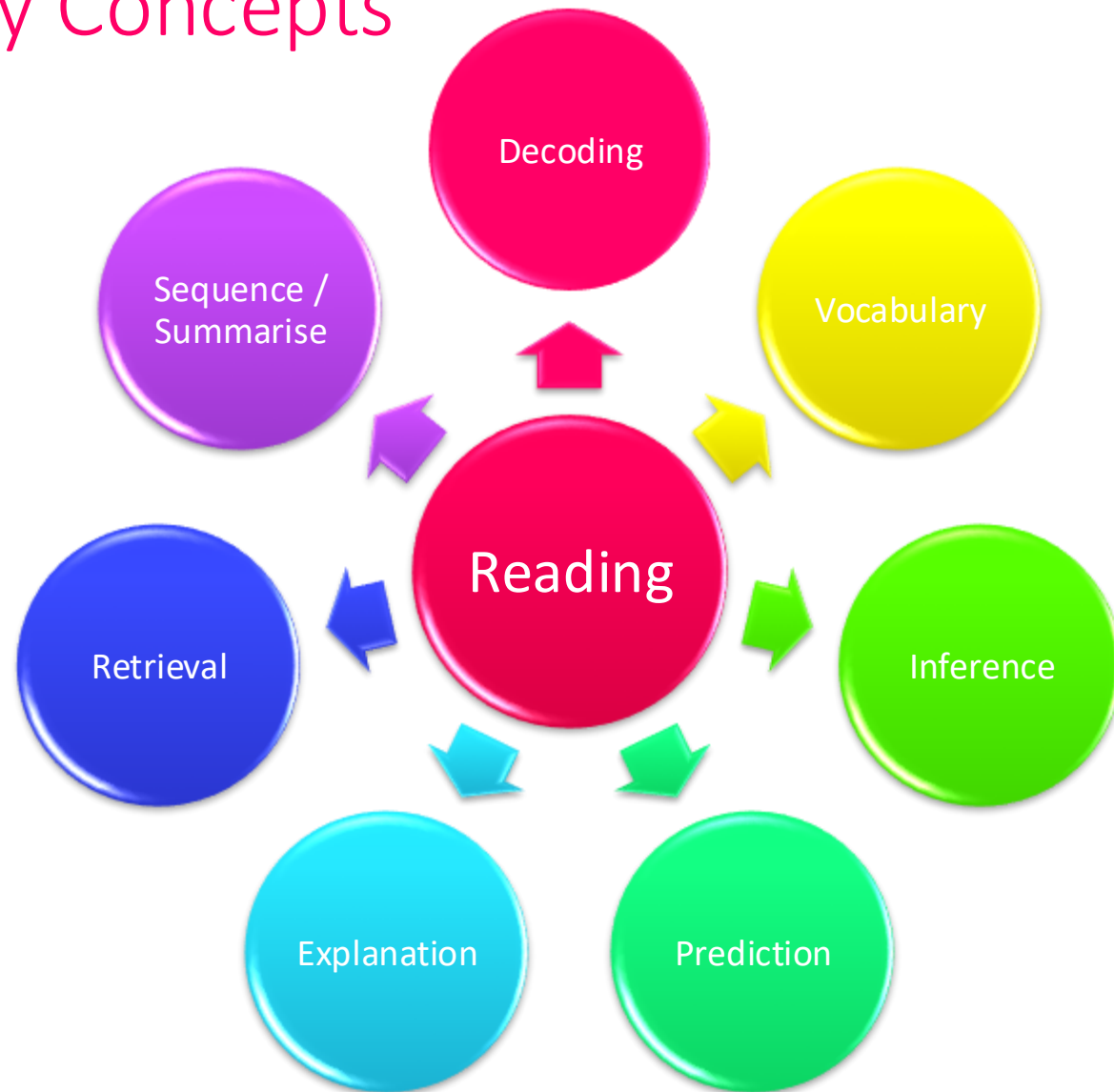
Reading Spine – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Vile Victorians		Lost Civilisations		To Be Or Not To Be	
Additional Texts	- The Woman in White <i>by Wilkie Collins</i> - The Hound of the <i>Baskervilles</i> <i>by Arthur Conan Doyle</i> - Hetty Feather <i>by Jacqueline Wilson</i> - Vile Victorians <i>by Terry Deary</i>		- The Curse of the Maya <i>by Johnny Pearce & Andy Loneragan</i> - The Indus Valley <i>by Madeline Tyler</i> - Joyful Joyful <i>curated by Dapo Adelo</i> - Where did the Maya go? <i>By Cynthia Carroll</i> - Rain <i>player by David Wisniewski</i>		Mr William Shakespeare's Plays <i>by Marcia Williams</i>	
Poetry	Poems to Share: - Collected Poems for Children <i>by Charles Causley</i> - Belonging Street <i>by Mandy Coe</i>		Poems to Perform: - The River <i>by Valerie Bloom</i> - The Listeners <i>by Walter De La Mare</i>		Poems to Read: - The Highwayman <i>by Alfred Noyes</i> - The Witches; Spell <i>by William Shakespeare</i> - If <i>by Rudyard Kipling</i>	

Reading Spine – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Vile Victorians		Lost Civilisations		To Be Or Not To Be	
Recommended Reads	Amari & the Night Brothers <i>by B B Alston</i> The Phantom Tollbooth <i>by Norton Juster</i> Tom’s Midnight Garden <i>by Philippa Pearce</i> Nevermoor: the trials of Morrigan Crowe <i>by Jessica Townsend</i> Malamander <i>by Thomas Taylor</i> Skandar and the Unicorn Thief <i>by A F Steadman</i> Artemis Fowl <i>by Eoin Colfer</i> Skullduggery Pleasant <i>by Derek Landy</i> The Explorer <i>by Katherine Rundell</i> Head Kid <i>by David Baddiel</i> Funky Chickens <i>by Benjamin Zephaniah</i> Kay’s Anatomy <i>by Adam Kay</i> Onyeka and the Academy of the Sun <i>by Tola Okugwu</i> Can you see me? <i>by Libby Scott and Rebecca Westcott</i> The Kite Rider <i>by Geraldine McCaughrean</i> The Lion, the Witch and the Wardrobe <i>by CS Lewis</i> The Boy with the Butterfly Mind <i>by Victoria Williamson</i> The Boy who made everyone laugh <i>by Helen Rutter</i>					

Reading Key Concepts



Reading Progression Map - Decoding

	• Say a sound for each letter in the alphabet and at least 10 digraphs.
R	• Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	• Apply phonic knowledge and skills as the route to decode words. • Blend sounds in unfamiliar words using the GPCs that they have been taught. • Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.
1	• Read words containing taught GPCs. • Read words containing -s, -es, -ing, -ed and -est endings. • Read words with contractions, e.g. I'm, I'll and we'll. • Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
	• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
2	• Accurately read most words of two or more syllables. • Read most words containing common suffixes. • Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.



Reading Progression Map - Decoding

3	• Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • Begin to read Y3/Y4 exception words.
4	• Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. • Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.
5	• Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. • Read most Y5/ Y6 exception words.
6	• Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.



Reading Progression Map - Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
1	- To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. - To reread texts to build up fluency and confidence in word reading.	- Check that a text makes sense to them as they read and to self- correct. - Use knowledge of sentence grammar to check if reading 'sounds right'.	Discuss word meaning and link new meanings to those already known.
2	- Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. - Reread these books to build up fluency and confidence in word reading. - Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	- Use sentence grammar to support understanding of unfamiliar words. - Check that the text makes sense to them as they read and to correct inaccurate reading.	- Increase vocabulary using understanding of context to know what they mean. - Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. - Discuss and clarify the meanings of words, linking new meanings to known vocabulary. - Discuss their favourite words and phrases.
3	- Read high and medium frequency words automatically - Recognise a range of prefixes and suffixes to support decoding of words when reading - Use tone, intonation and expression when reading aloud - Use a range of self-help strategies to tackle unfamiliar words and texts	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	- Increase vocabulary using understanding of context to know what they mean. - Discuss authors' choice of words and phrases for effect.

Reading Progression Map - Vocabulary

	Fluency	Correcting Inaccuracies	Building Vocabulary
4	• Rapid and automatic decoding of most unfamiliar words using secure phonic knowledge • Make meaning from unfamiliar words through their structure and context • Recognise how simple and complex sentences affect meaning and impact • Use punctuation to determine intonation and expression when reading aloud	• Use dictionaries to check the meaning of words that they have read	• Discuss vocabulary used to capture readers' interest and imagination
5	• Re-read and reads ahead to locate clues to support understanding. • Use different voices when reading aloud to enhance mood and meaning. • Scan texts to locate key information.		• To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader.
6	• Use phonic and etymological knowledge to pronounce words correctly. • Skim texts to ascertain the gist. • Employ dramatic effect to engage listeners whilst reading aloud. • Use a combination of scanning and close reading to locate information.		• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Reading Progression Map - Inference

	• Use context to support understanding of texts.
1	• Make basic inferences such as know who is speaking. • Link what they have read or have read to them to their own experiences.
2	• Make inferences on the basis of what is being said and done. • Give reasons for why events happen and characters behave as they do.
3	• Infer characters' feelings in fiction. • Infer the likely consequences of a logical explanation. • Relate general knowledge to texts to clarify understanding.
4	• Use deduction to identify possible reasons for characters' behaviour and actions. • Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • Tease out clues and ideas from texts to clarify understanding.
5	• Draw inferences from characters' feelings, thoughts and motives. • Uses the text to justify their inferences.
6	• Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). • Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

Reading Progression Map - Prediction

1	• Make reasoned predictions. • Discuss the significance of titles and make predictions from these. • Predict what might happen on the basis of what has been read so far.
2	• Make predictions based on knowledge of the text or the author. • Predict what might happen on the basis of what has been read so far in a text. • Recognise simple recurring literary language in stories and poetry and use this to predict patterns in stories and poems.
3	• Justify predictions using evidence from the text.
4	• Justify predictions from details stated and implied
5	• Make predictions of events based on details stated and implied, justifying them in detail with evidence from the text.
6	• Predicts characters actions and reasons for these, using details which are stated or implied and justifies them with evidence from the text.

Reading Progression Map - Explanation

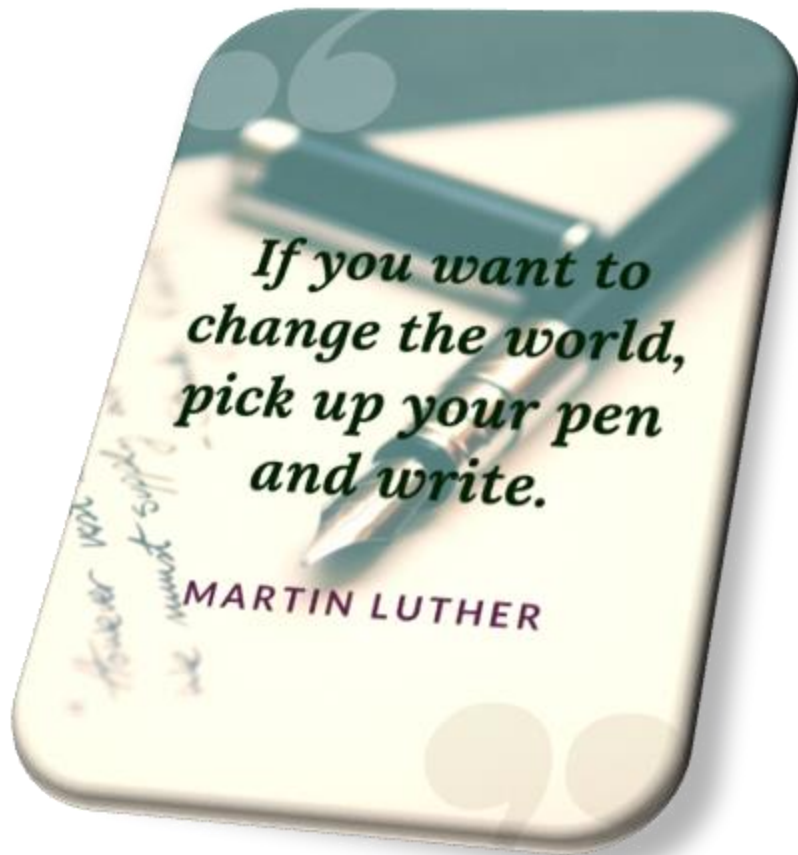
1	• Recognises the different features of books; chapters, pages, contents etc. • Recognise the main features of different texts; e.g. openings, problems and endings; instructional features; information. • Recognise and talk about the effect of language patterns and repetition. • Understand the difference between fact and fiction.
2	• Recognise and explain organisational features of texts. • Identify the purpose of a book.
3	• Recognise how different texts are presented; e.g. magazines; leaflets. • Talk about why certain texts appeal to readers. • Identify techniques authors use to affect the reader
4	• Explain how ideas are developed in non-fiction texts. • Identify the key features of different text-types. • Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • Identify how language, structure and presentation contribute to meaning
5	• Understand the writer's perspective from explicit and implicit opinion. • Compare the themes and structures of different narrative texts. • Compare the features and structures of different types of non-fiction texts.
6	• Understand underlying themes, causes and consequences within whole texts. • Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). • Recognise authors' techniques to influence and manipulate the reader.

Reading Progression Map - Retrieval

1	Find specific information in simple texts.
2	- Gather ideas and information from across a text. - Navigate texts to retrieve information.
3	- Retrieve and record information from non-fiction texts using navigational tools (e.g. index, contents). - Can find key words in a range of texts.
4	- Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information - Scan for key words in texts to locate information quickly.
5	Uses a range of techniques to locate information in fiction and non-fiction texts to answer questions based on the text.
6	Develops techniques to quickly retrieve information in wide variety of texts.

Reading Progression Map – Sequence / Summarise

1	• Identify the main events in stories • Identify the main characters in stories • To retell familiar stories in increasing detail.
2	• Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. • Discuss the sequence of events in books and how items of information are related.
3	• Make notes of the key points in a text. • Retell a story clearly, with some detail.
4	• Locate and summarise details from a text to support opinions and predictions. • Identify main ideas drawn from more than one paragraph and summarise these.
5	• Extract information from across a text and summarise in note form. • Identify main ideas drawn from more than one paragraph and to summarise these.
6	• Draw out key information and to summarise the main ideas in a text.



Writing

[Intent and Implementation](#)

[Content Spine](#)

[Knowledge Organisers](#)

[Key Concepts](#)

[Progression Maps](#)

Writing Intent and Implementation

What is our curriculum aim?

Our writing curriculum empowers all pupils, including those with SEND and from disadvantaged backgrounds to become confident, fluent, and purposeful writers. By the time they leave our school, pupils will be able to communicate their ideas and emotions effectively, writing with increasing control for a range of audiences, purposes, and formalities.

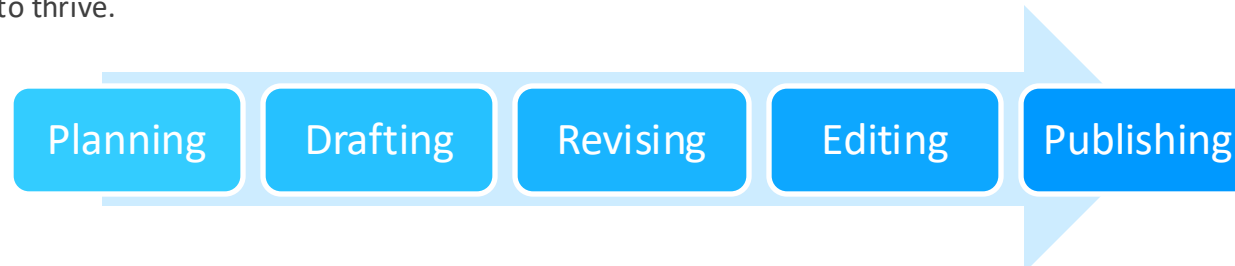
We build strong foundations in oracy and literacy from the Foundation Stage through to Year 6. High-quality teaching, rich vocabulary (Tier 2 and Tier 3), and exposure to a wide variety of genres ensure that pupils can understand and apply the structures, features, and language of effective writing across the curriculum. Grounded in the Simple View of Writing (transcription × composition), our curriculum integrates:

- Oracy and sentence development
- Vocabulary and grammar
- Transcription skills (spelling, handwriting, and typing)
- Composition and planning skills

Writing is a complex process that requires the coordination of multiple skills. We explicitly teach and revisit the key components of writing through a consistent teaching sequence that reflects the five stages of the writing process:

- 1.Planning
- 2.Drafting
- 3.Revising
- 4.Editing
- 5.Publishing

Through carefully structured units of work, pupils are supported to generate ideas, organise their thoughts, refine their language, and produce high-quality written outcomes. We believe that all pupils can achieve success in writing and provide the tools, teaching, and feedback they need to thrive.



Writing Intent and Implementation

Key Principles

The Simple View of Writing

We explicitly teach and assess both key components of writing:

- Transcription – spelling, handwriting, and phonics
- Composition – ideas, vocabulary, grammar, and structure

Together, these form the foundation of fluent, confident writing.

Planning

Drafting

Revising

Editing

Publishing

Writing Intent and Implementation

Key Principles

Oracy as a Foundation

Oral language development is essential to early writing success. Pupils engage in structured talk, oral rehearsal, and dialogic teaching, particularly in EYFS and KS1 to strengthen the link between spoken and written language.

Transcription Matters

Automaticity in transcription frees pupils to focus on higher-order composition skills. We teach phonics, spelling, handwriting, and typing explicitly, providing early intervention and adaptive tools for those with motor or processing needs.

Inclusive and Adaptive Practice

All learners, including those with SEND and from disadvantaged backgrounds, access high-quality writing instruction. Adaptive teaching, targeted interventions, and scaffolded resources enable every pupil to succeed.

Purpose and Motivation

Children write for real audiences and authentic purposes. Opportunities to publish and share their writing build motivation, confidence, and pride in their work.

Coherent Curriculum Progression

Our writing curriculum is carefully sequenced. Pupils move from oral composition and sentence construction to paragraph cohesion and extended, structured texts across a range of genres.

Feedback and Reflection

Responsive mini-lessons and regular feedback—both teacher and peer-led—support continual improvement. Pupils reflect on their work using genre-specific toolkits and success criteria to refine and improve their writing.

Writing Intent and Implementation

How is writing taught at Nine Mile Ride?

- Our writing curriculum is built around the principles of the Simple View of Writing, ensuring a strong and systematic focus on both transcription (handwriting, spelling, phonics) and composition (ideas, vocabulary, grammar, structure). Teaching is explicitly sequenced and consistently delivered across all year groups, beginning in Reception and continuing through to Year 6. Each unit of work follows a structured, evidence-informed sequence:

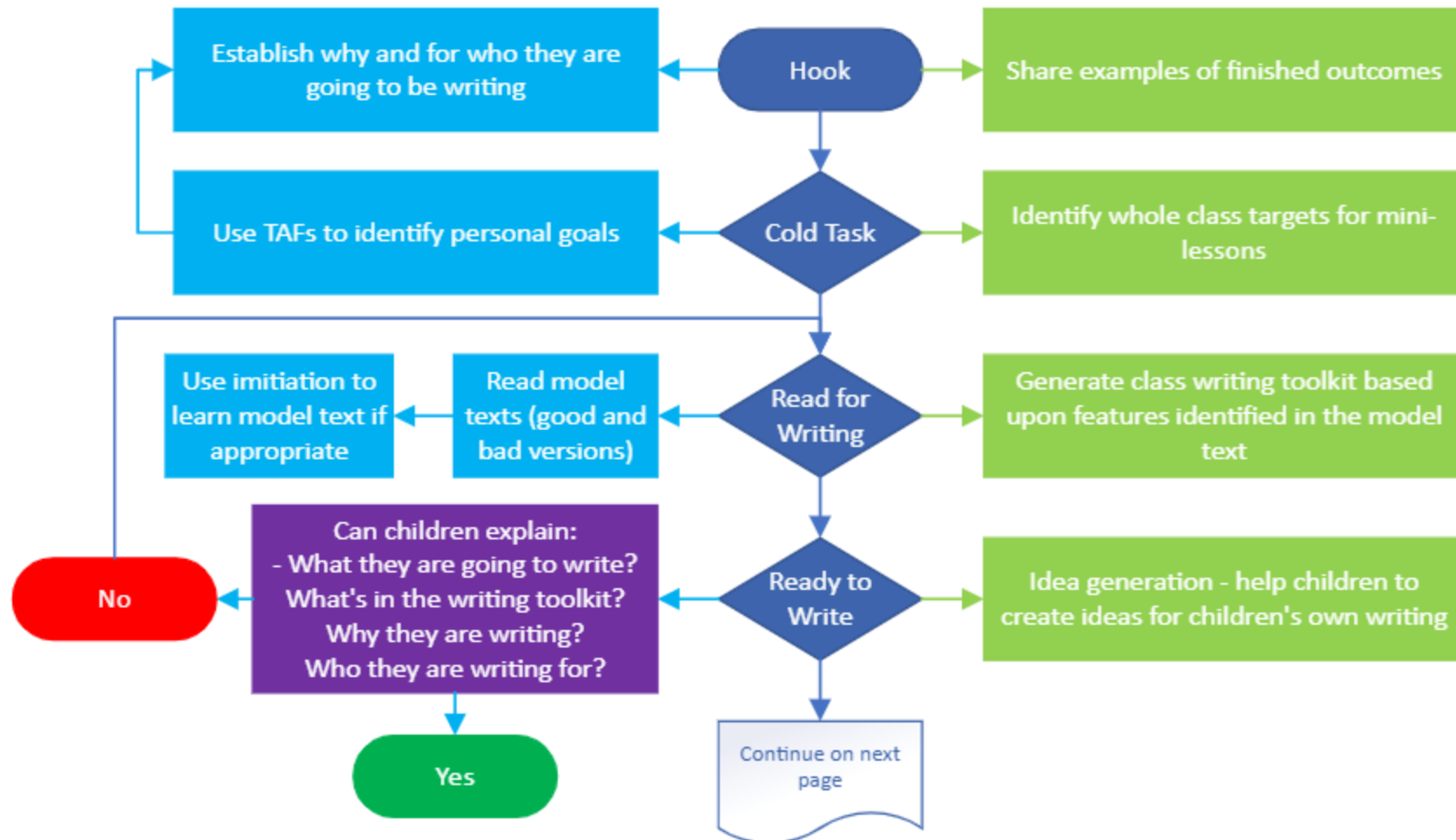
Writing Intent and Implementation

How is writing taught at Nine Mile Ride?

Purpose, Audience and Hook	Oral Composition	Reading Like a Writer	Explicit Teaching of the Writing Process	Integration of Key Writing Components	Inclusive Practice
Every unit begins by establishing a clear purpose and audience for writing. A meaningful <i>hook</i> motivates pupils by giving them a real reason to write, often linked to wider curriculum content or authentic publishing opportunities.	Before writing, children engage in structured talk, oral rehearsal, and dialogic teaching to shape their ideas. This is especially prioritised in EYFS and KS1, where speaking forms a crucial bridge to written language development.	Children analyse a carefully selected model text that exemplifies the genre. Using <i>VIPERS-style</i> questions and guided discussion, pupils explore vocabulary, sentence structure, and genre-specific features. This enables them to build a writers' toolkit—a bank of techniques to apply in their own writing.	Writing is taught through five key stages: Planning: Generating and organising ideas using prompts or planning frames. Drafting: Producing initial writing with clear genre focus. Revising: Refining ideas and structure using the writers' toolkit. Editing: Proofreading for accuracy in spelling, punctuation, grammar, and vocabulary. Publishing: Sharing writing with real audiences to build pride and purpose. Teachers deliver responsive mini-lessons throughout, guided by assessment. Regular feedback, peer and teacher-led supports progress and reflection.	Grammar and punctuation are taught in context and linked to the genre and year group expectations. Spelling is taught discretely following the <i>Ed Shed</i> sequence of learning. Handwriting is taught explicitly following the Nelson Handwriting scheme across the school. Opportunities to share writing within the class will be used to share best practice and highlight good examples of the writer's toolkit being used.	Teaching is adaptive to meet the needs of all learners, including those with SEND. Scaffolded planning, visual supports, writing frames, and alternative methods (e.g. typing) ensure access to the full writing process. Pupils who require support with fine motor development receive tailored interventions.

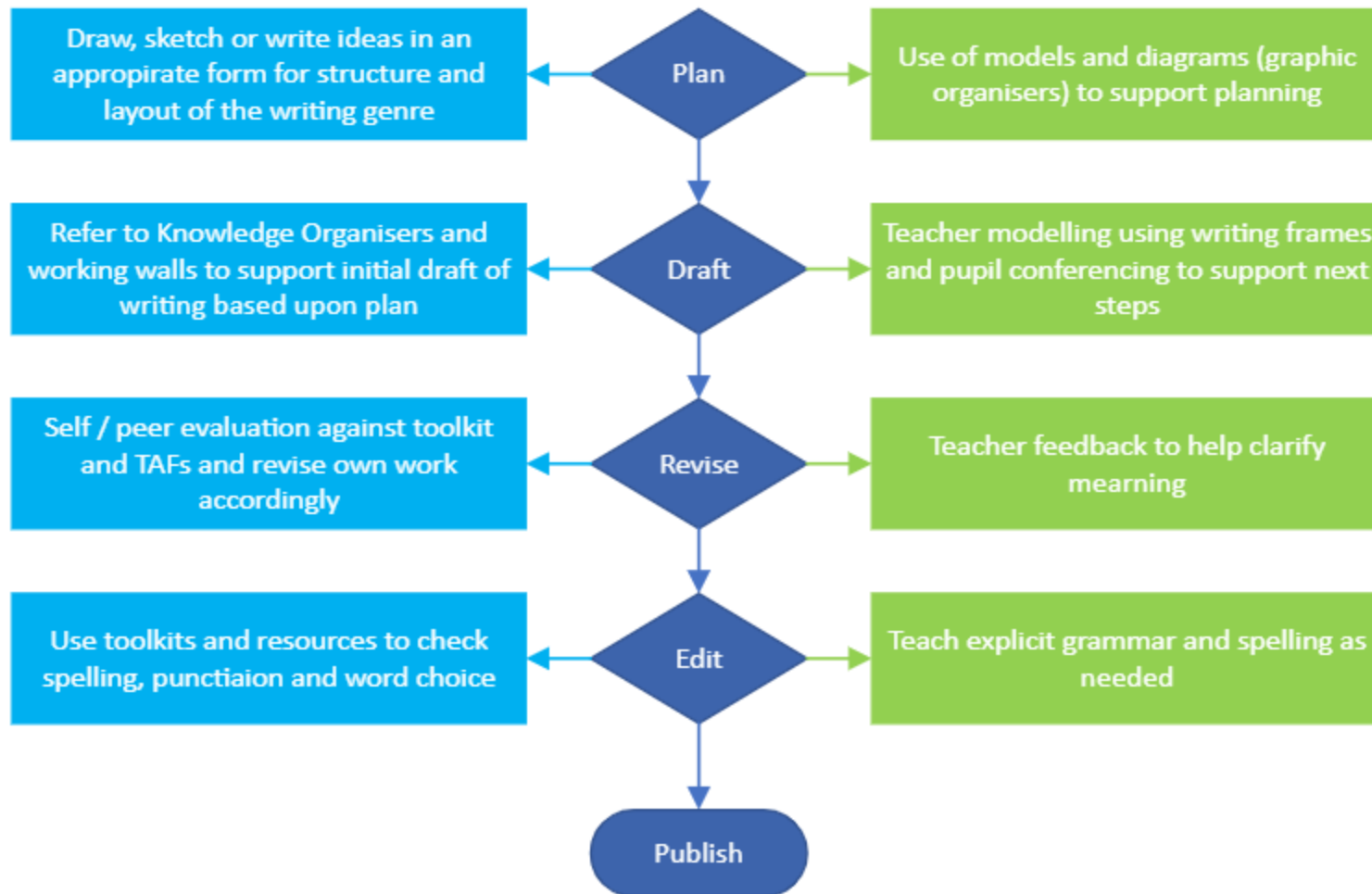
Writing Intent and Implementation

How is writing taught at Nine Mile Ride?



Writing Intent and Implementation

How is writing taught at Nine Mile Ride?



Writing Intent and Implementation

Why do we teach this way?

- Our writing units follow an evidence-informed sequence that integrates motivation, modelling, explicit teaching, and independent application. Each phase is grounded in research (Young & Ferguson, 2021–2023) and designed to maximise pupil engagement and progress.

1. Hook and Cold Task

- Hook: Writing for real audiences beyond the teacher boosts motivation and outcomes (effect size: +1.07).
- Cold Task: Children complete a baseline writing task to help teachers identify both individual and whole-class targets, informing the focus of mini-lessons.

2. Oral Composition and Talk for Writing

- Structured talk, oral rehearsal, drama, and teacher modelling help pupils generate and shape ideas before writing. This bridges the gap between speech and writing, particularly in EYFS and KS1.

3. Reading as Writers (Read for Writing)

- Children explore a range of high-quality mentor texts that match the genre being studied.
- Reading these texts enhances writing outcomes (effect size: +0.76, rising to +0.94 for pupils with writing difficulties).
- Through VIPERS-style questioning, pupils analyse the author's language choices, structure, and vocabulary.
- Writers' Toolkit: Co-constructed with the class, the toolkit identifies genre-specific features, significantly improving outcomes (effect size: +2.03).

Writing Intent and Implementation

Why do we teach this way?

4. Ready to Write

- Children generate their own content ideas within the shared genre framework, using prior knowledge and long-term memory. This increases motivation and improves quality (Young & Ferguson, 2022).

5. The Five Stages of Writing

- Plan: Children generate and structure their ideas (effect size: +0.54 / +1.55 for pupils with difficulties).
- Draft: Small, achievable goals for daily drafting improve writing outcomes (effect size: +2.03).
- Revise: Pupils evaluate their writing against the writers' toolkit to improve clarity and impact (effect size: +2.03).
- Edit: Focused, daily proofreading goals targeting vocabulary, punctuation, grammar, and spelling support precision (effect size: +2.03).
- Publish: Writing is shared with authentic audiences, boosting pride and motivation (effect size: +1.07). Publishing also allows teachers to deliver contextualised handwriting feedback and targeted support.

6. Feedback and Celebration

Throughout the unit, teachers deliver responsive mini-lessons based on formative assessment and provide regular feedback (peer and teacher-led). This encourages reflection and continuous improvement.



Writing Content Spine

Year 1	Autumn			Spring			Summer		
Text Type	Repetitive Stories	Non-Chron Report	Fantasy Story	Diary entry	Instructions	Non-Chron Report	Fantasy story	Recount	Letter writing
Model Text	Brown Bear, Brown Bear	A book of Bears	Whatever Next!	Handa's Surprise	Teacher's model instructions	A world for me and you	Anita and the dragons	Recount school trip to Legoland.	Paper Bag Princess
Outcome	Own repetitive story	Fact file about their own animals	Own fantasy story	Own diary entry write a narrative set in an alternative setting	Recipe: How to Make A Stir Fry	Fact file about Europe.	Own fantasy story	Recount of trip to Legoland.	Letter of apology
Purpose and Audience	Publish own book	Publish Factfile	Publish own book	Create a diary entry from Handa's point of view.	Own use – following instructions	Create a travel brochure for Europe	Publish own story	Share with other children	Publish a letter of apology

Year 2	Autumn			Spring			Summer		
Text Type	Adventure Stories	Instructions: How to...	Non-Chron Report	Descriptive Poetry	Traditional Tale	Recount	Senses Poetry	Setting Description	Biography
Model Text	Lighthouse Keepers Lunch	How to trap a seagull	The Mighty Sea-Horn	The Great Fire of London	Little Red Riding Hood	Recount	Roar!	Dinosaur time-travel story	Biography
Outcome	Own adventure story	My own 'How to...'	Write own report	Write own poem	Write own traditional tale	Recount of our school trip	Write own poem	Own setting description	Biography of Mary Anning
Purpose and Audience	Publish a book for Year 1	For class display	School library	To perform	Publish and read to Foundation	For class display	To perform	To perform to the class	For display

Writing Content Spine

Year 3	Autumn			Spring			Summer		
Text Type	Story Opening	Formal Letter	Descriptive Poetry	Information Text	Mystery Story		Biography	Non-chron report	Poetry
Model Text	Firework Maker's Daughter	Persuasive letter to Razvani	Candle Flame poem	Encyclopedia	Grand Pharaoh Terrace		King Canute	The Flutterback Panther	Rumble in The Jungle
Outcome	Story Opening	Persuasive letter	Own poem	Own factfile page	Mystery story		Create own biography	Report on new rainforest animal	Own poem
Purpose and Audience	To be shared with lower year group	To write a letter to a chosen celebrity	To be written in a Christmas Card to a family member	For a Y3 Ancient Egypt encyclopedia	To turn into a class book		For class display	Share/Pair KS2 class	To publish for the book corner

Year 4	Autumn			Spring			Summer		
Text Type	Historical Fiction	Explanation text	Instructions	Adventure Story	Non-Chron Report	Narrative Poetry	Newspaper Report	Suspense Story	Diary Entry
Model Text	Escape from Pompeii	How the Water Cycle Works	How to keep Caesar Happy?	The Polar Bear's Son	The Amazing Apatosaurus	Coming Home – Michael Morpurgo	Missing Grandma found Safe and Sound	The Nightmare Man	Diary Entry
Outcome	Setting description of historical location	Explanation of how a volcano erupts	How to make a pasta salad	Write own version of the tale	Own report on a mythical creature	Own poetry titled 'Going Home'	Own news reports	Write own tale of fear	Diary of Anne Boleyn
Purpose and Audience	Published on class display	Published for children's encyclopedia	Writing own recipe to follow and make	Publish in own book to take home	Class display	Copy of poem to be shared with parents	Class newspaper	Record book on a video to make a spooky tale.	To be published on tea-stained paper



Writing Content Spine

Year 5	Autumn			Spring			Summer		
Text Type	Formal Letter	Science Fiction	Instructions	Myth and Legends	Fables	Non-Chron Report	Diary entry	Adventure Stories	Poetry
Model Text	Letter to Superman	Space Fiction	Sewing instructions	Pandora's Box and Medusa	The Fox and the Crane	The Ivory Bangle Lady	Evacuee's Diary	The Gas Mask Story	High Flight: John Gillespie Magee
Outcome	Letter of persuasion	Short science fiction story	Create own instructions	Write own Greek myth	Write own fable	Write own non-chronological report on Greek theatre	Write a diary entry as an evacuee	Write own adventure narrative	Write own WWII poetry
Purpose and Audience	To headteacher to change the curriculum	Create own books to share with partner class	For own information when making Christmas stockings	To share with year 6 classes	Publish to share with parents	For a class display	Share with parents	To be made into a book.	To publish for display

Year 6	Autumn			Spring			Summer			
Text Type	Newspaper Report	Suspense Narrative	Informal Letters	Non-chron Report	Persuasive Leaflet	Adventure Stories	Fantasy	Sonnets	Biography	Play script
Model Text	Humpty Dumpty report	The Hound of the Baskervilles	Voices in the park / French Roast	Endangered species	Visit Austria, the land of mountains	The Twins Tunnel Trouble	Macbeth	Shakespeare's Sonnets	William Shakespeare	Red Riding Hood
Outcome	Digital news report – residential	Own suspense story	Writing a letter in role	Double Page Spread on animal from Mexico	Travel brochure for Mexico	Own adventure story	The Story of Bottom	Own sonnet	Own biography of celebrity	Own playscript of a known story
Purpose and Audience	To be published and shared with Year 5	To be published book for class book shelf	Letters to be put on display	Class display	To persuade families to travel to Mexico	To be made into own books	To be made into own books	To be published for display	To be published and shared online	Shared with an audience of pupils' choice.

Writing Knowledge Organiser – Year 1 : Repetitive Stories

What am I writing: Own repetitive story

Who I am writing for: For a class book

Does your story include...

repetition	
colours	
question marks	
a question and answer structure	
animals	

Vocabulary Bank

brown	pink	turtle
red	orange	dolphin
yellow	turquoise	elephant
blue	grey	zebra
green	horse	koala
purple	sheep	hedgehog
white	monkey	lion
black	goldfish	giraffe

Model Text– Brown Bear, Brown Bear

Brown bear, brown bear, what do you see?
I see a red bird looking at me.

Red bird, red bird, what do you see?
I see a yellow duck looking at me.

Yellow duck, yellow duck, what do you see?
I see a blue horse looking at me.

Blue horse, blue horse, what do you see?
I see a green frog looking at me.

Green frog, green frog, what do you see?
I see a purple cat looking at me.

Purple cat, purple cat, what do you see?
I see a white dog looking at me.

White dog, white dog, what do you see?
I see a black sheep looking at me.

Black sheep, black sheep, what do you see?
I see a goldfish looking at me.

Goldfish, goldfish, what do you see?
I see a monkey looking at me.

Monkey, monkey, what do you see?
I see children looking at me.

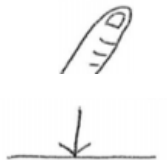
Children, children, what do you see?
We see a brown bear, a red bird, a yellow duck, a blue horse, a green frog, a purple cat, a white dog, a black sheep, a goldfish and a monkey looking at me. That's what we see.

Don't forget!

capital letters
full stops
letter formation



finger spaces
write on the line



Writing Knowledge Organiser – Year 1 : Non-Chron Report

What am I writing:

A fact file about an animal

Who I am writing for:

For class display

Does your fact file include...

a title	
a short introduction	
subheadings for different sections	
fact boxes or lists	
topic language	

Vocabulary Bank

accurate	habitat	photograph
appearance	hibernate	report
caption	inform	research
carnivore	introduce	section
describe	mammal	species
diet	natural	subject
example	outline	summary

Model Text

Polar Bears

Do you think you know all about bears? You might have a teddy bear or two. You might have seen bears on TV, in a book or at a zoo. There are eight species of bear that roam the world today. This fact file will tell you all about the polar bear

Habitat

Bears live in many different parts of the world. Polar bears live in the freezing Arctic, where they live and hunt in the ice. The Arctic is in the northern hemisphere.

Diet

All bears are carnivores, but most eat anything they can find. Polar bears live in an icy environment where few plants grow. They mainly eat meat such as seals and walrus.

Baby Bears

When polar bears are born, mother bears have a big job. Newborn bears are helpless and tiny. They are blind and have almost no hair. Bears are mammals so cubs drink milk from their mothers.

Did you know?

Polar bears don't actually have white fur. Their fur is actually see-through! The hairs reflect all of the light around them, which makes their fur look white.

Don't forget!

capital letters

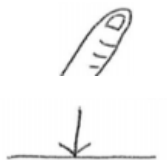
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letter formation



finger spaces

write on the line



Writing Knowledge Organiser – Year 1 : Recount

What am I writing:

A recount of our journey.

Who I am writing for:

For our class display

Does your diary include...

The date and <i>Dear Diary</i> at the start	
Use of I, my, me, we and our	
Writing in the past tense	
Use of time connectives	
Description of feelings	

Vocabulary Bank

firstly	excited	journey
secondly	scared	aeroplane
next	worried	different
after	delighted	family
finally	nervous	morning
unhappy	calm	afternoon
unsafe	bravely	evening
carefully	quietly	taller
sadly	bravest	fastest
	biggest	

Model Text– Diary Example

Monday 1st March

Dear Diary,

Today **was** a very big day. I **felt worried** because I was leaving **my** warm home.

First, I **sadly said** goodbye to **my** lovely family. I did not want to go. I **felt scared** of the biggest dragons in the sky.

Next, I slowly **went** on the loud aeroplane. It **was** noisier than I thought. I **was** holding **my** brother's hand because I **was feeling nervous**.

Then, **we flew** higher and higher in the sky. I **was** starting to **feel calmer** because I was safe.

After that, **we** finally **arrived** in a new place. Everything was different, but I **felt excited** and **hopeful** too.

Finally, I **knew** I could be the **bravest**. I still **missed** my home, but I **was happily** starting **my** new journey.

From,

Anita

Don't forget!

capital letters



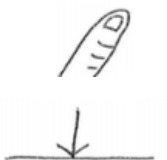
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letter formation

finger spaces

write on the line



Writing Knowledge Organiser – Year 1 : Diary Entry

What am I writing:

A diary from Handa's perspective.

Who I am writing for:

For our class display

Does your diary include...

The date and <i>Dear Diary</i> at the start	
Use of I, my, me, we and our	
Writing in the past tense	
Use of time connectives	
Description of feelings	

Vocabulary Bank

firstly	excited	Wednesday
secondly	scared	Thursday
next	worried	Friday
after	delighted	Saturday
finally	nervous	Sunday
diary	calm	morning
from	Monday	afternoon
happy	Tuesday	evening

Model Text– Diary Example

Monday 1st February

Dear Diary,

I am so fed up. The dog, the cat and the duck have not offered to help me at all!

First, I asked my friends to plant some seeds. They all said no.

Then, I asked them to cut some wheat. They all said no.

After that, I asked them to help me turn the wheat to flour. They all said no.

Next, I asked them to help me bake the flour into bread. They all said no.

But finally, when I asked who would help me eat the bread, they all said yes! I was going to eat it all by myself because I was cross with them. I did share it in the end because I love my friends really.

The Little Red Hen.

Don't forget!

capital letters



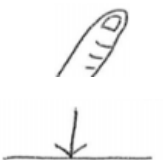
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letter formation

finger spaces

write on the line



Writing Knowledge Organiser – Year 1 : Instructions

What am I writing:

A recipe to make stir-fry

Who I am writing for:

For myself to follow

Does your recipe include...

a title	
a list of ingredients and equipment	
steps in order	
bullet points or numbers	
time conjunctions	

Vocabulary Bank

boil	measure	squeeze
chop	melt	steps
equipment	recipe	stir
heat	repeat	wrap
ingredients	rinse	

Conjunctions

First, After that, Next, Now,
Then, Afterwards, When, While,
Finally,

Model Text– How to make pancakes

Ingredients:

100g plain flour
300ml milk
2 eggs
1tbsp caster sugar
Lemon juice

Equipment:

Large mixing
bowl Wooden spoon
Frying pan
Spatula

Method

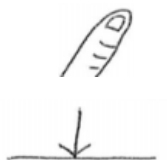
1. First, sift the flour into the mixing bowl.
2. Next, crack the eggs into the bowl.
3. After that, pour the milk into the bowl.
4. Then stir vigorously until smooth.
5. Pour a spoonful of the mixture into a hot frypan (you may want to use oil).
6. Turn the pancake when the bubbles begin to pop.
7. Finally, serve sprinkled with lemon juice and sugar.

Don't forget!

capital letters
full stops
letter formation



finger spaces
write on the line



Writing Knowledge Organiser – Year 2 : Adventure Story

What am I writing: My own adventure story

Who I am writing for: For Year 1 children

Do your adventure include...

A title?	
different sentence starters?	
adjectives?	
interesting verbs?	
conjunctions?	

Tier 2 Vocabulary

angry	ingenious
appetising	lighthouse
concocted	perched
cottage	proud
cross	rowed
furious	whistled
gobbled	wretched
hummed	

Story sentence starters

Here are some examples of different story sentence starters:

*Once upon a time,
The very next day,
A while later,
Suddenly,*

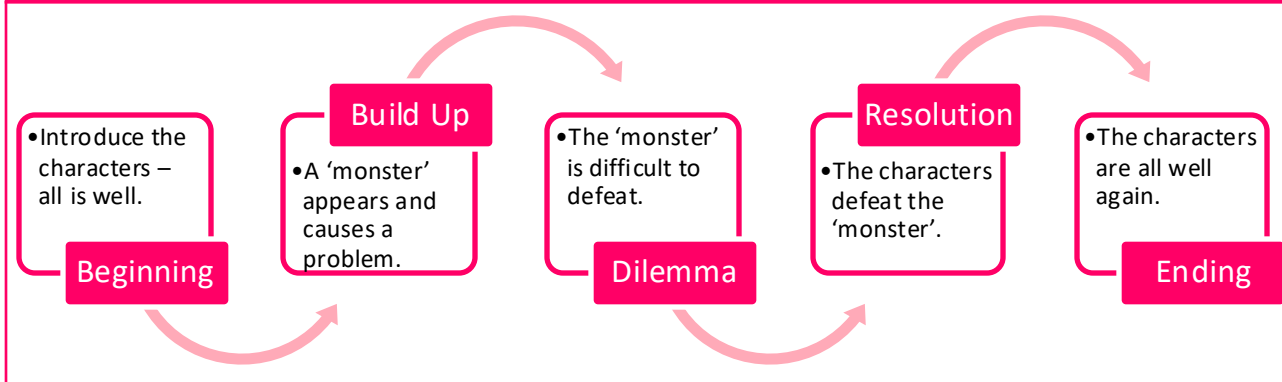
Conjunctions

Conjunctions help us to join parts of a sentence together.

*and
or*

*but
so*

Adventure Story Structure



Don't Forget!

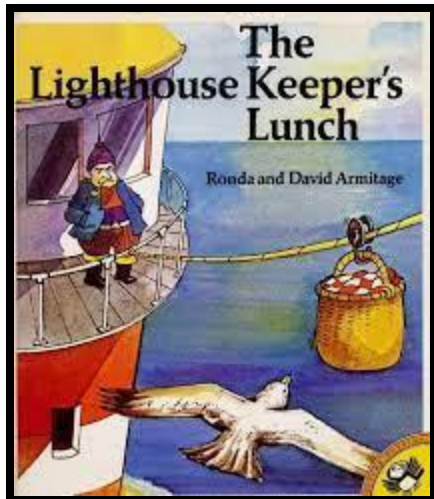
A	capital letters
.	full stops
!	exclamation marks
?	question marks



Year 2 – Adventure Story

Model Text

Key Features
title
different sentence starters
adjectives
interesting verbs
conjunctions



The Lighthouse Keeper's Lunch

Once upon a time there was Mr Grinling, Mrs Grinling and Hamish the cat, who lived in a little white cottage, perched on a cliff.

One sunny day, Mr Grinling rowed out to the lighthouse to clean and polish his light. Meanwhile, Mrs Grinling concocted an appetising lunch for Mr Grinling and sent it down the wire.

Unfortunately, not one, not two, but three hungry seagulls gobbled it all up. Mr Grinling was cross. "Go away you wretched birds!" But the seagulls took no notice.

That night Mr Grinling and Mrs Grinling made a plan.

The next day, Mrs Grinling tied a napkin to the basket and sent it down the wire. Unfortunately, the napkin did not stay, so not one, not two, but three hungry seagulls gobbled it all up. Mr Grinling was angry. "Go away you wretched birds!" But the seagulls took no notice.

That night Mr Grinling and Mrs Grinling made a new plan.

The next day, Mrs Grinling put Hamish the cat into a basket and sent it down the wire. Unfortunately, Hamish was too scared so not one, not two, but three hungry seagulls gobbled it all up. Mr Grinling was furious. "Go away you wretched birds!" But the seagulls took no notice.

That night Mrs Grinling had an ingenious plan.

Finally, Mrs Grinling made mustard sandwiches and sent them down the wire. Luckily, not one, not two, but three hungry seagulls gobbled it all up. "Yuk!!!" So the seagulls flew away to find another lunch.

Mr Grinling was proud. He hummed and he whistled and he ate his lunch all up.

Writing Knowledge Organiser – Year 2 : Instructions

What am I writing: 'How To' instructions

Who I am writing for: The class display

Do your instructions include...

a 'How to' title?	
an introduction?	
a list of things you will need?	
bullet points / numbering?	
imperative verbs?	
time conjunctions?	
adverbs?	
a final warning?	

Tier 2 Vocabulary

camouflaged	irresistible
carefully	patiently
create	portion
disguised	scavenging
enormous	sturdy
equipment	tumble



Time Conjunctions

Time conjunctions tell us when to do something, or when something happened:

First,
Next,
Then,
After that,
Finally

Imperative Verbs

When we write instructions, we put the verb at the start of the clause or sentence.
This makes it sound like a command or order.

Put the pencil down. – Imperative verb
He put the pencil down. – Not an imperative verb

Don't Forget!

A	capital letters
.	full stops
!	exclamation marks
?	question marks

Year 2 – ‘How To’ Instructions Model Text

Key Features

a ‘How to’ title

an introduction

a list of things you will
need

bullet points / numbering

imperative verbs

time conjunctions

adverbs

a final warning

How to Catch a Seagull

Have you had enough of seagulls stealing your lunch? If so, do not worry! Read these instructions and soon you'll stop those scavenging seagulls.

You will need:

A huge, strong spade,
A yellow sheet,
3 bags of beach sand,
An extra-large portion of salted chips,
A sturdy net with small holes or a tough, metal cage.

What to do:

- **First**, **cautiously dig** a deep hole on the beach.
- **Next**, **carefully cover** the hole with the yellow sheet. (**Make** sure there are no gaps!)
- **Then**, **evenly spread** the beach sand over sheet so that it is **completely** covered and the hole is camouflaged.
- **After that**, **quickly scatter** the delicious smelling chips all over the top because this is a seagull's favourite food.
- **Now**, **quietly tip-toe** behind an enormous rock and wait **patiently** for the seagulls to arrive. (You shouldn't have to wait too long as seagulls are very greedy!)
- **Finally**, the seagulls will **swiftly** swoop down to gobble up the irresistible chips and tumble into the disguised hole.

A final warning:

You must cover up the hole again quickly so that the seagulls do not fly away! You could use a sturdy net or a tough, metal cage.



Writing Knowledge Organiser – Year 2 : Non-Chron Report

What am I writing:

A report on a mythical creature

Who I am writing for:

A collection for the library

Does your report include...

A title?	
subheadings for different sections?	
information organised into different topics?	
technical language?	
adjectives?	
adverbs?	
present tense verbs	

Adjectives to use instead of...

big	small	nice
massive	miniscule	beautiful
enormous	miniature	pleasant
gigantic	microscopic	lovely
giant	tiny	wonderful
immense	minute	brilliant

Tier 2 Vocabulary

accurate	outline
caption	photograph
describe	report
example	research
explain	section
fact	subject
inform	summary
introduce	

Conjunctions

Conjunctions help us to join parts of a sentence together.

Coordinating

*and
or
but*

Subordinating

*when
if
that
because*

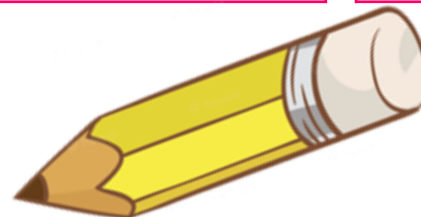
Present Tense Verbs

Writing in the present tense means that you are writing about something that is currently going on or generally always exists.

*A tiger **has** sharp claws and **uses** them when hunting.*

Don't Forget!

A	capital letters
.	full stops
!	exclamation marks
?	question marks



Year 2 – Non-Chron Report Model Text

Key Features
title
subheadings for different sections
information organised into different topics
technical language
adjectives
adverbs
present tense



The Mighty Tree-Horn

The Mighty Tree Horn is a rare type of tree monster that can be found in hidden, enchanted forests.

Appearance

Most Mighty Tree Horns **look** the same. They **have** a **large** body, **sharp** teeth and a **long** horn. The horn sticks out from above its eyes and is **very deadly**! **Generally**, they **are** a **dark green** colour, however, some **yellow** ones have been spotted.

Habitat

Usually, Mighty Tree Horns **live** high up in the tree tops so that they cannot be seen. Many Mighty Tree Horns are **nocturnal**, this means that they **come** out at night. Often, Mighty Tree Horns **stay** hidden in the daytime but as the sun goes down they **sneak** out to hunt for prey.

Diet

All Mighty Tree Horns are **carnivores** because they **have** **sharp** teeth to **tear** meat. **Typically**, they **eat** a variety of food such as foxes, badgers and other **small woodland** animals, but **strangely** they never eat squirrels!

Interesting Facts

Finally, the most interesting fact about the Mighty Tree Horn is that it can **fly** up to 50 mph and enjoys playing amongst the clouds! They can also change colour to blend in with their background, which is called **camouflage**. **Remarkably**, the Mighty Tree Horn can **live** up to 100 years old.



Writing Knowledge Organiser – Year 2 : Descriptive Poetry

What am I writing:

My own Great Fire of London poem

Who I am writing for:

To perform to my class

Does your poem include...

Interesting verbs	
Adjectives	
Rhyming words	
Interesting nouns	

Tier 2 Vocabulary

Billowed
Posed
Despair
Awoke
Rebuilt
Mayor
Realised
Serious
Threat

Alliteration

Even though our model text doesn't have alliteration, it is still a key feature of poetry.

It is when words start with the same letter or sound:

Slimy, slithering, silver snakes.

Five friendly frogs.

The **ch**impanzees were **ch**eeky and **ch**atty.

Rhyming Schemes

Words that rhyme have the same end sound:

Cheese and **peas**; **cat** and **mat**

Our model text has an ABAB rhyming scheme where the second and fourth lines in each stanza rhyme.

Expanded Noun Phrases

Using adjectives to create phrases to describe nouns:

A **gigantic, green** troll

The **white, frosty** snowman

The **beautiful, swishing** sari



Year 2 – Descriptive Poem

Model Text

Key Features

Interesting verbs

Adjectives

Rhyming

Interesting nouns



The Great Fire of London by Paul Perro

The year was 1666,
Late one September **night**,
The baker's shop in Pudding Lane
Glowed with an **orange light**.

The baker's oven was on fire
The flames began to **spread**.
Thomas the baker was upstairs
He was asleep in **bed**.

Before too long the walls caught fire
There **billowed** out **black smoke**.
The fire made such a **loud** noise
Tom suddenly **awoke**.

He woke up all his family
And got them out of **there**.
He called out for the firemen
And called out for the **mayor**.

The firemen saw the shops nearby
And said "Let's **knock** these **down**,
Or else they will catch fire too
And it will spread through **town**."

But no, the Mayor would not do that,
He said "Just hang **about**,
The fire is not that bad, you know
We could soon put that **out**!"

So they tried to put the flames out
But they just **grew higher**.
Sure enough they **spread**, soon half of
London was on **fire**.

King Charles sitting in his **palace**
Thought something must be **done**
He sent out a fire engine
With a **big** water **gun**.

They went to the Thames for water
But at the **river bank**
The fire engine **slipped** in mud,
Fell in the Thames, and **sank**!

When the king was told about this
He was really **upset**.
He **realised** that the fire **posed**
A very serious **threat**.

He decided that he must help,
Put on his boots and **cloak**,
And he **marched** out of his palace
Towards the fire and **smoke**.

He helped some fire-fighters who
Had started to **despair**,
And everyone was really glad
That the **good** king was **there**.

Eventually, the wind died down -
The fire died down **too**.
London would have to be **rebuilt**
There was much work to **do**.

The damage caused would have been less
In sixteen sixty-**six**
If the houses weren't made from wood,
If they were made from **bricks**.



Writing Knowledge Organiser – Year 2 : Traditional Tale

What am I writing: My own traditional tale

Who I am writing for: To read to Foundation

Does your traditional tale include...

A title?	
Traditional story language?	
A beginning?	
A build up?	
A dilemma?	
A resolution?	
A happy ending?	

Tier 2 Vocabulary

beautiful	handsome
bewitched	kingdom
brave	magical
castle	married
charming	potion
cottage	rescue
curse	spell
enchanted	transformation
faraway	wicked
forest	wishes

Conjunctions

Conjunctions help us to join parts of a sentence together.

Coordinating

and
or
but

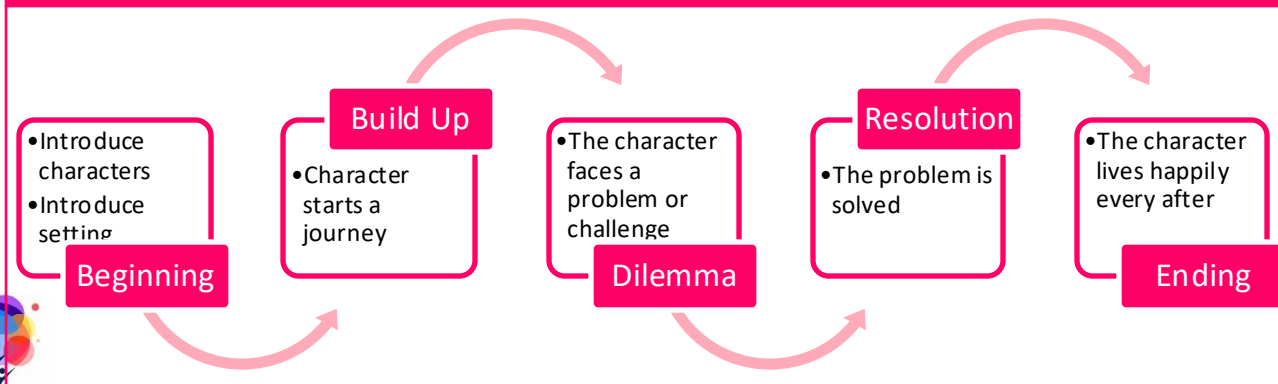
Subordinating

when
if
that
because

Story Language

*Once upon a time...
A long, long time ago...
They lived happily ever after.*

Traditional Tale Structure



Don't Forget!

A	capital letters
.	full stops
!	exclamation marks
?	question marks



Year 2 – Traditional Tale

Model Text

Key Features

A title

Traditional story language

A beginning

A build up

A dilemma

A resolution

A happy ending



Little Red Riding Hood

Once upon a time there was a kind, little girl who lived by the woods with her mother. Her name was Little Red Riding Hood because she always wore a scarlet cloak.

Early one morning her mother asked her to take a delicious basket of food to her Grandmother's house but warned her not to talk to strangers along the way. So Little Red Riding Hood quickly put on her scarlet cloak and set off down the path.

Cheerfully, Little Red Riding Hood skipped through the dark forest but on the way she met a wolf, with a long, bushy tail and green staring eyes. The wolf politely asked her where she was going. "I'm taking this food to my Grandma's house," she replied anxiously. "Why don't you pick some of these beautiful flowers to take as well?" suggested the wolf with a sneaky smile. So Little Red Riding Hood stopped to pick some roses as red as a round, ripe apple.

Meanwhile, the wolf rushed off to Grandma's house and gobbled her up! Strangely, he put on Grandma's nightdress and snuggled down into her soft, cosy bed and waited patiently for Little Red Riding Hood to arrive...

When Little Red Riding Hood arrived, she saw Grandma lying in bed, with the duvet pulled up to her eyes, looking very peculiar.

"Why Grandma! What big ears you have!" Little Red Riding Hood stuttered nervously.

"All the better to hear you with," replied the wolf.

"Why Grandma! What big eyes you have!"

"All the better to see you with," growled the wolf, licking his lips.

"Why Grandma! What big teeth you have!"

"All the better to EAT you with!" roared the wolf pouncing on his prey.

He gobbled up Little Red Riding Hood in one huge gulp!

Luckily, at that moment, a local woodcutter came by. Bravely, he caught the wolf and chopped him open using his sharp axe. Out came Little Red Riding Hood and Grandma feeling very relieved and thanked the courageous woodcutter. Kindly, the wood cutter sewed the wolf back up and the wolf promised never to eat anyone again for as long as he lived. Little Red Riding Hood never saw that mean, terrifying wolf again.



Writing Knowledge Organiser – Year 2 : Instructions: Recipe

What am I writing:

My own recipe

Who I am writing for:

Myself to follow

Does your recipe include...

a title?	
a list of ingredients and equipment?	
the steps in chronological order?	
bullet points or numbers?	
imperative verbs?	
time conjunctions?	
subordinating and coordinating conjunctions?	

Recipe Word Bank

boil	mix
chop	press
cover	repeat
cut	recipe
equipment	rinse
fold	squeeze
ingredients	steps
make	stir
measure	test
melt	wrap

Time Conjunctions

*First,
After that,
Next,
Now,
Then,
Afterwards,
When,
While,
Finally*

Conjunctions

Conjunctions help us to join parts of a sentence together.

Coordinating

*and
or
but*

Subordinating

*when
if
that
because*

Don't Forget!

A	capital letters
.	full stops
!	exclamation marks
?	question marks



Year 2 – Instructions: Recipe Model Text

Key Features
a title
Introduction
a list of ingredients and equipment
the steps in chronological order
bullet points or numbers
imperative verbs
time conjunctions
subordinating and coordinating conjunctions
A top tip

Star Biscuits Recipe

Are you looking for a yummy snack? These delicious biscuits will taste out of this world!

Ingredients

- 100g butter
- 50g caster sugar
- 175g plain flour
- A few drops of vanilla extract

Equipment

- Bowl
- Spoon
- Rolling pin
- Star cookie cutter
- Baking tray

Method

1. First, preheat the oven to 150°C.
2. Next, add butter and sugar in a bowl and mix well until light and fluffy.
3. Once mixed, add the vanilla, mix, then add the flour and mix well.
4. Then, roll out to about 5mm thick. Cut into star shapes.
5. Bake for 25 minutes or until golden brown.
6. Finally, enjoy your delicious treats!

Top Tip:

Sprinkle some extra sugar on top of your biscuits once cooked for an extra sparkly sweet treat!

Writing Knowledge Organiser – Year 2 : Recount

What am I writing:

A recount of our trip

Who I am writing for:

For class display

Does your recount include...

a title?	
an introduction to provide an overview of the event?	
details written in the order the happened?	
time conjunctions?	
past tense verbs?	
adjectives and adverbs?	

Time Conjunctions

These conjunctions tell us the order that things happened in:

*First,
After that,
Next,
Now,
Then,*

*Afterwards,
When,
While,
Finally,*

Tier 2 Vocabulary

bamboo	happy
carousel	occasion
enjoyment	plastic
excited	quietly
family	special
generous	travelled

Don't Forget!

A	capital letters
.	full stops
!	exclamation marks
?	question marks

Past Tense Verbs

Writing in the past tense means that you are writing about something that has already happened.

*I **went** to the zoo and I **saw** a cheeky monkey.*

Conjunctions

Conjunctions help us to join parts of a sentence together.

Coordinating

*and
or
but*

Subordinating

*when
if
that
because*



Year 2 – Recount

Model Text

Key Features

a title

an introduction to
provide an overview of
the event

details written in the
order the happened

time conjunctions

past tense verbs

adjectives and adverbs to
give more detail



My trip to the funfair

On Thursday, I **went** to the funfair in town with my family.

First, my sister and I **went** on the **runaway** train. It **travelled** so quickly that I **screamed**!

Next, we **tried** a game. We **did** 'hook a duck' where we **had** to use a **bamboo** rod to catch one of the **plastic** ducks floating on the water. I **got** one so I could choose a prize. I **chose** a set of bats and a ball. My sister **chose** a **long, plastic** sword.

Then, we **had** a snack. I **got** a **huge** tub of **sweet and salty** popcorn and **ate** lots of it. I also **had** a **fizzy** drink.

After that, we **went** on the teacups. It **was** fun at first. The cups **span** round and round **until** everything was a blur. But **after a while**, I **began** to feel a bit dizzy because they were spinning **too quickly** and I **had** to close my eyes.

When we **had finished** on the teacups, I **had** to sit down **quietly** for a few minutes to stop feeling ill. I drank some sips of water and I **felt** a lot better.

Our last ride **was** the carousel. I **chose** a **brown** horse with a **golden** mane. She **was called** Lulu. I **loved** this ride because it was **slower** and **more gentle** than the tea cups.

I **really enjoyed** my time at the funfair and I would love to visit again.

Writing Knowledge Organiser – Year 2 : Descriptions

What am I writing: detailed descriptions

Who I am writing for: To share with the class

Does your description include...

adjectives to describe each noun?	
use of coordination and subordination to extend sentences?	
capital letters for names of people and places, and starts of sentences??	
description using the five senses?	



Tier 2 Vocabulary

bright	adventurous
distinct	annoying
drab	beautiful
elegant	confident
gleaming	considerate
grotesque	excitable
magnificent	glamorous
precious	grumpy
sparkling	important
strange	intimidating
unusual	obnoxious
valuable	talented

Don't Forget!

A	capital letters
.	full stops
!	exclamation marks
?	question marks

Conjunctions

Conjunctions help us to join parts of a sentence together.

Coordinating	Subordinating
and	when
or	if
but	that
	because

Use your senses!

When writing description, it can be useful to think of the five senses:



What can you see?

The green fields stretched ahead.



What can you hear?

Rustling branches swayed overhead.



What can you feel?

The warm breeze touched my cheek.



What can you smell?

The fragrant flowers welcomed me.



What can you taste?

The sweetness of the berries tickled my tongue.



Year 2 – Descriptive Writing

Model Text

Key Features

adjectives to describe each noun?

use of coordination and subordination to extend sentences?

capital letters for names of people and places, and starts of sentences?

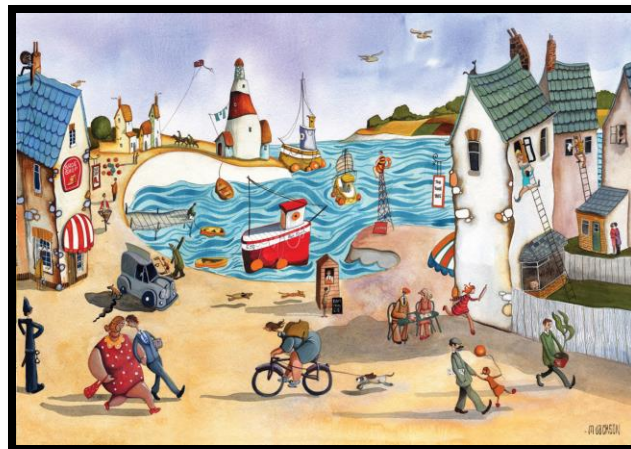
description using the five senses?

The Busy Seaside

It was an exciting afternoon at the busy Bournemouth seaside. The sun was shining but it was freezing cold and windy. Noisy seagulls circled above in the clear sky. These clever birds were looking out for snacks. Crowds of people were walking along the pebbly beach and munching on salty chips. Harsh winds blew through their hair and the wind made some people zip up their coats.

You could hear brave children laughing and splashing around in the chilly waves. The sea was lively and choppy. One child was chasing the bubbly sea foam as it moved along the pebbles.

In the air, there was the smell of sweet treats mixed with the smell of damp seaweed. People lined up to buy tasty ice cream. They were smiling and shivering at the same time. The strong winds blew a cone onto the floor so a seagull dived to snatch it. The bird flapped away with its delicious prize.



Writing Knowledge Organiser – Year 2 : Biography

What am I writing:

A biography of Mary Anning

Who I am writing for:

for the class display

Does your biography include...

a title	
subheadings	
give details of key events in the persons life	
explain how they are remembered	
use of coordination	
use of subordination	

Past Tense Verbs

Writing in the past tense means that you are writing about something that has already happened.

She **tried** her hardest, but she **could** not do it.

Word Bank

celebrate	life
decided	liked
different	lived
enjoyed	parents
felt	remember
grew up	wanted
knew	

Expanded Noun Phrases

Add adjectives and additional detail to nouns to give your reader more detailed descriptions:

a rich British family
the earliest days of their marriage
the kind and caring nurse

Don't Forget!

A	capital letters
.	full stops
!	exclamation marks
?	question marks

Conjunctions

Conjunctions help us to join parts of a sentence together.

Coordinating

and
or
but

Subordinating

when
if
that
because



Year 2 – Biography

Model Text

Key Features
a title?
subheadings?
give details of key events in the persons life?
explain how they are remembered?
use of coordination?
use of subordination?
past tense verbs?

Florence Nightingale

Who Was Florence Nightingale?

Florence Nightingale was a very famous nurse. She helped to change the way hospitals treated people and worked hard to make sure they were clean.

Childhood

Florence Nightingale was born on the 12th May 1820 in Italy. She lived with her father, her mother and her sister. Her family was a rich British family who travelled around the world and the girls were given lessons by their father. Florence was very good at maths and science. She knew she wanted to be a nurse.

Becoming a Nurse

Florence's parents did not want her to become a nurse so they sent her away to Italy to try to make her forget her plan. It didn't work. She returned even more determined and began to train as a nurse. Soon, she got her first job running a hospital for women in London. She helped to make the hospital run much more smoothly so that the patients got better care.

The Crimean War

In 1853, a war broke out in the Crimea. The people in Britain read about the war and the dreadful way the soldiers were being cared for in the army hospitals. Injured soldiers had to lie on the cold stone floor while rats ran around them. There were no nurses to look after them and there was no proper medicine. It was a hopeless situation so Florence Nightingale was asked to take a team of nurses to there.

Florence Arrives

Florence went to the Crimea with a group of 38 nurses in November 1854. She made sure that her team of nurses was clean and neat to help make the soldiers better. They scrubbed the hospital, removed the rats and dirt and made sure there was proper food and medicine. Florence Nightingale would check on the men every night. The British soldiers were very grateful for her kindness and they called her the Lady of the Lamp.

After the War

The Crimean War ended in 1856 and Florence returned to Britain as a hero. She opened her own training school at St Thomas's Hospital, London in 1860. She continued working to improve hospitals and nursing and she also wrote famous books. Florence sadly became ill and she eventually died on August 13th 1910.

There is still a statue of Florence Nightingale in London today.



Writing Knowledge Organiser – Year 3 : Story Opening

What am I writing: My own story opening

Who I am writing for: Year 2 audience

Does your story opening include...

adjectives to describe?

similes to compare one thing with another?

personification?

powerful verbs?

onomatopoeia?

a range of sentence openers?

paragraphs to organize your writing?

Tier 2 Vocabulary

toddled	expense
flared	victim
complicated	personal
steady	innocently
glimmer	quivering
chemical	flanks
scorched	graffiti
custom	rickshaw
courtier	slogans

Adjectives – Synonyms for ‘good’

fantastic	whimsical
wondrous	brilliant
magnificent	glorious
superb	splendid

Onomatopoeia

A word which sounds like a noise:
fizz crackle pop bang

Sentence Openers

On just another ordinary day,
During the storm,
When it was all over,
As the day drew to a close,
Suddenly,
After the rain,
The next day,
Without warning,
Strangely,
Terrifyingly,
Rapidly,
Furiously,

Alternative verbs for ‘said’

bellowed boomed laughed mumbled
muttered replied roared screamed
shrieked stuttered whispered yelled



Year 3 – Story Opening

Model Text

Key Features

adjectives to describe?

similes to compare one thing with another?

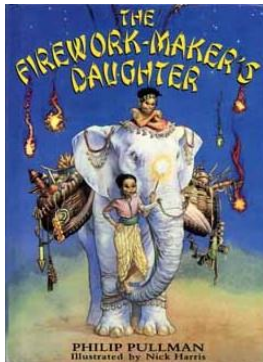
personification?

powerful verbs?

a range of sentence openers?

Onomatopoeia

paragraphs to organize your writing?



An excerpt from *The Firework Maker's Daughter* by

A thousand miles ago, in a country east of the jungle and south of the mountains, there lived a Firework-Maker called Lalchand and his daughter Lila.

Lalchand's wife had died when Lila was young. The child was a cross little thing, always crying and refusing her food, but Lalchand built a cradle for her in the corner of the workshop, where she could see the sparks play and listen to the fizz and crackle of the gunpowder. Once she was out of her cradle, she toddled around the workshop, laughing as the fire flared and the sparks danced. Many a time she burnt her little fingers, but Lalchand splashed water on them and kissed her better, and soon she was playing again.

When she was old enough to learn, her father began to teach her the art of making fireworks. She began with little Crackle-Dragons, six on a string. Then she learned how to make Leaping Monkeys (as quick as a flash), Golden Sneezes, and Java Lights. Soon she was making all the simple fireworks and thinking about more complicated ones.



Writing Knowledge Organiser – Year 3 : Formal Letter

What am I writing: A persuasive letter

Who I am writing for: a local MP/Headteacher

Does your letter include...	
the sender's address?	
the address of the recipient?	
the date? a greeting?	
formal introduction sentence starters?	
an introduction to explain why you're writing?	
more detail organised into paragraphs?	
a conclusion saying what needs to happen next?	
a formal signoff with your name at the end?	
formal vocabulary and sentence structure?	

Tier 2 Vocabulary		
advise	experience	offer
agree	explain	opinion
answer	express	persuade
appreciate	forward	recommend
await	grateful	regret
believe	hope	reply
compliment	inform	respond
delighted	invite	suggest
disappointed	mention	trust
discuss	notify	wish

Formal Introduction Starters
• I am writing to inform you... • I would like to express... • I am writing to compliment you on... • I am writing to complain about... • I am writing to explain... • I am writing to tell you...

Formal Greetings
'Dear Sir/Madam,' if you don't know the recipient 'Dear Mr/Mrs/Miss (surname),' if you do know the recipient 'To whom it may concern,'

Formal Sign-Offs
Yours faithfully,' if you don't know the recipient 'Yours sincerely,' if you do know the recipient



Year 3 – Formal Letter

Model Text

Key Features

the sender's address

the address of the recipient

the date

the greeting

formal introduction starter

introduction

Further details organized into paragraphs

conclusion

a formal signoff

Finchampstead Parish Council
67 High Street
Finchapstead
Berkshire
RG40 3TS

20 Finchampstead Road
Finchampstead
Berkshire
RG40 3NU

27th July 2023

Dear Parish Councillors,

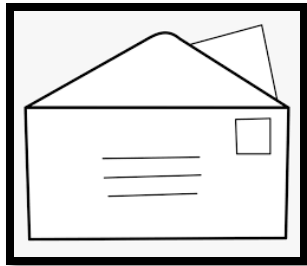
I am writing to you because I have an excellent idea for the recently cleared area on the village recreation ground. As a parish council, I know you are continuously looking for ways to improve our village. I would like to suggest that a public pump track would be a brilliant way of using the natural hills that this area already has in place while creating exciting new opportunities for whole families to enjoy this shared village space. In addition, it could improve the overall health of the village's residents.

It is well known that this space has various small round hills that are dotted all around the length of the area already. Surely, these hills could be used in my proposed village pump track by adding a bit of extra earth here and there to create slopes of different heights and difficulty. In my opinion, since the hills are already there, it wouldn't take too many extra materials to build a track over those hills and have it circle back on itself. This would save the village money that could be used for some other important purpose.

Furthermore, our village has recently had a lot of families relocating from London to the new housing estate on Gorse Ride. A pump track would be a great way for these new families to meet other local families with school-age children before the term begins in September. If it is open to all ages, it would become popular with both men and women in the village, not just the children. It would also be something different to the large children's playground across the field. Finally, it would give everyone a chance to improve their health. Many families have bicycles stored in their garages so building the pump track would give our villagers a chance to increase their exercise.

In conclusion, I would like to thank you for taking the time to read my suggestion. I am certain it is the best way of using that area and I look forward to hearing from you.

Yours sincerely,
Mr Abassi Khan



Writing Knowledge Organiser – Year 3 : Shape Poem

What am I writing: My own shape poem

Who I am writing for: a Christmas card

Does your poem include...

description of an object, person or event?

words written inside the shape of the object, person or event being described?

alliteration or rhyme?

similes?

Alliteration

Words which begin with the same sound:

The Christmas carols

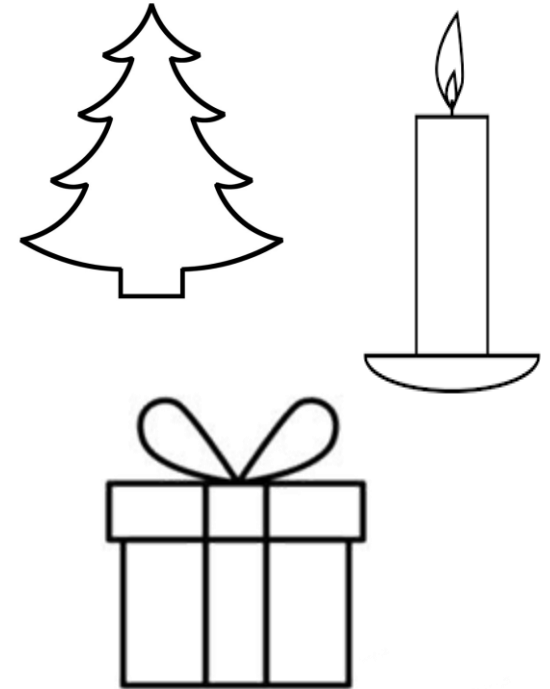
A ferocious fire

Many mince pies being munched

Tier 2 Vocabulary

festive	decorated
jolly	frosty
colourful	naughty
sparkly	peaceful
precious	generous
bright	gift-
magical	wrapped
glistening	evergreen
yuletide	joyous
spirited	wondrous
wintry	seasonal
wonderful	freezing
	miraculous

Ideas for Shapes



Rhyme

Where the end of words sound the same:

The rain in Spain falls mainly on the plain.



Year 3 – Shape Poem

Model Text

Key Features

A description of an object,
person or event

words written inside the
shape of the object,
person or event being
described

rhyme



No!
Not more rain
splashing on the window
pane. In the mane, I don't complain.
The fact remains, the drains contain so much
rain that they are strained. The weather vane's
become insane, when every day it rains again. It's plain
to
see
for
you
and
me
it
has
to
be
the
end
of play.



Writing Knowledge Organiser – Year 3 : Information Text

What am I writing: A factfile page

Who I am writing for: a Y3 Encyclopedia

Does your fact file include...

a title?	
an introduction?	
sections to organise the text?	
sub-headings?	
fact boxes?	
writing in the third person?	
illustrations or diagrams?	
a summary?	
fronted adverbials?	

Tier 2 Vocabulary

accurate	example	photograph
background	explain	research
caption	factual	section
clarify	glossary	statistics
conclusion	informative	subject
description	introduce	summarise
diagram	outline	

Third Person Narrative

Information texts are written in the third person.. It is written about other people or things, not about ourselves. This means that we use third person pronouns:

he she they it

Fronted Adverbials

Amazingly,...
As a result,...
Consequently,...
Finally,...
Fortunately,...
Frequently,...
Furthermore,...
Generally,...
In addition,...
In summary,...
Incredibly,...
Normally,...
Often,...
Sometimes,...
Strangely enough,...
Surprisingly,...
Unfortunately,...
Unusually,...
Usually,...



Year 3 – Information Text

Model Text

Key Features

a title

an introduction

sections to organise the text

sub-headings?

fact boxes

writing in the third person

illustrations or diagrams

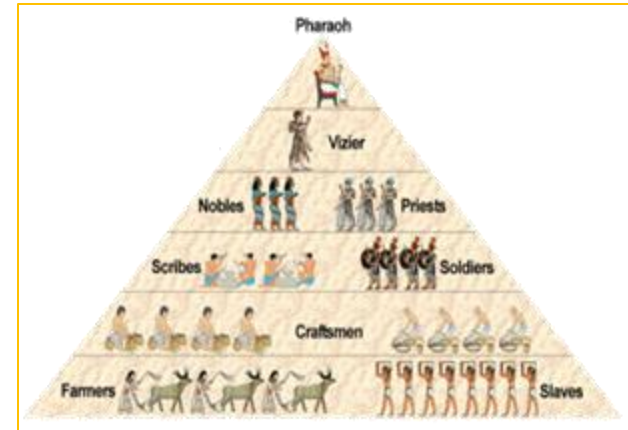
fronted adverbials

Life in Ancient Egypt

The ancient Egyptian period began over 5,000 years ago and lasted for around 3,000 years. During this time, ancient Egyptian life saw many changes.

Society

Ancient Egyptians had many positions in society, from slaves and farmers to the pharaoh. People of ancient Egypt were put into different classes, to show how important they were in relation to each other. This was shown as a pyramid, with the largest but least important people at the bottom, and the most important person (the pharaoh) at the top



Markets and Merchants

Markets were important to life in ancient Egypt. Stones named 'debens' were used to value items, and trading between countries by merchants made sure that everyone had the food and items that they needed.

Generally, the most popular items included linen, papyrus, grain and precious metals and stones.

Did you know...?

- Surprisingly, there were over 2,000 gods and goddesses in ancient Egypt.
- People in ancient Egypt believed that they would live forever in an afterlife when they died.
- Usually when someone died, their body was mummified.

Writing Knowledge Organiser – Year 3 : Mystery Story

What am I writing: Own mystery story

Who I am writing for: To create a class book

Does your mystery include...

an exciting opening to set the scene?	
a build-up to give clues about what is going to happen?	
a resolution to solve the mystery?	
short, snappy sentences used for effect?	
adjectives and adverbs to describe?	
repetition to build tension?	
prepositional phrases?	
fronted adverbials?	

Tier 2 Vocabulary

aromas	mysterious
bemused	phantom
blinking	precious
emerging	pricked
flaring	retreated
flickered	scampered
loomed	stumble
lone	squinting

Prepositional Phrases

In the distance,
Next to the door,
Through the crack,
Above the crowd,

Fronted Adverbials

After a few moments,
 Amazed by the discovery,
 As the light filtered through the small crack,
 As the wind howled,
 As their heart raced,
 Examining a misplaced ornament,
 In alarm,
 In the distance,
 Peering around the unfamiliar environment,
 Without hesitation,
 Without warning,

Adverbs

attentively carefully
 cautiously curiously
 fearfully immediately
 instantly mysteriously
 nervously secretly
 silently suspiciously
 unexpectedly



Year 3 – Mystery Story

Model Text

Key Features

an exciting opening to set the scene

a build-up to give clues about what is going to happen

a resolution to solve the mystery

short, snappy sentences used for effect

adjectives and adverbs to describe

repetition to build tension

prepositional phrases

fronted adverbials

Grand Pharaoh Terrace

One by one, the oil lamps outside the pyramids in the barren desert flickered and died. In the distance, a lone cart trundled away, carrying its last tomb builders.

Emerging from the darkness like a phantom, Bastet's amber eyes stared left and right. Nothing. She knew she needed to return soon as her kittens in the den were hungry and time was precious. One ear pricked up as she sniffed around hungrily. Aromas prickled her flaring nostrils while her mouth watered. Picking through the rubbish, she found and grabbed the evening meal.

Without warning, the pale lamp light winked once and held its breath. Shoulders down, she slowly turned her head and stared, dropping the dripping meat at her paws. A mysterious figure loomed and crept forward. Frozen, Bastet thought.

Fight? Flight?

Forward. Stumble. Trip.

Forward. Stumble. Trip.

She gathered up her bounty and scampered away through a small gap in a crumbling wall, leaving the bemused stranger behind her. Blinking and squinting, Bastet stared back through the wall as the figure retreated. She was safely hidden again and her kittens would have their fill. She would return tomorrow night



Writing Knowledge Organiser – Year 3 : Biography

What am I writing:

Biography of a rainforest explorer

Who I am writing for:

the class display

Does your biography include...

an introduction that summarises the main events of a person's life?

information about the key events in the person's life in chronological paragraphs?

a conclusion about how they are/will be remembered?

prepositional phrases?

expanded noun phrases?

fronted adverbials?

Tier 2 Vocabulary

adolescent

adult

ancestors

appeared

arrogant

boasted

celebrity

considered

commanded

conquered

historians

important

kingdom

legendary

physical

popular

sceptical

successful

struggled

survived

reign

renowned

strength

united

verification

wanted

well known

Fronted Adverbials

Once,

During...,

After,

As an adult,

Since,

As a child,

When...,

Eventually,

When she/he was...,

Finally,

In (year),

Once they were,

Expanded Noun Phrase Examples

... his new children's TV show...

... her tired, old car...

... his clever invention...

... her hard work...

... his artistic talent...

... her scientific mind..

Prepositional Phrase Examples

... painted over the last sketch...

... climbed up the rocky mountain...

... drove through the last tunnel...

... hid under the dining table...

... across the street from his house...

... she sailed to the closest port...



Key Features

an introduction that summarises the main events of a person's life

information about the key events in the person's life in chronological paragraphs

subheadings

a conclusion about how they are/will be remembered

prepositional phrases

expanded noun phrases

fronted adverbials



King Canute – A Viking King

King Canute (Knut) was the first Viking king to rule over the whole of England. He is often remembered as an arrogant and boastful monarch yet this is not necessarily the truth.

Early Life

Born in the late 10th century, around 985 AD in Denmark, Canute was the son of Svein Forkbeard, King of Denmark. His brother, Harold, became king when their father died in 1014.

Successful Viking Raider

Despite there being little historical verification, it is widely believed that Canute was involved in a number of Viking raids on England. Historians agree that he was involved in an invasion of England in 1013 AD, lead by Forkbeard - his father. The Danish king and his son Canute, who were determined to conquer England, successfully defeated the army of King Aethelred, sending him fleeing to Normandy. A short time later, Canute became King of Danelaw (the north and east of England) when his father died in 1014 AD. His kingdom later extended to the whole of England.

Myth

Canute is often remembered as an arrogant king who boasted that he could stop the tide: such was the success of his reign that many people began to compare him with God. Legend has it that in order to prove that this was not true, he placed his throne by the shore and commanded the waves to go back. Of course, the waves did not stop but splashed over the king and his throne, thus proving that God held all power and he was just a humble king.

Historians are sceptical as to whether this actually happened: the first written account of the episode was made more than a hundred years after Canute's death.

Death

Canute died around 1035 aged about 40 and was buried in Winchester. Unfortunately, he was quickly forgotten about as his sons were weak and did not remain kings for long. More recently, historians have pointed out that King Canute was one of the great successes of British history: he stopped the Viking raids and united the whole of England even if he was unable to stop the sea!

Writing Knowledge Organiser – Year 3 : Non-Chron Report

What am I writing:

A report on a new rainforest animal

Who I am writing for:

Share and pair with UKS2 class

Does your report include...

a title?	
an introduction?	
paragraphs to organise the text?	
subheadings?	
fact boxes and bullet points?	
technical vocabulary?	
adjectives?	
conjunctions?	
images and captions?	
different sentence starters?	

Tier 2 Vocabulary

accurate	example	photograph
background	explain	research
caption	factual	section
clarify	glossary	statistics
conclusion	informative	subject
description	introduce	summarise
diagram	outline	

Third Person

Writing in the third person uses these pronouns:

he she they
themselves it
itself him his
her hers its
theirs

Sentence Starters

High up in the treetops ...
Without warning ...
With a squeal ...
Scientists have discovered that ...
You might be surprised to learn that ...

Fronted Adverbials

Amazingly,... As a result,... Consequently,... Finally,...
Fortunately,... Frequently,... Furthermore,... Generally,... In addition,... In summary,... Incredibly,... Normally,... Often,...
Sometimes,... Strangely enough,... Surprisingly,...
Unfortunately,... Unusually,... Usually,...

Present Tense Verbs

Writing in the present tense means that you are writing about something that is currently going on or generally always exists.

A tiger **has** sharp claws and **uses** them when hunting.



Year 3 – Non-Chronological Report

Model Text

Key Features

a title

an introduction

sub-headings

a fact box

a bullet-marked list

present tense verbs

adjectives

technical vocabulary

use of the third person

The Flutterback Panther

Deep in the heart of the rainforest, a **mysterious** creature **lives** amongst the **tall, towering** trees that very few people have ever seen. Scientists call it the Flutterback Panther. This **unusual** animal **is** known for its **shimmering** wings, **glowing** eyes and **secretive** night-time habits. **Read on to discover** more about this **incredible** rainforest creature!

Appearance

The Flutterback Panther **is** a **medium-sized** rainforest creature with **silky, midnight-blue** fur that **helps** it blend into the shadows under the trees. **It has large, silver** wings like **a** butterfly, which **shimmer** in the sunlight. **Its** eyes **glow bright green**, **allowing** it to **see** clearly in the dark. The Flutterback Panther also **has long, curved** claws that **help** it **grip** tree trunks as **it** climbs.

Behaviour

This animal **is** mainly **nocturnal**, which means **it comes** out at night. During the day, **it hides** high in the **canopy** where **it** can rest safely. At night, **it glides** silently from tree to tree, using **its** wings to move without making **a** sound. Flutterback Panthers are **shy** but **curious**—**they avoid** danger but love **exploring** new parts of **the** rainforest. **They communicate** using **soft** chirps and **gentle** wing flutters.

Diet

The Flutterback Panther **is** an omnivore, meaning it **eats** both plants and other animals. **Its favourite** meal **is** the glow-berry, a **juicy** fruit that **lights** up at night. **It** also **hunts small** rainforest creatures such as tree frogs and fruit bats. When food is **scarce**, **it uses its** wings to **glide** to new areas of the forest in search of **fresh** fruits and insects.

Other Facts

- Baby Flutterback Panthers are called flutters.
- **They** can glide for up to 50 metres in one leap.
- **Their glowing** eyes help them scare away predators.
- **Their** wings are for gliding, not flying like a bird.
- Some rainforest **tribes** believe that seeing one brings good luck.



Writing Knowledge Organiser – Year 3 : Descriptive Poetry

What am I writing:

My own rainforest animal poem

Who I am writing for:

a book corner collection

Does your poem include...

description of an animal?

rhyme?

alliteration?

similes?

Rhyme

Where the end of words sound the same:

The rain in Spain falls mainly on the plain.

Tier 2 Vocabulary

behold	shudders
den	slithers
ferocious	wallop
galloping	waterhole
gangly	
growl	
lair	
mooch	
munch	
plodding	
prowl	
quivers	
ravenous	
rustling	

Simile

A comparison using words such as 'as' or 'like':

as sly as a fox
sweet like chocolate
as white as snow
as cold as ice
squeaky like a mouse

Alliteration

Words which begin with the same sound:

The tall, towering trees
A petrifying panther
Mischievous monkeys made a massive mess
A lonely lion lying down



Year 3 – Descriptive Poetry

Model Text

Key Features

description of an animal

rhyme

alliteration

similes



Rumble in the Jungle

There's a rumble in the jungle,
There's a whisper in the **trees**,
The animals are waking up
And rustling the **leaves**.

The hippo's at the waterhole,
The leopard's in his **lair**,
The **chimpanzees are chattering**
And swinging **everywhere**.

Some animals are frightening,
And some are sweet and **kind**,
So let's go to the jungle now
And see who we can **find**...

It's great to be a chimpanzee
Swinging through the **trees**
And if we can't find nuts to eat
We munch each other's **fleas**!

The lion's the king of the jungle
Just listen how loudly he **roars**!
Every animal **quivers**
And shudders and **shivers**
As soon as he opens his **jaws**.

It's great to be an elephant
All big and fat and **round**,
And wander through the jungle
Just plodding **around**.

I could have been **grey like a donkey**
Or **brown like my cousin the mule**,
But instead I've got stripes
Which my **ladyfriend likes**,
As they make me look handsome and
cool.

The boa constrictor's a **slippery snake**
Who **slithers and slides** round his **tree**,
And when tasty animals wander too close
He squashes them slowly for **tea**.

Some animals laugh
At the **gangly giraffe**
But I hold my head up high and feel
proud,
I don't really **care**

When my head's in the **air**
And my cheek's getting kissed by a **cloud**.

Hello, I'm a big **happy hippo**
I sleep in the sun to get **hot**,
And when I'm not sleeping
I mooch in the mud,
Which hippo's like doing a **lot**.

When animals come to the river to drink
I watch for a minute or **two**,
It's such a **delight**
To behold such a **sight**
That I can't resist chomping a **few**.

The **ravenous rhino**
Is big, strong and tough,
But his skin is all baggy and **flappy**,
Which means that there's plenty
Of room for his lunch,
And that makes him terribly **happy**.

No-one can run half as quickly as me
The **galloping, gorgeous gazelle**,
I can leap up so **high**
That my horns touch the **sky**,
And I'm awfully pretty as **well**.

The gorilla is **big, black** and hairy
And the thing that he likes to do **best**
Is to look all ferocious and scary
And wallop his **giant great chest**.

If you meet a hungry leopard
Prowling through the **night**,
Make sure you call him 'Sir'
And be incredibly **polite**.

Beware of the **terrible tiger**
You don't always know when he's **near**,
But **his eyes shine like lights**
Through the blackest of **nights**,
And his growl makes you tremble with
fear.

The night has started falling
But the jungle never **sleeps**,
The vultures circle slowly
While the leopard softly **creeps**

And if you listen quietly
You might just hear the **growl**
Of a hungry **pair of panthers**,
Who are still out on the **prowl**.

The lions and their little cubs
Are sleeping in their **den**,
So let's leave them till tomorrow
When we'll visit them **again**.



Writing Knowledge Organiser – Year 4 : Historical Fiction

What am I writing: A setting description

Who I am writing for: To be on class display

Does your setting description include...

adjectives?	
adverbs?	
powerful verbs?	
conjunctions?	
personification?	
fronted adverbials?	
paragraphs?	

Powerful Verbs

sprinted
roared
dawdled
walked
jumped
skipped
marched
waded

Adjectives

crimson
sparkly
mighty
colossal
colourful
creepy
lovely
crooked

Adverbs

happily
slowly
quickly
miserably
joyfully
desperately
smartly
carefully



Conjunctions

Join parts of a sentence together. They can be:

coordinating

and, but, or, so

subordinating

although, because, since, if

Personification

Describing objects as if they were people:

- The thunder was *grumbling* in the distance.
- Lightning *danced* across the sky.
- The wind *howled* in the night.
- The leaves *waved* in the wind

Fronted Adverbials

A word or phrase at the start of a sentence telling you:

when?

As quick as a flash,

where?

In the distance,

how?

Peacefully,



Year 4 – Historical Fiction

Model Text

Key Features

adjectives

adverbs

powerful verbs

conjunctions

personification

fronted adverbials



An excerpt from *Escape to Pompeii* by

And then, in one **terrible endless** moment, they heard **mighty** Mount Vesuvius **roar**. Its top **exploded in a scream and** flames **ripped** upwards to the sky. A **massive** cloud of silver ash rose to the heavens, **twisting and bubbling** in every direction **until** everything was in total blackness.

Lightning **flashed** and thunder **roared**. Streams of **molten** liquid **flowed** in **fast** rivers down the mountain slopes **and** covered a **nearby** town. The walls, streets and gardens of their **beloved** Pompeii **disappeared** beneath a blanket of ash and stones. **Before their very eyes**, everything and everyone they had ever loved was **destroyed**.

Tranio and Livia held each other **desperately as** the **steaming** lava reached the sea itself. The water began to **swell** against the sides of the boat **as** it moved **slowly** out to safety.

They had left just in time. **Soon** the sea **sank** back from the shore **and** even the fish were stranded there.

Writing Knowledge Organiser – Year 4 : Explanation Text

What am I writing: Why a Volcano Erupts.

Who I am writing for: For children's encyclopedia

Does your explanation text include...

a question as a title?	
a short opening that includes a question?	
chronological order (with time conjunctions?)	
technical language for the topic?	
diagrams or illustrations with captions?	
paragraphs with subheadings?	
causal conjunctions	

Tier 2 Vocabulary

explain reason process produces happens design rises	affect effect causes creates actually makes becomes	appears build group complete centre various position	material important describe enough imagine particular increase

Time Conjunctions

First, Then, Next, After a while,
After that, Some time later, Eventually

Causal Conjunctions

Connects a cause to the effect:

as a result of because due to the fact seeing that
since the reason as a consequence of otherwise

Technical Vocabulary - Volcanos

ash cloud	crater	lava
vent	magma chamber	solidified lava



Year 4 – Explanation Text

Model Text

Key Features

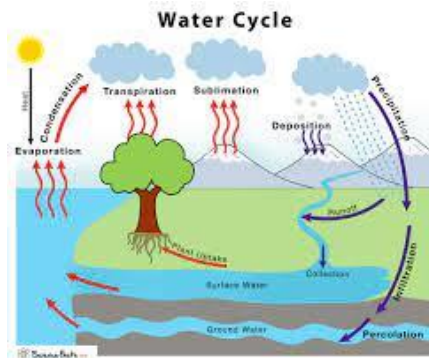
Title (written as a question)

Introduction (containing a question)

Chronological order (with time connectives)

Technical vocabulary

Causal conjunctions



How Does the Water Cycle Work?

Have you ever looked up at a cloud filled, murky sky and wondered where the clouds and rain come from? It's all part of the water cycle. Read on to find out how the immeasurable amount of water is constantly moving up, down, around and around.

Evaporation

When the heat from the sun warms any patch of water, the liquid turns into a **vapour** (gas) and this rises because it is lighter. The warmer the air, or if there is a drought or breeze, the quicker **evaporation** takes place.

Condensation

Then the water **vapour** is lifted into the sky. **As** you go higher, the air gets colder and cools down the gas. **As a result**, the **particles condense** (come together) and form **microscopic** droplets of water. **Over time**, millions of them gather like this and make clouds.

Precipitation

After a while, the weight of the water droplets is too great to stay in the air and **therefore** they fall towards the ground. This is called **precipitation**. **If** the air is very cold, the water falls as ice or sleet, otherwise it falls as rain.

Collection

Next is the '**collection**' stage of the water cycle. Rain and snow may return to Earth in rivers or lakes, on the ground, or in houses and roads. **Eventually**, most of this water flows into the sea. The water cycle can now start again!

Writing Knowledge Organiser – Year 4 : Instructions

What am I writing: a recipe for pasta salad

Who I am writing for: For myself to follow

Does your recipe include...

A title starting with 'How to...'	
opening paragraph to engage the reader?	
rhetorical questions?	
subheadings?	
bullet points / numbering?	
closing paragraph: final fact / helpful hint?	
imperative verbs?	
time conjunctions?	
pictures / diagrams?	
adverbs?	

Adverbs

Thoroughly,...
Gently,...
Carefully,...
Safely,...
Neatly,...
Slowly,...
Quickly,...
Cautiously,...
Easily,...
Repeatedly,...
Frequently,...
Regularly,...
Completely,...
Delicately,...
Significantly,...
Often,...
Gingerly,...

Tier 2 Vocabulary

how to	organise	release	heat
collect	replace	fasten	process
place	utensils	fold	divide
repeat	complete	turn	along
use	gather	mix	arrange
measure	tools	cut	prepare
attach	hold	chop	
begin	grip	stir	

Time Conjunctions

First,	Next,	Then,
When,	While,	Before,
After that,	Now,	Finally

Imperative Verbs

When a verb starts a sentence or a clause, it is called an **imperative verb**.

Pour the water into the saucepan
After that, **drain** the pasta well.



Year 4 – Instructions

Model Text

Key Features

A title starting with 'How to...'

opening paragraph to engage the reader

rhetorical questions

subheadings

bullet points / numbering

closing paragraph: final fact / helpful hint

imperative verbs

time conjunctions

pictures / diagrams

adverbs

How to Make a Saucy Summer Spaghetti

Are you tired of serving the same old pasta for dinner every week? Would you like to try a different pasta dish that isn't too complicated? If you are saying, "Yes please!" then this is the spaghetti for you.

You will need:

- a sharp knife
- 2 tbsp olive oil
- a cutting board
- 150g pancetta or bacon
- a food processor (optional)
- 1 onion
- a large, deep skillet or saucepan
- 1 clove of garlic
- a large saucepan or pasta pan
- 500g cherry tomatoes
- a wooden spoon
- 1 tsp sugar
- a rubber spatula or similar utensil
- 1 tbsp herbs de provence
- 350g dried spaghetti

Method:

1. First, **boil** the spaghetti **slowly** in a large saucepan (or pasta pan if you have one) for 8-10 minutes. It should be al dente or still firm when you bite it.
2. While the spaghetti is cooking, **heat** the olive oil gently in a large skillet.
3. Next, **safely chop** the pancetta and onion into small pieces or cubes and mince the garlic. You may want to place the onion in the refrigerator for 15 minutes before this to stop it from making your eyes water.
4. After that, **add** the pancetta, onion and garlic into the skillet and cook **cautiously** for 4-5 minutes. **Watch** out for hot oil!
5. When the onion is soft and translucent, **stir** in the tomatoes, sugar and herbs **carefully**. **Cook** for 4-6 minutes, stirring often, until the tomatoes start to burst.
6. Now, **drain** the pasta **completely**, setting a cup of the pasta water to the side for later. **Add** the pasta to the skillet and toss **repeatedly** until well blended. If the mixture is too thick, **pour** in some spaghetti water and stir.

Now, you are ready for a new and tasty dining experience. Soon, you will be exploring more recipes like this one to add to your collection.

Writing Knowledge Organiser – Year 4 : Adventure Story

What am I writing: My own adventure story

Who I am writing for: Our class bookshelf

Does your adventure story include...

a title that makes the reader want to read your story?

a beginning to introduce character(s) and a setting?

a build-up to give hints and clues about what is going to happen?

a dilemma where something goes wrong?

a resolution where the characters solve the dilemma?

an ending to close the story?

dialogue to advance the action?

short, snappy sentences used for effect?

Powerful vocabulary to add detail?

Tier 2 Vocabulary

abandoned	determined	magical
alarmed	disastrous	mysterious
ancient	discover	perilous
beastly	disturbing	shadowy
bizarre	enchanted	splendid
bold	enemy	sturdy
chilling	escape	swooped
conscious	evil	terrifying
creature	frightened	weird
crumbling	glorious	wicked
dangerous	hero	

Fronted Adverbials

On just another ordinary day,
During the storm,
When it was all over,
As the day drew to a close,
Suddenly,
After the rain,
The next day,
Without warning,
Strangely,
Terrifyingly,
Rapidly,
Furiously,

Subordinating Conjunctions

after
before
because
if
while

when
who
which
since

Alternative words for 'said'

bellowed boomed laughed mumbled
muttered replied roared screamed
shrieked stuttered whispered yelled



Year 4 – Adventure

Model Text

Key Features

An introduction to introduce characters and setting

Build up to give hints and clues about what is going to happen

Dialogue to advance the action

Problem for the protagonist to solve

Short, snappy sentences for effect

Powerful vocabulary to add detail



An excerpt from *The Polar Bear Son* by Lydia Dabovich

Way up North, all alone in a tiny, rickety hut at the edge of an Inuit village, lived an ancient woman. She had no family. She had no strong sons to hunt for her. Trying to fend for herself, the old woman attempted to fish and gather berries and seeds. However, often she was unsuccessful and had to depend on her neighbour's charity.

One clear morning, out on the impenetrable ice, the old woman discovered a tiny, white polar bear cub who had a thick fur coat that was as white as fresh snow. She thought to herself that his mother must have been killed by hunters. She decided to take him home.

Back in her cosy, fire-warmed hut, the old woman fed the cub sharing with him the little food that she had.

"I will call you Kunikdjuaq," she said softly. "Kunikdjuaq, my son."

Kunikdjuaq was **overjoyed** to be with the old woman.

Spring, summer, and the long dark winter passed with Kunikdjuaq growing quickly. When spring came again, his **immense** size and strength allowed him to go hunting and fishing for the old woman. Soon, she had plenty of delicious fish and meat to eat, furs to keep her warm, and blubber for cooking. As is the custom of the Inuit, she eagerly shared every successful catch with the bear and the village.

"Come," **proudly** called the old woman. "There's more than enough for all of us."

Although the villagers took the food, in time, the hunters grew angry because Kunikdjuaq was a superior hunter. **They were jealous that the old woman had found such a good provider and decided to kill Kunikdjuaq.** However, the children of the village overheard the hunter's **despicable** plan and rushed to warn the aged woman.

Going from house to house, the fearful old woman **desperately pleaded** with the villagers to spare her talented young hunter.

"Kunikdjuaq is my son," she cried. "Do not take him away from me!"

"This mighty bear is too fierce; he is dangerous!" they **exclaimed**. "We will kill him tomorrow, he will make a fine feast for the village and his fur will keep us warm and comfortable."

Rushing back to her hut, she instructed Kunikdjuaq to leave **immediately**! "Go," she **demand**ed. "Go quickly and never return!" Crying **bitterly**, she **begged** him not to ever forget her. **Kunikdjuaq left.** **Woefully**, the old woman and the children watched him disappear into the icy horizon. **She was alone again.**



Writing Knowledge Organiser – Year 4 : Non-Chron Report

What am I writing:

A double-page spread

Who I am writing for:

Our class display

Does your report include...

a title?	
an introduction?	
paragraphs to organize the text?	
subheadings?	
information in fact boxes or lists?	
topical language	
a glossary to explain the technical language?	
present tense verbs?	
writing in the third person?	
a summary?	

Tier 2 Vocabulary

accurate	example	photograph
background	explain	research
caption	factual	section
clarify	glossary	statistics
conclusion	informative	subject
description	introduce	summarise
diagram	outline	

Third Person

Writing in the third person uses these pronouns:

he she they
themselves it
itself him his
her hers its
theirs

Sentence Starters

An important thing...
Despite the fact that...
Did you know that...?
Have you ever wondered...?
Many people think that...
Would it surprise you to hear...?

Fronted Adverbials

Amazingly,... As a result,... Consequently,... Finally,...
Fortunately,... Frequently,... Furthermore,... Generally,... In addition,... In summary,... Incredibly,... Normally,... Often,...
Sometimes,... Strangely enough,... Surprisingly,...
Unfortunately,... Unusually,... Usually,...

Present Tense Verbs

Writing in the present tense means that you are writing about something that is currently going on or generally always exists.

A tiger **has** sharp claws and **uses** them when hunting.



Year 4 – Non-Chronological Report

Model Text

Key Features

a title

an introduction

sub-headings

a fact box

a bullet-marked list

present tense verbs

a glossary

topic language

use of the third person

The Amazing Apatosaurus

The Apatosaurus was a giant sauropod dinosaur that lived during the Jurassic period. It was one of the largest animals to ever **live** on Earth.

Basic Facts

- Pronounced: a-pat-oh-sor-us
- Name Meaning: ‘deceptive lizard’
- Alive: around 150 million years ago
- Estimated Lifespan: 100+ years
- Discovered by Humans: 1877

Diet

The Apatosaurus was a herbivore and ate low-lying plants. However, **it** might have used **its** long, thin neck to help it to **reach** leaves on tall trees. The creature used **its** peg-like teeth to **rake** the leaves from bushes and trees. The Apatosaurus did not **chew its** food. Instead, **it** swallowed stones to help to **grind** up the plants in **its** stomach.

Did You Know...?

It is thought that the Apatosaurus had to eat up to 400kg of food every day. That is a lot of leaves!

Legs

The Apatosaurus had four huge legs to **carry its** enormous weight. **Its** back legs were longer than **its** front legs. Apatosaurus footprints **show** that **its** feet were around 1m wide.

Tail

The Apatosaurus had a very long tail which measured around 15m in length. **Its** tail acted to **balance** out the Apatosaurus’s long neck. The tail could also be used to **defend** the Apatosaurus if **it** was attacked.

Glossary

Jurassic: The second period of the Mesozoic era.

sauropod: A large herbivorous dinosaur with four legs, a long neck, a tail and a small head.



Writing Knowledge Organiser – Year 4 : Narrative Poetry

What am I writing:

My own narrative poem

Who I am writing for:

to give to parents

Does your poem include...

repetition of words within lines?

lists for emphasis?

Imperative verbs at the start of lines?

A repeated short line at the end of each verse?

Alliteration?



Model Text: Extract from *Coming Home* by Michael Morpurgo

Come my heart, and come my wings,
Fly, fly before the cruel snows,
Carry me, carry me home.
I must be on my way.
On my way.

Safe in the shadows, safe among trees.
Darting, flitting, swooping and soaring.
Onwards, upwards, long way to go.
Get there I must, get there I will.
I will.

Out of the forest, into the daylight,
Over the fields, follow the valleys,
Find the river, my river will guide me.
Be strong my wings, beat fast.
Beat on.

Dream of home, think only of her.
Waiting for me, looking for me, longing for me.
Beat, my wings, beat faster.
Easy, my heart, go steady.
Steady.

Alliteration

A few words, close to each other, that begin with the same sound.

e.g. The bees buzzed brilliantly by the beautiful butterfly.

Repetition

Can be used effectively to add impact to poems:

Carry me, carry me home.

Waiting for me, looking for me, longing for me.

Writing Knowledge Organiser – Year 4 : Newspaper Reports

What am I writing: A news report

Who I am writing for: Class Newspaper

Does your newspaper report include...

the name of the newspaper?	
a headline?	
the reporter's name?	
an introductory paragraph that includes the 5 Ws?	
pictures with captions?	
facts about the main events / characters?	
quotes written as direct speech?	
a conclusion paragraph to explain what might happen next?	

Tier 2 Vocabulary

alongside	damaged	reported
alternatively	described	responded
apparently	following	source
commented	identified	stated
concern	insider	unfortunately
confirmed	official	witness
considerably	recently	

Punctuating Direct Speech

Use inverted commas at the beginning and end of direct speech.

Start the speech with a capital letter.

End each piece of direct speech with a comma, full stop, question mark or exclamation mark.

Punctuation comes at the end of the speech and before the inverted commas.

Use a comma after the reporting clause.

Linking Ideas

after	also	although	because
but	therefore	despite	however
in addition	in the end	so	finally

The Five Ws

Who

What

Where

Why

When

Sentence Starters

We have received reports that...
Many people believe that...
 In the early hours of the morning...
As I'm sure you will agree...
 Unusually...



Year 4 – Newspaper Report

Model Text

Key Features

the name of the newspaper?

a headline?

the reporter's name?

an introductory paragraph that includes the 5 Ws?

pictures with captions

facts about the main events / characters?

quotes written as direct speech?

a conclusion paragraph to explain what might happen next?

The Fairytale Times

MISSING GRANDMA FOUND SAFE AND SOUND

By L R R Hood

Following her disappearance last Tuesday, The Fairytale Times is pleased to report that Grandma has been found safe and sound. Although she had spent the week lodged inside a wolf's stomach, Grandma is in excellent spirits.

It was a local woodcutter who first heard Grandma. "I was walking past the wolf's cave and I could hear this strange, grunting sound," he told us. "At first, I ignored it but then I realised that it sounded like someone calling for help. Obviously, I immediately called for backup."

As soon as the backup arrived, the woodcutter was able to make his way into the cave where he saw an unusually large and bloated wolf. "It was clear that the wolf was uncomfortable. He just pointed to his stomach and looked very regretful." At this point, the team worked quickly to free Grandma and the wolf was arrested.



The big bad wolf just days after being released.

Just days after she was freed, Grandma offered The Fairytale Times an exclusive statement. When asked what it was like inside the wolf's stomach, she had this to say, "Well, it's exactly what you might think it was like! Smelly, dark and rather wet. I'm just so happy to be out."

While Grandma is happy to be out, there may be others who live in the woods that are worried about the same thing happening to them. At the moment, the wolf is being held by police and has not been allowed out. Keep reading The Fairytale Times where we will publish updates as soon as we get them.



Writing Knowledge Organiser – Year 4 : Suspense Story

What am I writing:

A tale of facing our fear

Who I am writing for:

Does your story include...

A simple fear for your character?

Slowed down action to build tension?

Description of senses and action to build fear?

A description of weather to add tension?

A variety of sentence openers?

A simple explanation of the thing the character is afraid of?

A happy conclusion for the main character?

Tier 2 Vocabulary

terrified
bewildered
rumbles
shivering
trembling
shaking
billowing

anxiously
amazingly
grumbled
crackled
nightmare
wandering
hobbling

Sentence Openers

Anxiously, he picked the spider up.

Trembling, he carried it to the window.

Amazed, he watched it crawl away

Facing the Fear : Story Structure

1. The main characters are out at night.
2. The main character experiences their fear.
3. The main character decides to actually confront their fear.
4. The main character discovers it is not as bad as they thought.
5. The main character feels better.

Describing the Weather

On a stormy night, thunder rumbles like a dreadful drum.
lightning hisses like an electric whip.
the wind shivers tree tops,
stars quiver like shivering sparks,
the moon hides its silver eye,
clouds billow like gigantic sails and the rain glitters like fierce beads.



Year 4 – Suspense Story Model Text

Key Features

A simple fear for your character

Slowed down action to build tension

Description of senses and action to build fear

A description of weather to add tension

A variety of sentence openers

A simple explanation of the thing the character is afraid of

A happy conclusion for the main character

The Nightmare Man

Sally was afraid. At school, they called her the 'fraidy girl' because she was afraid of everything. But what she feared the most was the darkness. Every night she didn't want to go upstairs to bed. She hung around in the kitchen making excuses. Anything to delay going up the stairs. Anything to delay the moment when the light was switched off, plunging her room into darkness.

One moment the room was bright; the next split second and the room was darker than jet. As her eyes adjusted, vague shapes swam into view. The chair in the corner looked like an old man crouching down, ready to leap at her. The dressing gown on the back of the door was like a thin man, leaning, waiting for her to sleep before he hobbled across the room towards her...

Sally lay in the darkness every night watching the old man and the thin man. Neither of them ever moved but she was sure that when she fell asleep they would be up and wandering round – peering at her sleeping face. But, more than anything, she feared the Nightmare Man. Sally had seen him once, watching her through the window – a tall, dark shape with a cloak billowing out behind him and two red eyes that glowed. She had spent the rest of the night buried under the covers, waiting for dawn. Of course, she had told her mother but all she ever said was, 'don't be so silly' or 'hurry up and eat your breakfast'. Since that night, Sally made sure that her curtains were tightly pulled together.

The night of the storm, Sally lay in her bed watching the old man and the thin man. Thunder grumbled in the distance. Lightning crackled. Rain lashed the street. Surely, the Nightmare Man wouldn't be out on a night like this? Sally just had to know. Heart thudding, she crept from her bed and peeked through the curtains. She got the shock of her life because there he was, clinging to the window with his twin red eyes staring right at her.

Sally stepped back; the lightning flashed, lighting up the night sky. The Nightmare Man had gone but Sally could see a distant tower, a tower with two red lights. She also saw the tree by her window move in the wind, casting a dark shadow. In that moment, as the lightning lit up the night, she realised that the Nightmare Man had not really existed at all. Only in her mind. She laughed aloud...

Her bed seemed warm and cosy. She stared across her room, through the curtains at the distant lights of the tower and watched the tree's shadow blowing in the wind. After that, the Nightmare Man never came back. Soon the thin man became a dressing gown and the old man was just a chair with her clothes draped across it, ready for the next morning, ready for the sunlight.



Writing Knowledge Organiser – Year 4 : Diary Entry

What am I writing:

The diary of Anne Bolyen

Who I am writing for:

Our class display

Does your diary include...

the date and/or time that the entry was written?

writing in the first person?

writing in past tense for main events?

events written in chronological order?

personal emotions and feelings?

paragraphs (including an introduction and conclusion) to organise your writing?

an informal style of writing?

time conjunctions and adverbials?

Tier 2 Vocabulary - Emotions

appalled	flabbergasted	outraged
astonished	frustrated	repulsed
content	heartbroken	shattered
delighted	infuriated	speechless
devastated	jubilant	thrilled
elated	mellow	uneasy
exasperated	miserable	worried

Introductions

At last, I have been able to...

Dear diary...

It's been a while since I last wrote in here. I'm not sure where to begin.

Today, I received the best news.

What a brilliant day it has been!

You will never believe what has happened!

Past Tense

Writing in the past tense means that you are writing about something that has already happened.

Last night, we **went** to the fairground.

Time Conjunctions and Adverbials

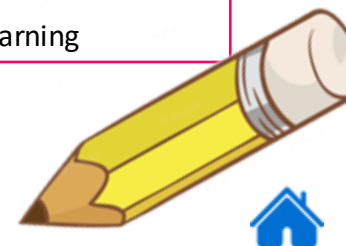
after that
as soon as possible
at last
at precisely...
before eating
before we had finished
finally
immediately afterwards
in the beginning
in the end

just at that moment
just then
later
next
several months later
suddenly
until then
when
while
without warning

First Person

Writing in the first person uses these pronouns:

I we me us



Year 4 – Diary Entry

Model Text

Key Features

the date and/or time that the diary was written

first person

past tense

personal emotions and feelings

time conjunctions and adverbials

Hadrian's Diary

AD 122

Dear diary,

Today concluded my visit to Britain. Although it was an enjoyable trip, there is one thing that I am still worried about. If those barbarians in the north decide to attack us Romans, there is nothing to stop them.

After thinking about this day and night, I finally came up with a plan! We will build a wall that runs from sea to sea and separates the Roman Empire from Caledonia. My army shall begin the work right away. When it is finished, the wall will be full of guarded gates, observation towers and deep ditches to prevent any intruders. Although it will be 80 miles long, it will keep us protected!

I must admit when I first told people about my plan, they weren't very impressed. However, I reminded them that we don't want any threat to the Roman Empire and they began to agree with me. We agreed to sit down tomorrow to draw up an official plan so that work can begin as soon as possible. This might be the most exciting thing that I've done as emperor!

I shall keep you updated as my plans progress.

Hadrian



Writing Knowledge Organiser – Year 5 : Formal Letters

What am I writing:

A letter to a superhero

Who I am writing for:

To send to Mr Whitaker

Does your formal letter include...

the sender's address?

the address of the recipient?

the date?

a greeting?

an introduction to explain why you're writing?

more detail organised into paragraphs?

a conclusion saying what needs to happen next?

a formal signoff?

formal vocabulary and sentence structure?

linking words and phrases, including adverbials?

relative clauses to add clarity?

Powerful verbs

advise	experience	offer
agree	explain	opinion
answer	express	persuade
appreciate	forward	recommend
await	grateful	regret
believe	hope	reply
compliment	inform	respond
delighted	invite	suggest
disappointed	mention	trust
discuss	notify	

Relative Clauses

... who is a teacher himself...
 ... whose opinion I respect...
 ... which refuses to open...
 ... where I feel you can improve...
 ... when I purchased this product...

Formal Greetings

'Dear Sir/Madam,'
 if you don't know the recipient
'Dear Mr/Mrs/Miss (surname),'
 if you do know the recipient
'To whom it may concern,'

Formal Signoffs

'Yours faithfully,'
 if you don't know the recipient
'Yours sincerely,'
 if you do know the recipient

Adverbials

consequently... regardless... however...
 furthermore... additionally... elsewhere...
 eagerly... repeatedly... previously...



Year 5 – Formal Letter

Model Text

Key Features
the sender's address?
the address of the recipient?
the date?
a greeting?
an introduction to explain why you're writing?
more detail organised into paragraphs?
a conclusion saying what needs to happen next?
a formal signoff?
linking words and phrases, including adverbials?
relative clauses to add clarity?

Example of a formal letter

General Manager
Ulysses Used Car Sales
56 Grant Avenue
Reading
Berkshire
RG2 3RN

16 Brookfield Avenue
Finchampstead
Berkshire
RG40 3GH

22nd July 2023

Dear Sir/Madam,

I am writing to compliment you on your excellent staff members: Lewis French and Matt Russell. My family and I recently came to your dealership to purchase a new car since our current one is coming to the end of its financial contract. As Lewis had sold us our last lovely car, we decided to request him personally. We were not disappointed with him at all.

Throughout our time with him, Lewis listened carefully to our requests and then proceeded to offer us a selection of available cars from your dealership that fit our detailed criteria. My husband, who is a salesman himself, was impressed with Lewis' knowledge of each car that he suggested and how he was able to describe the relevant pros and cons of all in a quick and professional fashion.

After we had selected our newest family car, Lewis handed us over to his colleague, Matt Russell, who works in your finance department. Eagerly, Matt worked with us to create the perfect finance contract within our household budget. Furthermore, he also mentioned your warranty and roadside assistance programmes (both of which we have now enrolled in).

Previously, when we purchased our last car from Lewis, both my husband and I were impressed. After today, however, we feel that there is truly no one else we would like to purchase our cars from in the future.. I will definitely be recommending you to friends and family who wish to purchase a new car. Thank you and keep up the good work.

Yours faithfully,
Mrs Brown



Writing Knowledge Organiser – Year 5 : Science Fiction

What am I writing:

Science Fiction Short Story

Who I am writing for:

To share with partner class

Does your science fiction include...

a futuristic or space-themed setting?

a main character from another world or time?

characters' feelings being shown to build tension?

dialogue to create atmosphere or advance the action?

short, snappy sentences for effect?

imaginary, futuristic terminology?

a problem that is resolved by a character?

Adverbs

abruptly, anxiously, bravely, briskly, courageously,
curiously, fearfully, immediately, instantly,
mysteriously, rapidly, strangely, suddenly, swiftly,
unexpectedly

Tier 2 Vocabulary

alien	force field	terrestrial
astronaut	galaxy	teleportation
atmosphere	orbit	toxic
crater	planet	transported
discovery	rocket	unidentified
emergency	satellite	universe
existence	solar system	voyage
extraterrestrial	spacecraft	

Sentence Openers

After a harrowing journey,
After endless months of searching,
Among the stars,
As the rocky ground trembled,
During the exhilarating voyage,
Fascinated by its appearance,
In a galaxy far away,
In the distance,
Looming on the horizon,
Peering around the unfamiliar environment,
Under the shimmering beams of moonlight,
Walking on the surface of the planet,
With a blinding flash of light,
When the astronaut took their first steps,

Character Adjectives

alert, alluring, bizarre,
captivating, charming,
compelling, confusing, curious,
enchancing, fascinating,
intelligent, interesting, intriguing,
mystifying, peculiar, perplexing,
robotic, secretive, unusual

Setting Adjectives

astounding, breathtaking,
colourful, desolate, doomed,
expansive, fiery, frozen, futuristic,
gaseous, lifeless, mountainous,
mysterious, rocky, silent, sinister,
unexplored



Year 5 – Science Fiction Model Text

Key Features

a futuristic or space-themed setting

a main character from another world or time

characters' feelings being shown to build tension

dialogue to create atmosphere or advance the action

short, snappy sentences for effect

imaginary, futuristic terminology



Excerpt from *The Voyage to Poldistor*

Commander Kennedy had been dreaming of this moment his entire life; it had been his childhood dream to be an astronaut and today was his first expedition. In just a few moments, the spacecraft would open and Kennedy would be the first person to step foot on **Poldistor** - the remote planet never before visited by humans.

After a harrowing yet exhilarating journey, the spacecraft landed. **The colour drained from Kennedy's face and his heart thumped.** **The moment was here.** Kennedy nodded to the pilot, placed on his helmet and took a deep breath as he clambered out of the spacecraft.

The chill of the frosty air instantly struck Kennedy; the tips of his ears and nose immediately started to tingle. What lay before him looked like nothing that he had ever seen before: a landscape of purple mountains towered over him while thick clouds of gas radiated from every pitted crater. Kennedy edged carefully across the burnt-orange terrain, being careful to dodge the rockpools which were oozing with **vivid, green slime.** Underneath his boots, he noticed a peculiar footprint; it was double the size of Kennedy's foot and it had seven, long toes. Crouching down, he ran his hand over the fascinating discovery when he suddenly heard an ear-piercing shriek directly behind him. **Kennedy gasped...**

Peering over him, was an extraterrestrial creature with a thick, wrinkled snout like an elephant and three pairs of beady eyes which bored into him. The captivating creature's skin was aquamarine and translucent; large, pink boils covered every inch of its slimy body.

"What do you think you're doing here? Humans are not welcome," squeaked the creature.

"Uhh... uh... I'm sorry. I'm so excited to be here. Who are you?" Kennedy stammered. **Beads of sweat formed on his forehead underneath his helmet.**

The creature extended a pointed claw towards him and cried, "You're coming with me."

Writing Knowledge Organiser – Year 5 : Instructions

What am I writing:

Instructions to sew a stocking

Who I am writing for:

For myself to follow

Do your instructions include...

organisational devices to structure the writing?

an introduction with questions to interest the reader?

a list of equipment, ingredients or what is needed?

a method or list of steps in chronological order?

imperative verbs?

time conjunctions and adverbs to clarify steps?

bullet points or numbers?

accurate descriptions and technical language?

tips and extra advice for the reader?

modal verbs and prepositions?

a conclusion directed at the reader?

Tier 2 Vocabulary

collect
prepare
repeat
measure
attach
begin

organise
replace
complete
gather
tools
release

fasten
process
divide
along
arrange
stitch

Examples of Prepositions

Carefully, fold over one side...
Slowly, stir the spice into...
Neatly, glue the stars onto...
Tuck the sides under each other completely...
Twist the pipe cleaner around the pencil delicately...
Gently, push the string through...

Modal Verbs

should
would
could
may
must
can
will
might

Time Conjunctions

First, When, After that, Next,
While, Now, Then, Before, Finally,
Afterwards, Once completed, As
soon as,

Adverbs

Thoroughly,...
Gently,...
Carefully,...
Safely,...
Neatly,...
Slowly,...
Quickly,...
Cautiously,...
Easily,...
Repeatedly,...
Frequently,...
Regularly,...
Completely,...
Delicately,...
Significantly,...
Often,...



Year 5 – Instructions

Model Text

Key Features

organisational devices to structure the writing

an introduction with questions to interest the reader

a list of equipment, ingredients or what is needed

a method or list of steps in chronological order

imperative verbs

time conjunctions and adverbs to clarify steps

bullet points or numbers

tips and extra advice for the reader

modal verbs and prepositions

a conclusion directed at the reader

How to make tissue paper poppies

Have you been wondering what to make for Remembrance Day? If so, don't despair. Help is at hand. Poppies are displayed on this day to remember those who died. They are big, bold blooms that are red and black. Read these instructions and soon you too will have a beautiful flower to use on Remembrance Day.

What you will need:

One sharp pencil

A pair of scissors

A pipe cleaner

A circular container or template

Red tissue paper

Black or brown tissue paper

White craft glue

What to do:

1. Lay three pieces of red tissue paper on your work surface. Use additional layers of tissue paper if you want a fuller poppy. Make sure the paper is flat otherwise you will not be able to draw on it. We use red paper because the petals are this colour.
2. Secondly, put a round plastic lid, such as a lid from crisp container, on top of the folded tissue paper. Check your pencil is sharp before you begin drawing. Trace around the lid slowly with a pencil. Use scissors to cut out the circle.
3. Next, lay three pieces of black or brown tissue paper on your table. Use a small cup or another object about 5cm in diameter as a pattern. Carefully draw around the circle, then cut out the black tissue paper.
4. After that place the stack of small black circles on the centre of the stack of larger circles. Poke a green pipe cleaner up through the middle of the stack while holding the paper firmly. Leave about 2cm of pipe cleaner extending above the paper.
5. Gently bend the pipe cleaner down in a hook shape then pull the bent part of the pipe cleaner through the paper so the hook is hidden in the poppy. Secure the pipe cleaner to the paper poppy with a small amount of white craft glue.
6. As soon as the glue is dry, spread the layers of tissue paper to make a ruffled poppy. You mustn't let the paper become too scrunched because it won't look like petals anymore.
7. Finally, put a sticker with your name on it at the bottom of the pipe cleaner. Repeat the steps for each tissue paper flower you wish to make.

One final top tip: Tissue paper can rip easily so make sure you handle it with care.

As long as you follow these instructions carefully you will create the perfect poppy!

Writing Knowledge Organiser – Year 5 : Myths and Legends

What am I writing:

My own myth

Who I am writing for:

For year 6 pupils to read

Does your myth include...

a setting in the distant past?	
mortal and immortal characters?	
a brave hero or heroine?	
an explanation for how something started?	
a monster or complex task the hero or heroine has to overcome?	
dialogue to advance the action?	
expanded noun phrases and adverbs to add detail?	

Tier 2 Vocabulary

accidental	Earth	monster
angel	famous	mortal
appear	gods	nymph
believe	heaven	old world
creatures	hero	particular
deity	heroine	promise
demon	imagine	special
disappear	immortal	surprise
dragon	island	underworld
	kingdom	

Setting Adjectives

ancient, antiquated, destroyed, dilapidated, enchanted, expansive, forgotten, heavenly, legendary, magical, marvelous, mysterious, mystical, otherworldly, ruined, sinister, terrifying, unearthly, vibrant

Fronted Adverbials

Above the world,
Many moons ago,
 Obviously angry,
Miraculously,
 With god-like powers,
Deep below the Earth's crust,
 Between the sea and sky,
Since time began,
 Among the clouds,
In the depths of the ocean,
 On top of the tallest mountain,
In the middle of nowhere,
 Flying into a jealous rage,
Entranced by its beauty,
 Disgusted by the stench,
As swift as an eagle,
 Like a polished jewel,
Dancing among the stars,

Character Adjectives

boastful, brave, courageous, cursed, demonic, evil, fantastical, fearless, god-like, half-human, humble, immortal, jealous, mighty, monstrous, mythical, proud, ravenous, strong, superhuman, unusual, valiant, venomous, weak

Adverbs

bravely, cowardly, fearfully, gallantly, gruesomely, honourably, horribly, menacingly, nastily, nobly, quietly, stealthily, strangely, unselfishly, viciously, weirdly



Year 5 – Myths and Legends

Model Text

Key Features

A setting in the distant past

Mortal and immortal characters

A hero or heroine

A build up to set the scene for the problem or challenge

A monster or complex task the hero or heroine has to overcome

Dialogue to advance the actions

Expanded noun phrases and adverbs to add detail

An excerpt from Theseus and the Minotaur

Long ago, King Minos was the ill-natured ruler of the island of Crete. He relished frequently launching surprise attacks on the grand city of Athens. King Aegeus of Athens desperately wanted to stop the attacks so he struck a terrible bargain with Minos. In exchange for peace, Aegeus would annually send over seven girls and seven boys to be sacrificed to King Minos's horrific Minotaur: a half-man, half-bull beast.

After three years, Aegeus's son called Theseus was fed up. Mentally, he went over his plan as he knocked on the door of his father's study. Before Aegeus could even stand up to meet his son, Theseus had started talking, "This deal with Minos needs to stop. Families are terrified that their children will be picked next. Tomorrow, I am going to take the place of one of the boys on the ship. Then, I will vanquish the Minotaur and end this horrible agreement."

Aegeus was shocked. He knew that his son was strong and brave but the Minotaur was so huge and fierce. To keep it under control, it had to be locked inside a complex maze called a labyrinth. Aegeus begged Theseus to change his mind but eventually, he agreed to let him go.

The next day, when the boat docked, Minos led the children away. His daughter called Ariadne stealthily pulled Theseus to one side and told him that she recognised him as the prince. She explained that she wanted to escape from her father and offered to help Theseus if he promised to take her away from Crete. Theseus agreed and the two met outside the enormous labyrinth's entrance that night. In the dark, Ariadne gave Theseus a red ball of string, "This labyrinth has been designed to be so complicated that no one can ever escape it. However, if you unravel this string behind you, you will be able to use it to find the entrance again. Good luck!"



Writing Knowledge Organiser – Year 5 : Fables

What am I writing:

My own fable

Who I am writing for:

To share with parents

Does your traditional story include...

talking animals as some of the main characters?

a countryside or forest setting?

a repeated phrase?

a moral or lesson?

dialogue to advance the action?

expanded noun phrases and adverbs to add detail?

a happy ending for the main characters?

Tier 2 Vocabulary

adventure
beautiful
brave
captured
castle
cottage
cursed
destiny

enchanted
evil
fairy
forest
granted
journey
kidnapped
kingdom

magical
potion
prophecy
quest
spell
wicked
wishes
witch

Setting Adjectives

abandoned, ancient, antiquated, deserted, desolate, dilapidated, dreary, enchanted, forgotten, haunted, mysterious, mystical, sinister, unearthly

Character Adjectives

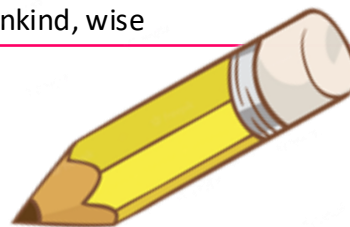
brave, charming, clever, cruel, destined, enormous, evil, fearless, frightful, generous, gentle, ghastly, graceful, grumpy, handsome, helpful, hideous, intelligent, royal, selfish, strict, unfair, unkind, wise

Sentence Openers

Between the trees,
Obviously angry,
Miraculously,
With magical powers,
Deep below the castle,
Between the land and the sky,
Since sunrise,
Among the branches,
In the depths of the cave,
On top of the tallest tree,
In the middle of nowhere,
Flying into a jealous rage,
Entranced by its beauty,
Disgusted by the stench,
As swift as an eagle,
Like a polished jewel,
Dancing among the stones,
After travelling for many days and nights,
In the distance,
In a land far, far away,

Adverbs

after, because, before, if, since, when, while



Year 5 – Fables

Model Text

Key Features

talking animals as some of the main characters

a countryside or forest setting

a repeated phrase

a moral or lesson

dialogue to advance the action

expanded noun phrases and adverbs



The Fox and the Stork

There was a time when the Fox and the Stork were quite good friends. It was a strange kind of friendship, for the Fox was always playing tricks on the Stork. One day he invited the Stork to dine with him in his forest den. At dinnertime he placed before his guest nothing but soup in a shallow dish.

“Delicious, isn’t it?” said the Fox, lapping up the soup and smacking it against his lips.

The Stork said nothing. Her long bill could not bring up any of the soup, so she sat there while the Fox drank and announced, “Soup is my favourite food. Too bad you don’t like it!” The Stork did not reply for a while. However, she was thinking and at last she spoke.

“I don’t seem to be hungry tonight,” she said when the Fox had finished. “But I would like to return the visit tomorrow night. I hope you will come and dine with me.”

The next night when the Fox came to the Stork’s large tree top house, he sniffed eagerly. Whatever the Stork was cooking smelled wonderful. But when the stork brought it to the table it was served in a long, thin jar with a very narrow mouth.

“Delicious, isn’t it?” exclaimed the Stork, dipping her long bill into the jar bringing up one juicy morsel after another.

The Fox said nothing. He could not get his jaw into the narrow opening and could do nothing more than lick the outside of the vase-like dish. The joke, he realised, was more on him.

Moral: Treat others how you wish to be treated.



Writing Knowledge Organiser – Year 6 : Non-Chronological Report

What am I writing:

A report on a South American Animal

Who I am writing for:

For class display

Does your report include...

a topic title that covers the whole subject?	
a brief introduction paragraph?	
information that is organised into paragraphs?	
sub-headings for each category?	
information in fact boxes and/ or bullet-marked lists?	
extra details to support the main points?	
present tense verbs (unless it is a historical report)?	
a glossary that explains technical language?	
sentences written in a formal tone?	
impersonal writing in the third person?	

Tier 2 Vocabulary

accurate	diagram	photograph
background	explain	research
caption	factual	section
clarify	glossary	statistics
conclusion	informative	subject
data	introduce	summary
description	outline	

Fronted Adverbials

Amazingly,... As a result,...
 Consequently,... Finally,...
 Fortunately,... Frequently,...
 Furthermore,... Generally,... In addition,...
 In summary,...
 Incredibly,... Normally,... Often,...
 Sometimes,... Strangely enough,...
 Surprisingly,... Unfortunately,...
 Unusually,... Usually,...

Examples of Formal Tone

It is advisable to be aware that...
 It is crucial to remember...
 Are you aware that...?
 Are you able to imagine...?
 ... the majority of the time...
 The study was performed...
 ... at regular intervals.
 Upon thorough examination,...
 ... additional details...
 Scientists recommend that...

Sentence Starters

An important thing...
 Despite the fact that...
 Did you know that...?
 Have you ever wondered...?
 Many people think that...
 Would it surprise you to hear...?

Third Person Pronouns

he	she	they	themselves
it	itself	him	his
her	hers	its	their



Year 5 – Non-Chronological Report

Model Text

Key Features

a topic title that covers the whole subject

a brief introduction paragraph

information that is organised into paragraphs

sub-headings for each category

information in fact boxes and/ or bullet-marked lists

extra details to support the main points

present tense verbs

a glossary that explains technical language

sentences written in a formal tone

impersonal writing in the third person

The Ivory Bangle Lady

In 1901, a sarcophagus was unearthed in York, England. Within it, the skeletal remains of an ancient human lay among beautiful pieces of jewellery. While there are many things that we now think that we know about this person, her name is not one of them. For this reason, she is lovingly known as the Ivory Bangle Lady.

What Was Found

Much of what we think we know about the Ivory Bangle Lady has been deduced because of the personal items that were found with her.

- Bangles made from jet and ivory were unearthed. They were probably bought from a local market but could have been made in Italy and imported.
- Glassware was found in the form of a bracelet, two earrings, a small jug and a mirror. Glass jewellery was very popular in Roman Britain. This glassware shows that the Ivory Bangle Lady was aware of her appearance.
- The sarcophagus contained a bone plaque which was carved with Latin words which translate into English to mean 'Hail, sister! May you live in God.' This implies that the Ivory Bangle Lady could have been Christian.

Did You Know...?

The Ivory Bangle Lady migrated to York later in her life and she was one of many migrants with African heritage who made the city their home.

Studying Her Bones

Osteoarchaeologists have been able to find out a lot about what the Ivory Bangle Lady would have been like. Her skeleton shows that she would have been 152-160cm tall and was between 18 and 23 years old at the time of her death. She lived during the later part of the 4th century AD.

Glossary

sarcophagus: A stone coffin.

osteoarchaeologists: People who study human skeletons.



Writing Knowledge Organiser – Year 5 : Diary Entry

What am I writing: A diary entry

Who I am writing for: To share with parents

Does your report include...

the date and/or time that the entry was written?	
writing in the first person?	
writing in past tense for main events?	
events written in chronological order?	
personal emotions and feelings?	
paragraphs (including an introduction and conclusion) to organise your writing?	
an informal style of writing?	
time conjunctions and adverbials?	

Tier 2 Vocabulary

appalled	flabbergasted	outraged
astonished	frustrated	repulsed
content	heartbroken	shattered
delighted	infuriated	speechless
devastated	jubilant	thrilled
elated	mellow	uneasy
exasperated	miserable	

Time Conjunctions

after	just at that moment
at precisely	just then
before	several months
beforehand	later
finally	suddenly
immediately	without warning
in the end	
in the beginning	

Introductions

At last, I have been able to...
 Dear diary...
 It's been a while since I last wrote in here.
 I'm not sure where to begin.
 Today, I received the best news.
 What a brilliant day it has been!
 You will never believe what has happened!

Adverbials of Frequency

firstly
 frequently
 lastly
 occasionally
 often
 rarely
 sometimes

Adverbials of Place

along the lane around here back at school beyond the wall	here in this room inside the house over the street

Adverbials of Time

after that
 following this
 last week
 meanwhile
 only yesterday
 straight away
 this morning

Adverbials of Manner

as slow as possible
 as quick as a flash
 cautiously
 stupidly
 with hope in my heart
 without hesitation
 without thinking



Year 5 – Diary Entry

Model Text

Key Features

the date and/or time that the entry was written

writing in the first person

writing in past tense for main events

events written in chronological order

personal emotions and feelings

an informal style of writing

time conjunctions and adverbials



Evacuee Diary

Monday 4th September 1939

Dear diary,

I'm so sorry that I've not written to you for a few days. It's just that so much has happened here. I've barely had the time to digest my meals let alone chatter chatter with you!

Although I miss her dearly, in some ways it feels like years since Mother announced that we were to be evacuated. That ghastly train journey thankfully seems like a distant memory too! Mr and Mrs Farthing have been so kind to George and I and we've loved getting to help on the farm. Honestly though, it's still a shock to look out of the window and see green grass rather than a smog-filled London.

I'm not certain that the Farthing's two boys are terribly pleased to see us. They get up early to milk the cows and, when they return, barely say a word to us. George tried to get them interested in his picture books last night but they just looked at each other and laughed. I did feel sorry for our George and read an extra two books to him at bedtime to make up for it. By the time I had finished, my voice sounded like a frog and there was barely a wick left on the candle!

This morning, I overheard Mr and Mrs Farthing muttering about the war. I know that I shouldn't've been eavesdropping but we've barely had a scrap of news the whole time we've been here. Anyway, it didn't sound great. Initially, I had hoped that we would be back with Mother before the end of September but that might have just been a naive dream. My heart shattered when I thought about the possibility of spending Christmas away from her. Still, I shan't let George know.

I promise to try and write again tomorrow. Mrs Farthing is going to teach me how to make an omelette with the freshly collected eggs. I can't wait!

Eliza



Writing Knowledge Organiser – Year 5 : Adventure Story

What am I writing:

My own adventure story

Who I am writing for:

For a class book

Does your report include...

a title that makes the reader want to read your story?

a beginning to introduce character(s) and a setting?

a build-up to give hints and clues about what is going to happen?

a dilemma where something goes wrong?

a resolution where the characters solve the dilemma?

an ending to close the story?

dialogue to advance the action?

short, snappy sentences used for effect?

cliffhanger questions?

Tier 2 Vocabulary

abandoned	determined	magical
alarmed	disastrous	mysterious
ancient	discover	perilous
beastly	disturbing	shadowy
bizarre	enchanted	splendid
bold	enemy	sturdy
chilling	escape	swooped
conscious	evil	terrifying
creature	frightened	weird
crumbling	glorious	wicked
dangerous	hero	

Fronted Adverbials

On just another ordinary day,
During the storm,
 When it was all over,
As the day drew to a close,
 Suddenly,
After the rain,
 The next day,
Without warning,
 Strangely,
Terrifyingly,
 Rapidly,
Furiously,

Alternative Words for Said

bellowed	boomed	laughed	mumbled
muttered	replied	roared	screamed
shrieked	stuttered	whispered	yelled

Subordinate Conjunctions

after	before	because
if	while	when
who	which	since



Year 5 – Adventure Story

Model Text

Key Features

a title that makes the reader want to read your story?

a beginning to introduce character(s) and a setting?

a build-up to give hints and clues about what is going to happen?

dialogue to advance the action?

short, snappy sentences used for effect?

cliffhanger questions?



Excerpt from *The Gas Mask*

Grandma's room smelt musty. Motz waited patiently while she fussed in the corner. "When your mum told me that you were doing some work on the evacuation at school, I thought to myself, Mavis, you've got your old ration book, but can I find it?" Grandma carried on rummaging through an old suitcase, muttering to herself like she always did.

She began to take out all sorts of things. Motz stared at the pile of Grandma's treasures. They would be great for the class's history topic. There was an old poster that said, 'Careless Talk Costs Lives', a recipe for carrot cake which sounded disgusting, old coins, a bundle of letters – and a gas mask!

"Can I try this on Gran?" asked Motz, picking up the old mask. Grandma nodded her head, still ferreting around in the suitcase, intent on her search for the ration book. Motz tugged the mask on and pulled the straps down over his ears. It smelt of moth balls.

Immediately, he felt as if he had entered another world. He could see vague shapes but the mask misted up. His breathing sounded like Darth Vader. But worse than that, he could hear someone shouting. The world seemed to jolt and feeling rather afraid, Motz pulled the mask off.

He was standing in a street – rather like Grandma's street – but a column of smoke towered above them. The air smelt of burning and in the distance he could hear a steady crump and thud that sounded like bombs landing. Motz stood transfixed, his heart pounding. What was happening to him? Where was he?



Writing Knowledge Organiser – Year 5 : Narrative Poetry

What am I writing:

My own conflict poem

Who I am writing for:

a class display

Does your poem include...

alliteration?

similes?

metaphor?

personification?

onomatopoeia for effect?

verses to tell the parts of a narrative?

rhyme?

Tier 2 Vocabulary

surly
tumbling
wheeled
soared
flung
delirious

eager
wind-swept
grace
trespassed
sanctity

Alliteration

A few words, close to each other,
that begin with the same sound.

e.g. The bees buzzed brilliantly by
the beautiful butterfly.

Simile

A comparison using words such as 'as' or 'like':

*As sly as a fox
sweet like chocolate
white as snow
cold as ice*

Onomatopoeia

Words that make you think of sounds:

bang thud zoom
smash tap

Metaphor

A figure of speech which describes something by
saying it's something else:

A wave of terror washed over him

The terror is not actually a wave, but this is a
good way to describe the feeling.

Personification

Describing objects as if they are people to make
the description more exciting:

The stars danced in the sky...

The flowers were begging for water...



Year 5 – Poetry

Model Text

Key Features

alliteration

rhyme

metaphor

verses

personification



High Flight by John Gillespie Magee

Oh! I have slipped the surly bonds of Earth
And danced the skies on laughter-silvered wings;
Sunward I've climbed, and joined the tumbling mirth
Of sun-split clouds, – and done a hundred things
You have not dreamed of – wheeled and soared and swung
High in the sunlit silence. Hov'ring there,
I've chased the shouting wind along, and flung
My eager craft through footless halls of air...

Up, up the long, delirious burning blue
I've topped the wind-swept heights with easy grace
Where never lark, or ever eagle flew –
And, while with silent, lifting mind I've trod
The high untrespassed sanctity of space,
Put out my hand, and touched the face of God.



Writing Knowledge Organiser – Year 6 : Newspaper Report

What am I writing: a report on our residential trip

Who I am writing for: To share with year 5 pupils

Does your report include...

the name of the newspaper?	
a headline that uses a pun, rhyme or alliteration?	
a sub-heading which gives a bit more information?	
a 'byline' (the writer's name)?	
an introductory paragraph that includes the 5 Ws?	
pictures with captions?	
a commentary of the main events?	
writing in third person and past tense?	
direct and reported speech?	
a conclusion paragraph to explain what might happen next?	

Tier 2 Vocabulary

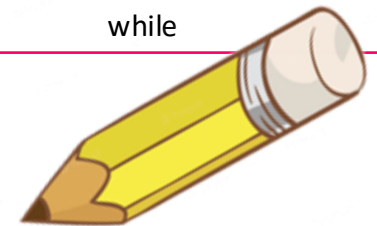
alongside	damaged	reported
alternatively	described	responded
apparently	following	source
commented	identified	stated
concern	insider	unfortunately
confirmed	official	witness
considerably	recently	

Sentence Starters

Following the investigation,...
Late that night,...
Upon making the discovery,...
Despite all of the evidence,...
Although it may come as a surprise to our readers,...

Linking ideas

after
as a result of
because
before
however
meanwhile
nevertheless
once
since
therefore
while



Punctuating Direct Speech

Use inverted commas at the beginning and end of direct speech.
Start the speech with a capital letter (unless it's the second half of broken speech).
End each piece of direct speech with a comma, full stop, question mark or exclamation mark.

Punctuation comes at the end of the speech and before the inverted commas.
Use a new line for each new speaker.

"This is an excellent example of direct speech," remarked Mrs Brown.

EGGCEPTIONAL BREAK LEAVES MILITARY IN MAYHEM

Humpty Dumpty Lies in Pieces While Military Attempt to Put Him Back Together Again.

By E G Gilbert

Key Features

the name of the newspaper

a headline that uses a pun, rhyme or alliteration

a sub-heading which gives a bit more information

a 'byline' (the writer's name)

an introductory paragraph that includes the 5 Ws

pictures with captions

a commentary of the main events

writing in third person and past tense

direct and reported speech

a conclusion paragraph to explain what might happen next

The quiet, fairytale village of Wall-by-the-Water was in a state of distress last night as all of the King's horses and all of the King's men failed to help beloved resident, Mr H Dumpty after he shattered into multiple pieces.

First brought to the attention of the military by Ms B Peep, the King's horses and accompanying men were thought to have arrived swiftly at the scene. However, as one eye-witness reported to us, the scene was apparently nothing short of horrific. "We left as soon as we heard what had happened to Mr H Dumpty but we weren't expecting things to be so bad. When we arrived, all that remained seemed to be a patch of scrambled egg at the base of the wall. Nobody knew what to do. It was terrible."

Following the military's arrival, several attempts were reported to have been made to put Mr H Dumpty back together again but none were successful. After several hours of what multiple onlookers have described as acting like headless chickens, the military decided to call it a day. The area was sealed and the residents of Wall-by-the-Water were asked to keep a respectful distance.



Mr H Dumpty in one piece days before tragedy struck

However, it is our understanding that, as soon as the area was clear of King's horses and King's men, a small band of villagers let themselves past the yellow and black tape. According to our source, what they found was shocking: not only was Mr H Dumpty not 'scrambled' but he was in an easily repairable state.

We will, of course, bring you the updates as soon as we hear them. But, for now, it seems as though this case may not have been cracked open at all.

Writing Knowledge Organiser – Year 6 : Suspense Narrative

What am I writing:

My own suspense narrative

Who I am writing for:

For a class book

Does your suspense story include...

an introduction which includes a character?

a setting description using expanded noun phrases?

vivid descriptive detail of characters or events?

adverbs and powerful verbs to build suspense?

some kind of surprise or shock for the characters?

short sentences for effect?

Powerful verbs

analysed	inquired	whispered
bellowed	investigated	scuttled
concealed	mumbled	shrieked
creaked	pounded	shuddered
deduced	quivered	sneaked
examined	scrutinised	trembled

Adverbs

attentively carefully cautiously curiously fearfully
immediately instantly mysteriously nervously
secretively silently suspiciously unexpectedly

Sentence Starters

After a few moments,
Amazed by the discovery,
As the light filtered through the small window,
As the wind howled,
As their heart raced,
Examining a misplaced ornament,,
In alarm,
Peering around the unfamiliar environment,
While inspecting the surroundings,
Without hesitation,
Without warning,

Expanded Noun Phrases

The dark, dingy basement
The tall trees towering above us like mighty giants
A sea of dead flowers with wilted petals

Short sentences for effect

My heart stopped.
My skin crawled.
The sound was suddenly deafening.



Year 6 – Suspense Narrative

Model Text

Key Features

an introduction which includes a character

a setting description using expanded noun phrases

vivid descriptive detail of characters or events

adverbs and powerful verbs to build suspense

some kind of surprise or shock for the characters



An excerpt from *The Hound of the Baskervilles* by Sir Arthur Conan Doyle

Every minute that white woolly plain which covered one-half of the moor was drifting closer and closer to the house. Already the first thin wisps of it were curling across the golden square of the lighted window. The farther wall of the orchard was already invisible, and the trees were standing out of a swirl of white vapour. As we watched it the fog-wreaths came crawling round both corners of the house and rolled slowly into one dense bank on which the upper floor and the roof floated like a strange ship upon a shadowy sea. Holmes struck his hand passionately upon the rock in front of us and stamped his feet in his impatience. There was a thin, crisp continuous patter from somewhere in the heart of the crawling bank. The cloud was within fifty yards of where we lay, and we glared at it, all three, uncertain what horror was about to break from the heart of it.

I was at Holmes's elbow, and I glanced for an instant at his face. It was pale and exultant, his eyes shining brightly in the moonlight. But suddenly they started forward in a rigid, fixed stare, and his lips parted in amazement. At the same instant, Lestrade gave a yell of terror and threw himself face downward upon the ground. I sprang to my feet, my inert hand grasping my pistol, my mind paralysed by the dreadful shape which had sprung out upon us from the shadows of the fog.

A hound it was, an enormous coal-black hound, but not such a hound as mortal eyes have ever seen. Fire burst from its open mouth, its eyes glowed with a smouldering glare, its muzzle and hackles and dewlap were outlined in flickering flame. Never in the delirious dream of a disordered brain could anything more savage, more appalling, more hellish be conceived than that dark form and savage face which broke upon us out of the wall of fog.



Writing Knowledge Organiser – Year 6 : Informal Letters

What am I writing:

A letter in character

Who I am writing for:

For our class display

Does your formal letter include...

the sender's address?	
the date?	
an appropriate greeting?	
an introduction?	
paragraphs around a theme?	
writing in the first person?	
vocabulary which shows a chatty, informal style?	
places where the writer addresses the recipient directly?	
a conclusion?	
a complimentary close?	

Tier 2 Vocabulary

advise	dear	P.S.
afterwards	dearest	please
apologise	determined	recommend
appreciate	especially	since
because	explain	tell
before	invite	whom
correspond	marvelous	

Greetings and Closes

Dear...	All the best,
Dearest...	Best wishes,
My friend...	Love from,
To...	See you soon,
Hey...	Speak later,

First Person Pronouns

I	me	my
mine	myself	we
us	our	ourselves

Punctuation

Can you show examples of:

- capital letters?
- full stops?
- question marks?
- exclamation marks?
- commas?
- inverted commas for direct speech?
- apostrophes?
- punctuation for parenthesis?
- semi-colons?
- single dashes?
- hyphens?



Year 6 – Informal Letter Model Text

Key Features
the sender's address
the date
an appropriate greeting
an introduction
paragraphs around a theme
writing in the first person
vocabulary which shows a chatty, informal style
places where the writer addresses the recipient directly
a complimentary close

Example of an informal letter

Jake's room,
My House,
Monday 21st June

Dear Sacha,

How are you? For your sake, I hope that you're currently better than I am! I shall explain...

It all started this morning. Mum and I were having our usual back and forth of her asking me to tidy my room and me (naturally) refusing. Anyway, it got to the point where she took a deep breath (you know the kind) and said, "Jakob, you're going to stay in your room until it has been tidied!" Obviously, I immediately thought that this was a brilliant idea and agreed. So, in I went without – and this bit is important – thinking first.

The first hour was quite fun. I read a book, fed my fish and shouted down to Old Greg who was busy mowing his lawn. (Did you know that he used to be a champion high jumper?) The second hour was OK but it's now the third hour and I'm bored senseless. You see, Sach, Mum never had any intention of making me stay in my room but, if I leave now, I've lost!

This is where you come in my dearest friend. I need supplies! I require: snacks, some kind of electronic device and a television. OK, so, maybe not a television but please bring me snacks! I'm sure Mum will let you in if you knock on the door; she might even try and convince you to convince me to tidy up (not that it'll work!).

Just to reiterate, I can leave my room but I can't leave my room and I am desperately in need of snacks. You wouldn't let me down, would you? Especially since I finished that maths homework for you last month.

All the best from your best friend who may spend the rest of his life in his bedroom,

Jake

P.S. I need sweet snacks. Not those weird crispy things that we had at your birthday party. Thanks.



Writing Knowledge Organiser – Year 6 : Explanation Text

What am I writing: A double-page spread

Who I am writing for: The class display

Does your explanation include...

a question as a title?	
an introduction?	
detailed information about a topic?	
technical language for the topic?	
diagrams or illustrations with captions?	
organisational devices to structure your text?	
a summary to end your text?	

Tier 2 Vocabulary

existence	relevant	necessary
develop	creates	attached
apparent	happens	community
achieve	recognise	amateur
reason	following	hindrance
design	definite	excellent
explain	individual	especially
affect	equipment	occur
effect	sufficient	immediately
	thorough	

Adverbials

in fact,
on the other hand,
 to summarise,
similarly,
 primarily,
until then,
 in addition to this,
meanwhile,
 consequently

Relative Pronouns

Used to introduce a relative clause, such as:
*Oak trees, **which** drop leaves in autumn, are deciduous.*

who	where	whose
which	when	that

Examples of Passive Voice

The lightbulb was invented by Thomas Edison.
Steam engines are used by locomotives.
 Gravity was observed by Sir Isaac Newton.
New clothes were created by designers last year.
 The Sistine Chapel ceiling was painted by Michelangelo.

Modal Verbs

Show a degree of possibility.

might	would	will
should	could	may



Year 6 – Explanation

Model Text

Key Features

question as a title

an introduction

detailed information
about the topic

technical language about
the topic

organisational devices

a summary to end your
text



How does the Internet Work?

Every day, we use the Internet to shop, to entertain ourselves and to communicate yet very few people actually know and appreciate where it came from and how it works. If you are interested in the origins and inner workings of the Internet, then read on...

How It Began

Developed in America in 1969, the **Internet (a global computer network)** was a small group of computers connected together by a team of research scientists and professors at two different Californian universities: UCLA and Stanford University. **For the first 25 years of its existence, it was mostly used by the US Government to enable important information and communications to be shared.** Around 1995, the government opened up the Internet to commercial use and our modern, global Internet as we know it was established.

How It Works

Connected to each other by a variety of cabled and wireless connections, the modern Internet is made up of every computer in the world. When your computer connects to the Internet, it uses a piece of **hardware** inside it called an **NIC (Network Interface Card)**. This card has a cable attached to it that can be connected to a router and modem: a box that connects your computer to the Internet.

How Computers Talk to Each Other

Computers talk to each other on the Internet using **TCP/IP (Transmission Control Protocol/Internet Protocol)**; it's like a set of rules they should follow when they communicate. **Internet Service Providers (ISP)** also follow these rules. First, your computer connects to an ISP. **Next, it's assigned an IP address by the ISP that allows other computers that are on the Internet to see your computer and talk to it.** Finally, they 'talk' by sending small bits of data called packets back and forth to each other at lightning speed, allowing you to find information, purchase items or just entertain yourself.

Since its creation, the Internet has slowly but surely become a part of our daily lives. Billions of packets of information and data are shared around the world every hour because of the speed at which computers talk. What an amazing accomplishment for something that started its existence as a handful of computers between two universities.



Writing Knowledge Organiser – Year 6 : Persuasive Leaflet

What am I writing:

A travel brochure

Who I am writing for:

For families

Does your leaflet include...

a clear title that tells the reader the topic of the leaflet?

an introduction that shows your point of view?

Subheadings to show different topics of information?

short sentences in the present tense?

opinions presented as facts?

images to support your arguments?

exaggeration?

emotive language?

rhetorical questions?

Rhetorical Questions

Can you imagine ...?
Have you ever considered ...?
Did you know...?
Would you like to ...?
Why should ...?

Sentence Starters

It can also be said that ...
Another important feature is ...
Without a doubt ...
It is important to remember ...
Anyone can see that ...
For these reasons ...
It is undeniable that ...

Persuasive Devices

modal verbs
modal adverbs
emotive language
facts and statistics
rhetorical questions
powerful exclamations
repetition
exaggeration
alliteration

Layout

- Leaflets are usually designed in columns with pictures or statistics scattered throughout the text to keep the reader interested.
- In a persuasive leaflet, remember to use pictures and information that will support your argument and convince the reader of your point of view.



Year 6 – Persuasive Leaflet

Model Text

Key Features

a clear title that tells the reader the topic of the leaflet

an introduction that shows your point of view

Subheadings to show different topics of information

short sentences in the present tense

opinions presented as facts

images to support your arguments

exaggeration

emotive language

rhetorical questions

Visit Austria, the land of mountains

The Alps are the highest mountains in Europe and remain the best kept secret for nature lovers and families. With lots to keep you busy, everyone can find a great choice of the most exciting activities while people who search for a relaxing stay can discover the unspoilt environment, stunning scenery and the glorious sunshine!

Activities

Some resorts in Austria have up to 40 different activities for adults and children of all ages. There are plenty of rivers and lakes which provide an endless playground for those who love water.



Walking/Hiking

Do you want to experience the mountains from an amazing height? The ski lifts take you higher up than you can imagine. There are plenty of hiking trails with signposts to keep you on track. You can have a rest and take in the views with many opportunities to take photographs and impress your family and friends. You can also find lovely hidden cafes on the way to have a hot drink and a delicious lunch.

Rafting

There are countless lakes in Austria among the mountains. Lemans and Annecy are the favourite lake spots for water sports. Discover your sense for adventure and what it is like to be soaked to the skin with a white water rafting experience. You will start by being kitted out with all the equipment before a full safety training. Then an experienced guide will take you onto the water for a series of runs down the breath-taking twists, turns and drops of the rushing mountain rivers. It is a fantastic and unforgettable experience!



So what are you waiting for?

Writing Knowledge Organiser – Year 6 : Adventure Story

What am I writing: My own adventure story

Who I am writing for: Other children my age

Does your adventure story include...

a title that makes the reader want to read your story?	
a beginning to introduce your character(s) and a setting?	
a build-up that gives hints and clues about what is going to happen?	
a dilemma where something goes wrong?	
a resolution where the characters solve the dilemma?	
an ending to close the story?	
dialogue to advance the action?	
cliffhanger questions?	
short, snappy sentences used for effect?	

Tier 2 Vocabulary

abandoned	determined	magical
alarmed	disastrous	mysterious
ancient	discover	perilous
beastly	disturbing	shadowy
bizarre	enchanted	splendid
bold	enemy	sturdy
chilling	escape	swooped
conscious	evil	terrifying
creature	frightened	weird
crumbling	glorious	wicked
dangerous	hero	

Alternative Words for Said

bellowed boomed laughed mumbled
muttered replied roared screamed
shrieked stuttered whispered yelled

Subordinate Conjunctions

after before because
if while when who
which since

Fronted Adverbials

On just another ordinary day,
During the storm,
When it was all over,
As the day drew to a close,
Suddenly,
After the rain,
The next day,
Without warning,
Strangely,
Terrifyingly,
Rapidly,
Furiously,



Year 6 – Adventure Story Model Text

Key Features

a title that makes the reader want to read your story

a beginning to introduce your character(s) and a setting

a build-up that gives hints and clues about what is going to happen

a dilemma where something goes wrong

dialogue to advance the action

cliffhanger questions?

Short, snappy sentences used for effect



Excerpt from The Twins' Tunnel Trouble

Some twins are the best of friends while others (like Susie and Patrick) are perhaps more like the worst of enemies! Susie was a lively, adventurous girl with a wild imagination. Patrick was the complete opposite and was a quiet, shy boy, who liked to keep his imagination fixed on the books he read and the drawings he created. Often, people were amazed that they were even related! They never got along and bickered constantly.

One morning during the summer holidays, Susie and Patrick were in the middle of a particularly nasty disagreement over which TV channel they wanted to watch. “Stop it at once!” roared Dad. His face was like a raging bull as he told both of them to go and play outside immediately. “Can’t you try to find some common ground where you could at least pretend to get along?” pleaded Dad.

When he had caught up with Susie, Patrick found her peering into a dark, brick-red tunnel with no light coming from the other side. “Let’s go, scaredy-cat!” called Susie adventurously before she rapidly disappeared into the tunnel. A storm was coming and it was starting to get dark. Patrick didn’t want to be left on his own. He followed her in and felt his way along the dark tunnel until he reached the other end.

As Patrick’s eyes gradually adjusted to the brightness, he could just make out a crystal white sky with towering pine trees overhead. What was this place and how had he got here? He tiptoed into the icy wonderland and felt the crisp, white snow crunch under his feet. His new environment was truly magical but little did Patrick know that it was all about to change. Without warning, the sun disappeared behind a nearby mountain and an icy chill ran down Patrick’s spine. Dark shadows appeared to dance in front of his eyes. Suddenly, he felt very alone and desperate. Where was his sister when he needed her?

“Ahh-woooooo!” A loud, howling noise filled the bitter air. Instantly, Patrick knew that wasn’t the sound of Susie about to jump out on him but actually the sound of a hungry wolf about to pounce. Patrick ran for his life.

Writing Knowledge Organiser – Year 6 : Fantasy Story

What am I writing:

The Story of Bottom

Who I am writing for:

Other children my age

Does your fantasy story include...

a description of an imagined place?	
magical or menacing characters or creatures?	
a realistic main character?	
dialogue to advance the action?	
character's feelings being shown to build tension?	
a problem that is resolved by the character?	

Adverbs

bravely briskly courageously curiously
fearfully gallantly immediately instantly
mysteriously rapidly secretly stealthily
swiftly unexpectedly

Tier 2 Vocabulary

adventure dungeon immortal adventure astounding empire	kingdom castle fairy labyrinth creatures fortress	dazzling witch gateway portal woodland lair

Character Adjectives

alluring, captivating,
charming,
considerate,
courageous, cursed,
daring, fascinating,
fearless, heroic,
intriguing, menacing,
mesmerising,
monstrous,
mysterious,
mystifying, peculiar,
valiant

Setting Adjectives

awe-inspiring,
breathtaking,
bustling, eerie,
elegant, enchanted,
extravagant, glorious,
isolated, lavish,
luxurious, magical,
majestic, mystical,
regal, remote,
spectacular, spine-chilling, swarming,
tranquil, unsightly

Sentence Openers

As his heart raced,
As the sinister creature
inched forward,
After a harrowing journey,
Beyond the clouds,
Dazed and confused,
During the exhilarating
dream,
Fascinated by its appearance,
In a far-off kingdom,
In the depths of the enchanted
forest,
Peering around the unfamiliar
environment, ,



Year 6 – Fantasy Story

Model Text

Key Features

a description of an imagined place

magical or menacing characters or creatures

a realistic main character

dialogue to advance the action

character's feelings being shown to build tension

a problem that is resolved by the character



Excerpt from Bottom's Story

Let me tell you the story of a wondrous dream I had last Midsummer – a dream so powerful I could swear to you that every word was real! It all began as my friends and I were rehearsing for a play, deep in the woods outside of Athens. Despite being a weaver by trade, I know that I would make a wonderful actor! As I stood, hidden behind a large tree, I awaited my cue to the dramatic entrance into my scene. The others must have been affected by the heat of the night, as they were taking an age to get to my cue.

That was when it happened. I must have fallen into a slumber, for the next thing I knew I was surrounded by a strange glow all around me. I heard the tinkling laugh of a cheeky looking sprite with skin as dark as a nut and teeth as white as pearls. Before I could speak, sparks showered down on me and I felt, well, rather unusual. My ears started to tingle and my nose began to twitch. The sprite had vanished and so, scratching my unusually hairy chin, I went to look for my friends – but strangely, they all ran away. Thinking that they were playing a trick, I whiled away the lonely hours singing a song about larks, sparrows and cuckoos – I have a very fine singing voice indeed.

Suddenly my sweet singing was interrupted by a voice like the sound of tinkling bells, “What angel wakes me from my flowery bed?” Lo and behold, from the glade behind me appeared the most beautiful creature clad in flowing green robes. Her hair shone glittering gold, and to my mind she was a fairy queen. She bade me to sit next to her, on a large moss bed covered in flowers of all colours. All around the magical forest hung vines and creepers, and lights glittered from every corner of my eye.

For the rest of the dream, this beautiful queen of the fairies answered to my every whim – well, her servants did at any rate. I could drink what I wished, and ate what I desired. Funnily enough, all I wanted was hay and water! As soon as I asked for it, there it was, brought in on silver platters by tiny flying fairies.

I ate my fill, then feeling replenished and happy, I lay my head on the lap of this magnificent ruler of the magical world. With heavy eyelids, I dozed off into another sleep, and woke up heavy eyed and taking a while to remember where I was, I felt my head and face, knowing at once that this had all been a dream. But what a dream it was!



Writing Knowledge Organiser – Year 6 : Sonnets

What am I writing:

My own sonnet

Who I am writing for:

Our classroom display

Does your sonnet include...

fourteen lines?	
a theme of love or romance?	
a rhyming scheme?	
iambic pentameter?	
poetic devices?	

Structure

The Shakespearean Sonnet was the type made famous by William Shakespeare. The rhyme scheme is:

ABAB

CD CD

EFEF

GG

Each four-line section is known as a quatrain. Each quatrain presents a different idea.

Iambic Pentameter

In sonnets, most lines are 10 syllables long (sometimes 11).

The syllables alternate between being unstressed (without a beat) and stressed (where the beat lands).

A set pattern of syllables like this is called a metre. This particular metre is known as iambic pentameter.

It is often used in emotional poetry as it creates a rhythm like a heartbeat.

Tier 2 Vocabulary

love beauty star-struck glorious remarkable magnificent romance	loyal dedication commitment honour respect desperation endure	wonder star-crossed temperate angel heaven temperate entwined

Poetic Devices

Similes are when you compare one thing to another thing using 'as' or 'like', e.g. 'sleeping like a log.'

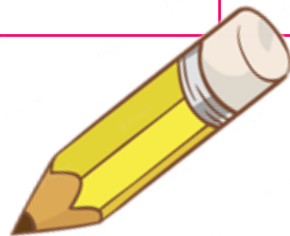
Metaphors are when you state that one thing is another thing for effect, e.g. 'you are my sunshine.'

Alliteration is when you use the same sound at the beginning of words, e.g. 'The beast battered the boat.'

Onomatopoeia is when the sound of the word is the same as the sound being described, e.g. bang, crash.

Assonance is when you use the same vowel sounds across words, e.g. 'The hound howled loudly.'

Personification is when you attribute human characteristics to objects, e.g. 'The trees danced in the wind.'



Year 6 – Sonnet

Model Text

Key Features

fourteen lines

a theme of love or romance

a rhyming scheme

iambic pentameter

poetic devices



Sonnet 18 by William Shakespeare

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate:

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date;

Sometime too hot the eye of heaven shines,

And often is his gold complexion dimm'd;

And every fair from fair sometime declines,

By chance or nature's changing course untrimm'd;

But thy eternal summer shall not fade,

Nor lose possession of that fair thou ow'st;

Nor shall death brag thou wander'st in his shade,

When in eternal lines to time thou grow'st:

So long as men can breathe or eyes can see,

So long lives this, and this gives life to thee.

Writing Knowledge Organiser – Year 6 : Biography

What am I writing:

A biography

Who I am writing for:

To be published online

Does your biography include...

an introduction that summarises the main events of a person's life?

information about the key events in the person's life in chronological paragraphs?

specific facts about achievements, influences and significant people?

their feelings about different points and events in their lives?

quotes or opinions from the person them self or other key people in their life?

a conclusion about how they are/will be remembered?

Fronted Adverbials

Once,
During...,
After,
As an adult,
Next,
Since,
Then,
As a child,
When...,
Eventually,
When she/he was...,
Soon,
Finally,
In (year),
Once they were...,

Modal verb examples

He realised he **should** probably change professions.
They knew that their work just **might** make a difference.
She understood that if she didn't succeed, she **would** lose her job.
Going over her research, scientists discovered that she **may** be right about the future.
His heart told him he **could** do it if he put his mind to it.

Passive sentence examples

The programme was changed by the producers.
The company was run by Sue and her husband for over 20 years.
The entire neighbourhood was destroyed by the fire.
Money was generously donated to help him complete his dream.
His pictures were viewed by the world.

Tier 2 Vocabulary

hard-working
notorious
relished
determined
adolescent
successful

inspirational
motivational
celebrity
renowned
struggled
achieve

competition
physical
profession
develop
privilege



Year 6 – Biography

Model Text

Key Features

an introduction that summarises the early events of a person's life

information about the key events in the person's life in chronological paragraphs

specific facts about achievements, influences and significant people

quotes or opinions from the person them self or other key people in their life

a conclusion about how they are/will be remembered



William Shakespeare Biography

William Shakespeare, the famous playwright, was born in 1564 in the town of Stratford-upon-Avon, England. He was never destined to become a playwright - he had three younger brothers and two younger sisters. His father was a glove maker who later became the mayor of Stratford.

When Shakespeare was 18, he married Anne Hathaway. What Shakespeare did to support his young family is unknown. Some scholars think that he was a schoolteacher. Others think that he traveled with a group of actors.

By 1592 Shakespeare was working as a writer and actor in London. In that year a disease called the black plague devastated the city. Officials closed the theaters and other public places to stop its spread. Shakespeare then turned to writing poetry.

London's theaters reopened in 1594. By then Shakespeare had joined an acting group called Lord Chamberlain's Men. They often presented plays for royalty. Along with acting and writing, Shakespeare also was involved with the business side of theater. He became wealthy.

Shakespeare wrote 37 plays in 20 years. His plays generally fall into three categories: tragedies, comedies, and histories. Tragedies are plays that describe the downfall of the main character. Shakespeare's most famous tragedies include *Hamlet*, *King Lear*, and *Macbeth*. Comedies are humorous plays that end happily. Shakespeare's comedies include *A Midsummer Night's Dream*, *As You Like It*, and *The Taming of the Shrew*. Shakespeare's histories are dramas about some of England's powerful kings, including Henry IV and Richard II. He was greatly enjoyed by the monarch of the time, Queen Elizabeth I, who saw several of his plays.

Shakespeare retired from the theater in about 1610. He returned to his hometown of Stratford-upon-Avon. He died there on April 23, 1616, though his plays and poems are still enjoyed and studied to this day.



Writing Knowledge Organiser – Year 6 : Play script

What am I writing: A play script of a known story

Who I am writing for: To be shared with class

Does your play script include...

a cast list?	
a short description of the setting?	
the speakers names on the left with colons?	
written detailed dialogue without speech marks?	
a structure that uses scenes?	
brackets for stage directions?	
extended stage directions using adverbs, adjectives and prepositional phrases?	

Prepositional phrases

... a bright crystal chandelier hung over the table...
 ... she sneaks the book gently into her coat pocket...
 ... the lights above the stage dim and flicker...

Examples of extended stage directions

(slouches down roughly into his high-backed chair)
 (walks cautiously towards the mysterious knocking sound)
 (crouches down on the ground, lifts the puppy's ear and whispers softly)
 (looks suspiciously into the full-length mirror in front of him)

Adverbs

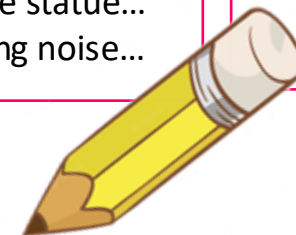
accidentally
 angrily
 anxiously
 cautiously
 completely
 enthusiastically
 frantically
 gracefully
 hungrily
 joyously
 loudly
 madly
 merrily
 nervously
 occasionally
 quickly
 repeatedly
 sadly
 shyly
 solemnly

Tier 2 Vocabulary

across	consider	mention	spotless
arrive	continue	notice	stomp
appear	defiant	position	strange
bewildered	disappear	promise	surprise
breathe	glamorous	question	tiptoed
cheerful	heard	relieved	through

Expanded noun phrases

... those ballet shoes...
 ... his worn school jumper...
 ... the tiny, marble statue...
 ... a loud, booming noise...



Year 6 – Play script

Model Text

Key Features

a cast list

a short description of the setting

the speakers names on the left with colons

written detailed dialogue without speech marks

a structure that uses scenes

brackets for stage directions

extended stage directions using adverbs, adjectives and prepositional phrases

Working in Mr Luton's Garden

Cast

Thomas Luton: A grumpy, old man who likes to live alone.

Jacob Masters: A nine-year-old boy who has just moved to a new house.

Act I Scene 4

Thomas's lounge. He is all alone, sitting in a high-backed armchair and facing a marble fireplace. Opposite him is a large, broken window. Suddenly, a soft knocking sound begins offstage - as if someone is knocking on the front door.

Thomas: (slouches down into his chair and grunts angrily) Here he is, the little scamp. (shouts) Come in!

(Slowly, Jacob enters and shuffles reluctantly across the room. He is dressed in denim shorts, worn black trainers and a bright red t-shirt. His hands are in his pockets and his chin is touching his chest.)

Thomas: (stands and stamps his foot indignantly) What do you want?

Jacob: (raises his head slowly to look up at Thomas) I'm here to work off the cost of your front window, Mr Luton.

Thomas: (grabs his wooden cane from beside his chair and begins to walk across the stage) Well don't dally about. Let me show you where the garden tools are. I could really use your help to clear out my back garden because my strength isn't what it used to be.

Jacob: (takes his hands out of his pockets and begins to follow Thomas) I promise I won't let you down. I'm really sorry, Mr Luton.

Thomas: (turns around, smiles down at Jacob. He ruffles his hair with his free hand) I know you are boy. It was a great hit with your cricket bat but you've got to learn to aim Jacob.



Writing

Key Concepts



Writing - Composition

This progression map outlines the development of composition skills from EYFS to Year 6, based on the DfE Writing Framework (2025) and the principles of the Simple View of Writing. Composition involves generating, organising, and communicating ideas effectively, and draws on vocabulary, grammar, sentence structure, and the ability to write with audience and purpose in mind. It includes both oral and written composition, enabling pupils to develop coherent and engaging texts across a range of genres and contexts.

EYFS	
• Retell familiar stories and talk about events in sequence using key vocabulary. • Begin to compose simple sentences orally before writing. • Use pictures and marks to communicate meaning and ideas. • Develop an understanding of simple text structures (e.g. beginning, middle, end).	
Year 1	Year 2
• Compose sentences orally before writing them down. • Sequence ideas in writing to create short narratives and recounts. • Use basic punctuation (capital letters, full stops) to demarcate sentences. • Use simple descriptive language related to topic or story.	• Write longer pieces with logical sequencing of events or ideas. • Use expanded noun phrases and varied sentence openers for interest. • Group related ideas into sections or paragraphs. • Use coordination (and, but, or) and subordination (when, if, because).

Writing - Composition

This progression map outlines the development of composition skills from EYFS to Year 6, based on the DfE Writing Framework (2025) and the principles of the Simple View of Writing. Composition involves generating, organising, and communicating ideas effectively, and draws on vocabulary, grammar, sentence structure, and the ability to write with audience and purpose in mind. It includes both oral and written composition, enabling pupils to develop coherent and engaging texts across a range of genres and contexts.

Year 3		Year 4	
• Organise ideas into paragraphs with a clear structure. • Extend sentences using a wider range of conjunctions. • Use dialogue to show character or move the story forward. • Use varied sentence starters and vocabulary appropriate to genre.		• Write with increasing cohesion within and across paragraphs. • Use fronted adverbials, prepositional phrases and varied sentence lengths. • Maintain consistent tense and viewpoint throughout. • Adapt writing for different audiences and purposes.	
Year 5		Year 6	
• Write with fluency, coherence and style across a range of genres. • Use relative clauses, modal verbs, and devices to build cohesion. • Develop tone and formality appropriate to audience and purpose. • Evaluate and edit writing for clarity, impact, and precision		• Produce well-structured, detailed and effective writing across genres. • Use advanced grammar and punctuation for effect. • Create cohesion across paragraphs using adverbials, repetition, or summary. • Write independently with originality, control and a strong sense of audience.	

Writing - Transcription

This progression map outlines the development of transcription skills from EYFS to Year 6, based on the DfE Writing Framework (2025), spelling expectations, and handwriting principles from the Nelson Handwriting scheme. Transcription is a key component of the Simple View of Writing, encompassing spelling, handwriting, and phonics knowledge.

EYFS

- Develop gross and fine motor control through mark making and pre-writing activities.
- Begin to form recognisable letters, starting and finishing in the correct place.
- Engage in phonics phases 1–2 to build early sound-symbol recognition.
- Develop awareness of letter size and spacing through Nelson pre-cursive patterns.

Year 1

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Use finger spaces between words.
- Form lower-case and capital letters in the correct direction, starting and finishing in the right place.
- Form digits 0–9.
- Understand and practise handwriting 'families' (e.g. c, a, o).
- Learn key spelling patterns and digraphs: ff, ll, ss, ck, ai, oi, etc.

Year 2

- Form letters of the correct size relative to one another.
- Begin to join letters using diagonal and horizontal strokes where appropriate.
- Use spacing that reflects the size of the letters.
- Accurately use capital letters and digits in relation to lower-case letters.
- Extend phonics into spelling: 'dge', 'ge', 'g' as /j/, etc.

Writing - Transcription

This progression map outlines the development of transcription skills from EYFS to Year 6, based on the DfE Writing Framework (2025), spelling expectations, and handwriting principles from the Nelson Handwriting scheme. Transcription is a key component of the Simple View of Writing, encompassing spelling, handwriting, and phonics knowledge.

Year 3	Year 4
• Use joins accurately and legibly; understand which letters are best left unjoined. • Increase the legibility, consistency, and quality of handwriting. • Apply prefixes and suffixes (dis-, mis-, -ing, -ed) confidently in writing. • Consolidate spelling of digraphs and multisyllabic words.	• Maintain joined handwriting with improved fluency and speed. • Make spelling choices based on root word knowledge and morphological patterns. • Choose the correct letter shape and join style depending on audience or task. • Practise advanced spelling rules (e.g. -sion, -ous, -cian).
Year 5	Year 6
• Develop a consistent and fluent handwriting style suitable for extended writing. • Confidently join all appropriate letters and show awareness of presentation. • Apply high-level spelling patterns, including homophones and suffixes (-tion, -able, -ible).	• Maintain legibility and fluency when writing at speed. • Use joined handwriting automatically in all writing tasks. • Vary handwriting style to suit audience and task (e.g. note-taking, formal presentation). • Secure advanced spelling patterns and vocabulary from upper KS2 curriculum.

Writing Progression Map - Planning

1	• Say out loud what they are going to write about. • Compose a sentence orally before writing it.
2	• Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary
3	• discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • begin to use ideas from their own reading and modelled examples to plan their writing.
4	• discuss and record ideas in suitable formats for the type of writing • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
5	• plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • note and develop initial ideas, drawing on reading and research where necessary • use a range of planning models • consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.
6	• plan structure and content of writing, developing initial ideas, in an efficient and clear way • use a range of planning models, choosing the most appropriate model for the text type

Writing Progression Map - Drafting

1	• Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • sequence sentences to form short narratives
2	• write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence.
3	• begin to organise paragraphs around a theme • Compose and rehearse sentences orally (including dialogue). • Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).
4	• organise paragraphs around a theme • in non-narrative material, use simple organisational devices (headings & subheadings) • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
5	• use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • distinguish between the language of speech and writing and to choose the appropriate level of formality
6	• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • précis longer passages • use a wide range of devices to build cohesion within and across paragraphs • use the most effective organisational devices to structure text and to guide the reader

Writing Progression Map - Revising

1	- sequence sentences to form short narratives. - discuss what they have written with the teacher or other pupils. - reread their writing to check that it makes sense and to independently begin to make changes. - use adjectives to describe. - start to engage readers by using adjectives to describe.
2	- make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. - write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. - use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.
3	- make deliberate ambitious word choices to add detail. - in narratives, develop settings, characters and plot through description and action
4	- consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. - write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). - create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.
5	- consistently link ideas across paragraphs. - proofread work to précis longer passages by removing unnecessary repetition or irrelevant details - describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace
6	- use a wide range of devices to build cohesion within and across paragraphs - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing - select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

Writing Progression Map - Editing

1	• reread to make sure that their writing makes sense
2	• reread to check that the correct tense is used throughout. • proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
3	• proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. • assess the effectiveness of their own and others' writing and suggest improvements propose changes to
4	• proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
5	• proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements • ensure the consistent and correct use of tense throughout a piece of writing
6	• habitually proofread for spelling and punctuation errors • assess the effectiveness of their own and others' writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Writing Progression Map - Publishing

1	• read their writing aloud clearly enough to be heard by their peers and the teacher. • Present their work appropriately, so that the reader can read their work
2	• read aloud what they have written with appropriate intonation to make the meaning clear. • vary the presentation of the work to suit a particular purpose or audience
3	• begin to read their own writing aloud, to a group or the whole class with expression so that the meaning is clear • begin to make deliberate choices about how they present their work according to the audience and purpose
4	• begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. • choose an appropriate format to publish the work for the chosen purpose or audience
5	• consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes • present work effectively for the chosen purpose and audience, making deliberate decisions about design and layout • perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear
6	• use the most effective presentational devices to structure text and to guide the reader • explain their presentation choices in relation to their purpose and audience • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.)

Writing Progression Map – Handwriting

1	• Sit correctly at a table, holding a pencil comfortably and correctly • Use finger spaces between words • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these
2	• Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters.
3	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Increase the legibility, consistency and quality of their handwriting • To begin to choose how to present their work in an appropriate manner to the task and audience
4	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Have legible, consistence and quality in their handwriting • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choose the writing implement that is best suited for a task • Choose how to present their work in an appropriate manner to the task and audience
5	• Has a clear and consistent writing style • Uses diagonal and horizontal strokes and begins to join from f, g, y, and j to further develop fluency.
6	• Maintains legibility in joined handwriting when writing at speed. • Varies handwriting styles to suit task and audience

Writing Progression Map – Grammar and Punctuation

	Sentence Construction and Tense	Use of Phrases and Clauses
1	Use simple sentence structures.	- Use the joining word (conjunction) 'and' to link ideas and sentences. - Begin to form simple compound sentences.
2	- Use the present tense and the past tense mostly correctly and consistently. - Form sentences with different forms: statement, question, exclamation, command. - Use some features of written Standard English.	- Use co-ordination (or/and/but). - Use some subordination (when/if/ that/because). - Use expanded noun phrases to describe and specify (e.g. the blue butterfly).
3	- Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. - Use 'a' or 'an' correctly throughout a piece of writing.	- Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. - Use a range of conjunctions, adverbs and prepositions to show time, place and cause.

Writing Progression Map – Grammar and Punctuation

	Sentence Construction and Tense	Use of Phrases and Clauses
4	- Always maintain an accurate tense throughout a piece of writing. - Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	- Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. - Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. - Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
5	- use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. - Ensure the consistent and correct use of tense throughout all pieces of writing.	- Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). - Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
6	Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.	- Use the subjunctive form in formal writing. - Use the perfect form of verbs to mark relationships of time and cause. - Use the passive voice. - Use question tags in informal writing.

Writing Progression Map – Grammar and Punctuation

	Punctuation	Use of Terminology
1	- Use finger spaces between words. - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Recognise letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
2	- Use capital letters for names, places, the days of the week and the personal pronoun 'I'. - Use finger spaces. - Use full stops to end sentences. - Begin to use question marks and exclamation marks.	Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.
3	- Use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.	Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.
4	- Use the full range of punctuation from previous year groups. - To punctuate direct speech accurately, including the use of inverted commas	Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
5	- Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. - Consistently use apostrophes for singular and plural possession.	Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
6	- Use commas consistently to clarify meaning or to avoid ambiguity. - Use brackets, dashes or commas to indicate parenthesis.	Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.



Writing Progression Map – Oracy

	Listening and Responding	Linked Activities
EYFS	Pupils will listening and responding to others; developing vocabulary through play and story; beginning to express ideas in full sentences.	Storytelling, role play, circle time, vocabulary games.
Y1	Pupils will speak clearly in full sentences; take turns in conversations; describe events and ideas with support.	Show and tell, partner talk, guided oral rehearsal.
Y2	Pupils will build confidence in speaking for different purposes; use new vocabulary accurately; begin to ask relevant questions.	Talk for writing, hot seating, drama games.
Y3	Pupils will participate in discussions; give explanations and reasons; adapt speech to suit different listeners.	Group discussion, oral storytelling, presentation practice.
Y4	Pupils will speak with increased fluency and control; use formal and informal language appropriately; build on others' ideas.	Debate, drama, talk partners, explanation games.
Y5	Pupils will use a range of sentence structures for clarity and effect; present information clearly in structured talk; support ideas with detail.	Formal presentations, structured debate, collaborative projects.
Y6	Pupils will lead discussions and debates; use standard English confidently; evaluate and respond to others' viewpoints critically.	Persuasive speeches, panel discussions, peer review dialogues.

Writing Progression Map – Spelling

Year 1	Year 2
Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' Words with the /k/ and /nk/ sound Words with the trigraph 'tch' Adding '-s' and '-es' to make plurals Adding the suffixes '-ing' and '-ed' Adding the prefix 'un-' and the suffixes '-er' and '-est' Compound words and words with unstressed vowels Words with the digraphs 'ai' and 'oi' Words with the digraphs 'ay' and 'oy' Words with the split digraph 'a_e' Words with the split digraph 'e_e' Words with the split digraph 'i_e' Words with the split digraph 'o_e' Words with the split digraph 'u_e' Words with the digraph 'ar' Words with the digraph 'ee' Words where the digraph 'ea' makes an /ee/ sound Words where the digraph 'ea' makes an /e/ sound Words where the digraph 'er' is stressed Words where the digraph 'er' is unstressed Words with the digraphs 'ir' and 'ur' Words with the digraphs 'oo/oo/ Words with the digraphs 'oo/u/ Words where the digraphs 'oa' and 'oe' make an /oa/ sound Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ow' makes an /ow/ or /oa/ sound Words ending in 'y/ee/ and 've'/e/ Words with the digraphs 'ue' and 'ew' Words where 'ie' makes an /igh/ sound Words where 'ie' makes an /ee/ sound Words with the trigraph 'igh' Words with the digraph 'or' and the trigraph 'ore' Words where 'aw' and 'au' make an /or/ sound Words with the trigraphs 'air' and 'ear' Words where the trigraphs 'air' and 'ear' make an /air/ sound Words with the digraphs 'ph' and 'wh'	Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound Challenge Words Words where 'wr' makes a /r/ sound Words ending in 'le' Words ending in 'al' Words ending in 'il' Challenge Words Words where 'y' makes an /igh/ sound Words where '-es' is added to words ending in 'y' Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in 'y' Words where '-ing' is added to words ending in 'e' Challenge Words Words where '-er', '-est' and '-ed' is added to words ending in 'e' Words where '-ing' is added to single syllable words Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound Challenge Words Words where 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where 'or' and 'ar' make an /er/ or /or/ sound Words where 's' makes an /z/ sound Words ending in '-ment' and '-ness' Words ending in '-ful' and '-less' Words that are homophones or near homophones Words that are homophones or near homophones Words ending in '-tion' Words containing an apostrophe for contraction Words containing an apostrophe for possession Challenge Words



Writing Progression Map – Spelling

Year 3	Year 4
Words where 'ou' makes an /ow/ sound Words where 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in '-sure' Words ending in '-ture' Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words Words with the 'ai' digraph Words with the 'ei' digraph Words where 'ey' makes an /ai/ sound Adding the suffix '-ly' Words that are homophones Words ending in 'al' Words ending in 'le' Adding '-ly' when the root word ends in '-le' Adding '-ally' when the root word ends in '-ic' Adding '-ly' when the words do not follow the spelling patterns Words ending in '-er' when the root word ends in 'ch' Words where 'ch' makes a /k/ sound Words where 'que' makes a /k/ sound Words where 'sc' makes a /s/ sound Words that are homophones Words that end in 'sion' Challenge Words	Words that are homophones Words with the prefix 'in-' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' Words with the prefix 'inter-' Words ending in '-ation' Words ending in '-ation' Words ending '-ly' Words ending '-lly' Words where 'ch' makes a /sh/ sound Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' where the ge from the root word remains Words where 'i' makes an /ee/ sound Words ending in '-ious' and 'eous' Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto' Words with the prefix 'bi-' Challenge Words Words containing an apostrophe for possession



Writing Progression Map – Spelling

Year 5	Year 6
Words ending in ‘-tious’ and ‘-ious’ Words ending in ‘-cious’ Words ending in /shul/ spelled ‘-cial’ Words ending in /shul/ spelled ‘-tial’ Words ending in /shul/ spelled ‘-cial’ and ‘-tial’ Words ending in ‘-ant’ Words ending in ‘-ance’ and ‘-ancy’ Words ending in ‘-ent’ and ‘-ence’ Words ending in ‘-able’ and ‘-ible’ Words ending in ‘-ably’ and ‘-ibly’ Words ending in ‘-able’, where the ‘e’ from the root word remains Words that are adverbs of time Words ending in ‘-fer’ Words with ‘silent’ first letters Words with ‘silent’ letters Words spelled with ‘ie’ after c Words where ‘ei’ makes an /ee/ sound Words where ‘ough’ makes an /or/ sound Words containing ‘ough’ Adverbs of possibility and frequency Words that are homophones or near homophones Words that are homophones Words that are homophones or near homophones Words with hyphens Challenge Words	. Words with the short vowel sound /i/ spelled ‘y’ Words with the long vowel sound /igh/ spelled ‘y’ Adding the prefix ‘-over’ Words with the suffix ‘-ful’ Words that can be nouns and verbs Words with an /oa/ sound spelled ‘ou’ or ‘ow’ Words with a ‘soft c’ spelled ‘ce’ Words with the prefixes ‘dis-’, ‘un-’, ‘over-’ and ‘im-’ Words with a /f/ sound spelled ‘ph’ Words with origins in other countries and languages Words with unstressed vowel sounds Words ending with /shuhl/ spelled ‘cial’ Words ending with /shuhl/ spelled ‘tial’ Words beginning with ‘acc’ Words with the suffix ‘-ably’ Words with the suffix ‘-ible’ Adding the suffix ‘-ibly’ to create an adverb Words ending in ‘-ent’ and ‘-ence’ Words ending in ‘-er’, ‘-or’ and ‘-ar’ Adverbs synonymous with determination Adjectives to describe settings Adjectives to describe feelings Adjectives to describe characters Grammar Vocabulary 1 Mathematical Vocabulary Challenge words



This document outlines key summative assessment points for writing across EYFS to Year 6, covering both composition (ideas, vocabulary, grammar, structure) and transcription (spelling, handwriting, phonics). It is aligned with the DfE Writing Framework (2025) and the Simple View of Writing.

Year Group	Assessment Point 1	Assessment Point 2	Assessment Point 3	Notes
EYFS	Autumn 2 – Baseline assessment via adult scribing and mark-making samples	Spring 2 – Independent sentence writing with phonetic spelling and oracy link	Summer 2 – ELG-level writing sample (captions, sentences, narrative link)	Focus on oral composition, transcription emerging
Year 1	Autumn 2 – Cold task and spelling/handwriting check	Spring 2 – Independent genre writing (e.g. recount) + spelling assessment	Summer 2 – Moderated extended writing and phonics-linked spelling test	Use Phonics Tracker spelling baseline
Year 2	Autumn 2 – Cold task + dictated sentence for handwriting/spelling	Spring 2 – Assessed narrative/non-fiction + KS1 spelling rules check	Summer 2 – Writing portfolio moderation using KS1 TAF lens	Ensure readiness for statutory KS1 writing assessment
Year 3	Autumn 2 – Baseline composition (genre-based) + spelling pattern check	Spring 2 – Moderated extended writing using toolkit	Summer 2 – Assessed writing for purpose + Nelson handwriting sample	Link outcomes to LKS2 grammar and spelling curriculum
Year 4	Autumn 2 – Cold task + dictated sentence	Spring 2 – Independent writing for audience (e.g. persuasive) + spelling and presentation focus	Summer 2 – Moderated piece across cross-curricular link (e.g. history)	Use assessment to review composition stamina and cohesion
Year 5	Autumn 2 – Extended composition with self-assessment	Spring 2 – Assessed non-fiction outcome (report, discussion) + grammar diagnostic	Summer 2 – Writing moderation using Y6 readiness lens	Develop independence in revising/editing with toolkit
Year 6	Autumn 2 – Cold write + comparative judgement	Spring 2 – SATs practice writing paper (non-statutory) + spelling/handwriting	Summer 1 – Final TAF-aligned writing portfolio (teacher assessment)	Work should reflect audience, control of formality, cohesion

Mathematics is not about
numbers, equations,
computations, or algorithms:
it is about
UNDERSTANDING

-William Paul Thurston

Maths

[Intent and Implementation](#)

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Maths Intent and Implementation

Why do we teach maths?

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems.

It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

What is our curriculum aim?

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.



Maths Intent and Implementation

How is maths taught at Nine Mile Ride?

- Maths at Nine Mile Ride is taught using a 'mastery' approach. Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject and being able to apply concepts in many different contexts. Maths is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time, as happens in Shanghai and several other regions that teach maths successfully. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. If a pupil fails to grasp a concept or procedure, this is identified quickly, and early intervention ensures the pupil is ready to move forward with the whole class.
- Teaching is based on the White Rose Maths Hub approach, with lesson design identifying the new mathematics that is to be taught, the key points and potential misconceptions to create a carefully sequenced journey through the learning. Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other.
- The main resource used in addition to the White Rose resources, is 'Power Maths', supplemented where appropriate by additional resources identified by teachers e.g. White Rose planning, Twinkl 'Diving into Mastery'. Discussion is a key part of teaching, with children being expected to explain their approach to questions; this allows for the development of deeper understanding as well as providing assessment opportunities. Each lesson follows the 'I do, We do, You do' approach with teacher models of the concept being followed by shared work before independent practice that both reinforces pupils' procedural fluency and develops their conceptual understanding.
- Concrete resources are available in all classrooms, with the expectation that children will move from the use of these through pictorial representations to abstract as they gain a secure mental model of the concept. Throughout EYFS and KS1 children are introduced to a range of concrete resources and are strongly encouraged to use these to develop a deeper understanding of concepts by seeing it visually, rather than as an abstract. In KS2, resources are still available to all pupils and withdrawal of these is determined by need, not age or year group.
- Daily fluency sessions happen outside of the main maths lessons, and focus on key facts such as multiplication tables and addition facts. In Key Stage 1 children use the Number Sense Maths programme which focusses on key facts which are learnt to automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts. In Year 3 and 4, children focus on developing knowledge of times tables through a rote learning methodology on a daily basis, and Year 5 and 6 focus on consolidating fluency in all aspects of mental arithmetic.

Maths Content Spine

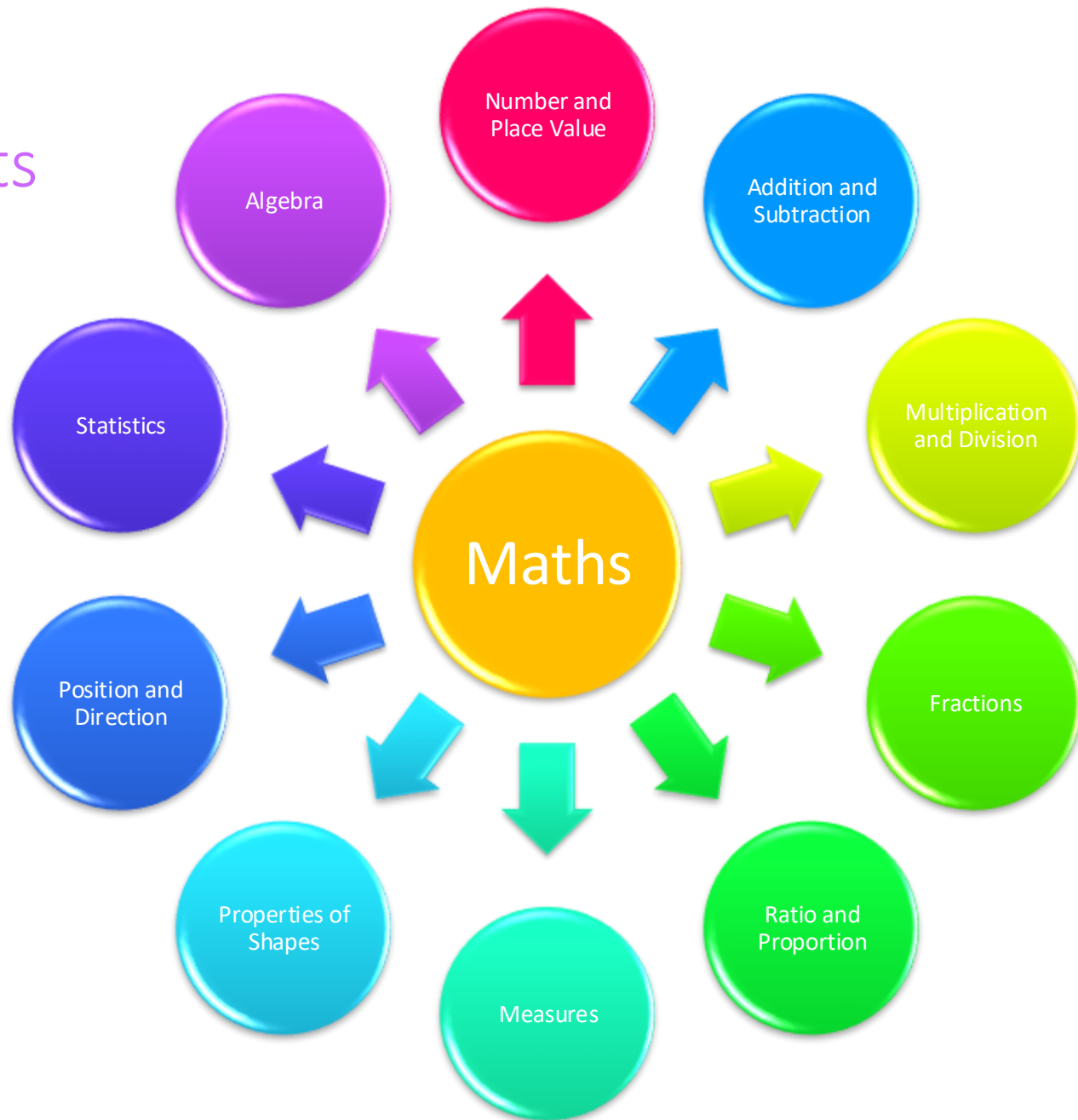
	Autumn	Spring	Summer
Year 1	- Place Value (within 10) - Addition and Subtraction (within 10) - Geometry – Shape - Place Value (within 20)	- Addition and Subtraction (within 20) - Place Value (within 50) - Measurement – Length and Height - Measurement – Weight and Volume	- Multiplication and Division - Fractions - Geometry – Position and Direction - Place Value (within 100) - Measurement – Money - Measurement - Time
Year 2	- Place Value - Addition and Subtraction - Geometry – Shape	- Measurement – Money - Multiplication and Division - Measurement – Length and Height - Measurement – Mass, Capacity and Temperature	- Fractions - Measurement – Time - Statistics - Geometry – Position and Direction
Year 3	- Place Value - Addition and Subtraction - Multiplication and Division	- Multiplication and Division - Measurement – Length and Perimeter - Fractions - Measurement – Mass and Capacity	- Fractions - Measurement – Money - Measurement – Time - Geometry – Shape - Statistics

Maths Content Spine

	Autumn	Spring	Summer
Year 4	- Place Value - Addition and Subtraction - Measurement – Area - Multiplication and Division	- Multiplication and Division - Measurement – Length and Perimeter - Fractions - Decimals	- Decimals - Measurement – Money - Measurement – Time - Geometry – Shape - Statistics - Geometry – Position and Direction
Year 5	- Place Value - Addition and Subtraction - Multiplication and Division - Fractions	- Multiplication and Division - Fractions - Decimals and Percentages - Measurement – Perimeter and Area - Statistics	- Geometry – Shape - Geometry – Position and Direction - Decimals - Negative Numbers - Measurement – Converting Units - Measurement - Volume
Year 6	- Place Value - Addition, Subtraction, Multiplication and Division - Fractions - Measurement – Converting Units	- Ratio - Algebra - Decimals - Fractions, Decimals and Percentages - Measurement – Area, Perimeter and Volume - Statistics	- Geometry – Shape - Geometry – Position and Direction - Themed Projects

Maths

Key Concepts



Maths Progression Map – Numbers and Place Value

	Counting	Comparing Numbers	Rounding
1	- 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.	Use the language of: equal to, more than, less than (fewer), most, least.	
2	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.	Compare and order numbers from 0 up to 100; use <, > and = signs.	
3	- Count from 0 in multiples of 4, 8, 50 and 100. - Find 10 or 100 more or less than a given number.	Compare and order numbers up to 1000.	
4	- Count backwards through zero to include negative numbers. - Count in multiples of 6, 7, 9, 25 and 100. - Find 1000 more or less than a given number.	Compare and order numbers beyond 1 000.	Round any number to the nearest 10, 100 or 1 000.
5	- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. - Count forwards or backwards in steps of powers of 10 for any given number up to one million.	Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.	Round any number up to 1 000 000 to the nearest 10, 100, 1 000, 10 000 and 100 000.
6	Use negative numbers in context, and calculate intervals across zero	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.

Maths Progression Map – Numbers and Place Value

	Identifying and Representing Number	Reading and Writing Numbers and Recognising Place Value	Problem Solving
1	Identify and represent numbers using objects and pictorial representations including the number line.	Read and write numbers from 1 to 20 in numerals and words.	
2	Identify, represent and estimate numbers using different representations, including the number line.	- Read and write numbers to at least 100 in numerals and in words. - Recognise the place value of each digit in a two-digit number (tens, ones).	Use place value and number facts to solve problems.
3	Identify, represent and estimate numbers using different representations.	- Read and write numbers up to 1000 in numerals and in words. - Recognise the place value of each digit in a three-digit number.	Solve number problems and practical problems involving these ideas.
4	Identify, represent and estimate numbers using different representations.	- Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value. - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
5		- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. - Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	Solve number problems and practical problems that involve all of the above.
6		Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit.	Solve number problems and practical problems that involve all of the above.

Maths Progression Map – Addition and Subtraction

	Mental Calculations	Written Calculations	Number Bonds
1	Add and subtract one-digit and two-digit numbers to 20, including zero.	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals.	Represent and use number bonds and related subtraction facts within 20.
2	- 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; three one-digit numbers. - Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	Add and subtract numbers with up to two digits, using informal and formal written methods of columnar addition and subtraction.	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
3	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.	
4	Add and subtract numbers mentally with increasingly large numbers.	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	
5	Perform mental calculations, including with mixed operations and large numbers.	Add and subtract whole numbers with more than 4 digits, including using formal written methods.	
6	Use knowledge of the order of operations to carry out calculations involving the four operations.		

Maths Progression Map – Addition and Subtraction

	Problem Solving	Inverse Operations
1	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as: $7 = * - 9$	
2	- Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods.	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
3	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Estimate the answer to a calculation and use inverse operations to check answers.
4	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Estimate and use inverse operations to check answers to a calculation.
5	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
6	solve multi-step problems involving all four operations in contexts, deciding which operations and methods to use and why.	Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Maths Progression Map – Multiplication and Division

	Multiplication and Division Facts	Order of Operations	Mental Calculations
1			
2	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables,		Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
3	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.
4	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.
5			- Multiply and divide numbers mentally drawing upon known facts. - Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
6		Use their knowledge of the order of operations to carry out calculations involving the four operations.	Perform mental calculations, including with mixed operations and large numbers.

Maths Progression Map – Multiplication and Division

	Written Calculations	Inverse Operations
1		
2	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs.	
3	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, using mental and progressing to formal written methods.	Estimate the answer to a calculation and use inverse operations to check answers.
4	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	Estimate and use inverse operations to check answers to a calculation.
5	- 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. - 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.	
6	- 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 short division where appropriate for the context 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.	Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Maths Progression Map – Multiplication and Division

	Problem Solving	Multiples, Factors, Primes, Squares and Cubes
1	Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	
2	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
3	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	
4	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.	Recognise and use factor pairs and commutativity in mental calculations.
5	- 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.	- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. - know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. - Establish whether a number up to 100 is prime and recall prime numbers up to 19 - Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}).
6	Solve problems involving addition, subtraction, multiplication and division.	Identify common factors, common multiples and prime numbers.



Maths Progression Map – Fractions

	Counting in Fractions	Recognising Fractions	Comparing Fractions
1		- 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.	
2	Pupils should count in halves and quarters up to 10.	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	
3	Count up and down in tenths.	- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. - Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10. - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	Compare and order unit fractions, and fractions with the same denominators.
4	Count up and down in hundredths.	Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	
5		Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	Compare and order fractions whose denominators are all multiples of the same number.
6			Compare and order fractions, including fractions >1.

Maths Progression Map – Fractions

	Comparing Decimals	Equivalence (including Fractions, Decimals and Percentages)	Rounding Decimals
1			
2		Write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	
3		Recognise and show, using diagrams, equivalent fractions with small denominators.	
4	Compare numbers with the same number of decimal places up to two decimal places.	- Recognise and show, using diagrams, families of common equivalent fractions. - Recognise and write decimal equivalents of any number of tenths or hundredths. - Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$	Round decimals with one decimal place to the nearest whole number.
5	Read, write, order and compare numbers with up to three decimal places.	- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. - Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$). - Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. - 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.	Round decimals with two decimal places to the nearest whole number and to one decimal place.
6	Identify the value of each digit in numbers given to three decimal places.	- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. - Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$). - Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	Solve problems which require answers to be rounded to specified degrees of accuracy.



Maths Progression Map – Fractions

	Adding and Subtracting Fractions and Decimals	Multiplying and Dividing Fractions and Decimals
1		
2		
3	Add and subtract fractions with the same denominator within one whole (e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$).	
4	Add and subtract fractions with the same denominator.	Find the effect of dividing a one- or two-digit number by 10 and 100.
5	- Add and subtract fractions with the same denominator and multiples of the same number. - Recognise and convert mixed numbers and improper fractions.	Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
6	Add and subtract fractions with different denominators and mixed numbers.	- Multiply simple pairs of proper fractions, writing the answer in its simplest form (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$). - Multiply one-digit numbers with up to two decimal places by whole numbers. - Divide proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$). - Multiply one-digit numbers with up to two decimal places by whole numbers. - Multiply and divide numbers by 10, 100 and 1000 where the answers are up to three decimal places. - Identify the value of each digit to three decimal places and multiply and divide numbers by 10, 100 and 1000. - Associate a fraction with division and calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction. - Use written division methods in cases where the answer has up to two decimal places.

Maths Progression Map – Ratio and Proportion

1	
2	
3	
4	
5	
6	• 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.

Maths Progression Map – Measures

Comparing and Estimating

1	- Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half); mass/weight (e.g. heavy/light, heavier than, lighter than); capacity and volume (e.g. full/empty, more than, less than, half, half full, quarter); time (e.g. quicker, slower, earlier, later). - Sequence events in chronological order using language.
2	- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$. - Compare and sequence intervals of time.
3	- Compare durations of events, for example to calculate the time taken by particular events or tasks. - Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.
4	Estimate, compare and calculate different measures, including money in pounds and pence.
5	- Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (also included in measuring). - Estimate volume (e.g. using 1 cm^3 blocks to build cubes and cuboids) and capacity (e.g. using water).
6	Calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm^3) and cubic metres (m^3), and extending to other units such as mm^3 and km^3.

Maths Progression Map – Measures

Measuring and Calculating

1	- 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.
2	- 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). - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. - Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
3	- 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.
4	- Estimate, compare and calculate different measures, including money in pounds and pence. - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. - Find the area of rectilinear shapes by counting squares.
5	- Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling. - Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. - Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.
6	- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. - Recognise that shapes with the same areas can have different perimeters and vice versa. - Calculate the area of parallelograms and triangles. - Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units. - Recognise when it is possible to use formulae for area and volume of shapes.

Maths Progression Map – Measures

Telling the Time

1	• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Recognise and use language relating to dates, including days of the week, weeks, months and years.
2	• 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.
3	• 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, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.
4	• 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.
5	• Solve problems involving converting between units of time.
6	• Use time zones to calculate times around the world.

Maths Progression Map – Measures

Converting Units of Measurement

1	
2	Know the number of minutes in an hour and the number of hours in a day.
3	Know the number of seconds in a minute and the number of days in each month, year and leap year.
4	- Convert between different units of measure (e.g. kilometre to metre; hour to minute). - 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.
5	- Convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). - Solve problems involving converting between units of time. - Understand and use equivalences between metric units and common imperial units such as inches, pounds and pints.
6	- 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. - Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. - Convert between miles and kilometres.

Maths Progression Map – Measures

Angles	
1	
2	
3	• 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
4	• Identify acute and obtuse angles and compare and order angles up to two right angles by size.
5	• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. • Identify: – Angles at a point and one whole turn (total 360°) – Angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) – Other multiples of 90°
6	• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Maths Progression Map – Properties of Shape

	Identifying and Drawing Shapes and their Properties	Comparing and Classifying Shapes
1	- Explore characteristics of everyday objects and shapes and use mathematics language to describe them. - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	
2	Recognise and name common 2-D and 3-D shapes, including: 2-D shapes e.g. rectangles (including squares), circles and triangles; 3-D shapes e.g. cuboids (including cubes), pyramids and spheres.	
3	- 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.	Compare and sort common 2-D and 3-D shapes and everyday objects.
4	- Draw 2-D shapes and make 3-D shapes using modelling materials - Recognise 3-D shapes in different orientations and describe them.	
5	- 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.	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
6	- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. - Draw given angles, and measure them in degrees ($^{\circ}$).	- Use the properties of rectangles to deduce related facts and find missing lengths or angles. - Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Maths Progression Map – Position and Direction

	Position, Direction and Movement	Pattern
1	Describe position, direction and movement, including half, quarter and three-quarter turns.	
2	Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	Order and arrange combinations of mathematical objects in patterns and sequences.
3	- 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.	
4	Plot specified points and draw sides to complete a given polygon.	
5	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.	
6	- 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.	

Maths Progression Map – Statistics

	Interpreting, Constructing and Presenting Data	Solving Problems
1		
2	- 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.	
3	Interpret and present data using bar charts, pictograms and tables.	Solve one-step and two-step questions [e.g. 'How many more?' And 'how many fewer?'] using information presented in scaled bar charts and pictograms and tables.
4	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.
5	Complete, read and interpret information in tables, including timetables.	Solve comparison, sum and difference problems using information presented in a line graph.
6	Interpret and construct pie charts and line graphs and use these to solve problems.	Calculate and interpret the mean as an average.

Maths Progression Map – Algebra

	Equations	Formulae	Sequences
1			
2			
3			
4			
5			
6	- Express missing number problems algebraically. - Find pairs of numbers that satisfy number sentences involving two unknowns. - Enumerate all possibilities of combinations of two variables.	Use simple formulae.	Generate and describe linear number sequences.

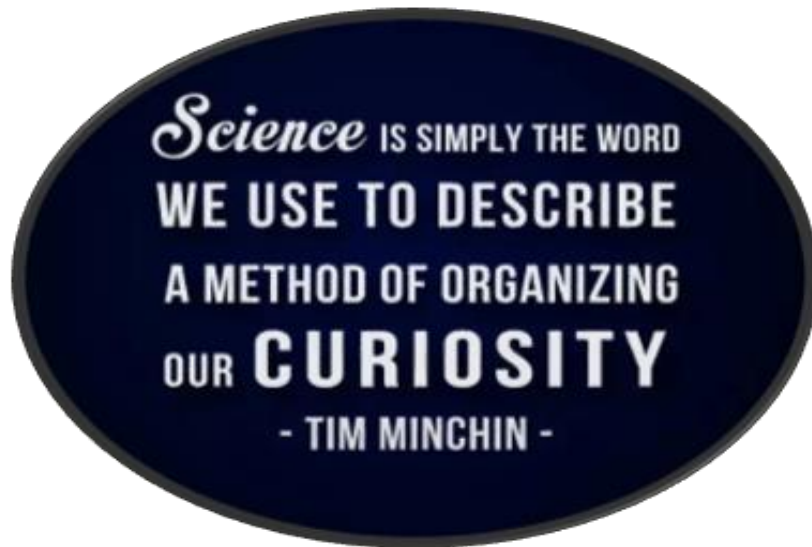
STEM Faculty

It is our belief that it is vital for all children to question, find problems and most importantly find ways to solve those problems. Through the subjects of mathematics, science, design technology and computing, we aim to teach children to be interested in these concepts to allow them to help shape a better tomorrow.

Science

Design
Technology

Computing



Science

[Intent and Implementation](#)

[Content Spine](#)

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Science Intent and Implementation

Why do we teach science?

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.

Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

What is our curriculum aim?

The curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific key concepts of Living Things (biology), Properties of Materials (chemistry) and Physical Processes (physics).
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. 'Working scientifically' should be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data.



Science Intent and Implementation

How is science taught at Nine Mile Ride?

- Science at Nine Mile Ride is inquiry based with an overarching question, linked to each year groups topic, used to promote awe and wonder and guide planning along with working scientifically objectives. Where possible, we enhance the children's natural curiosity and nurture this to allow them to ask their own questions and develop skills needed to answer these.
- Our science curriculum is designed to enable teachers to deliver engaging and thought-provoking lessons, where learning is facilitated through hands on scientific discovery, in-depth questioning, flexible thinking and problem solving. Therefore, science lessons at Nine Mile Ride are practical and exciting.
- Science is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time. Where appropriate scaffolding is used in order to support and challenge pupils and ensure all key concepts are fully understood. Warmups are used to recall prior knowledge from previous years or earlier in the unit and to engage in rich discussion. Using discussion and questioning as a key teaching tool, oracy is promoted and celebrated as well as cross curricular links being made in maths and topic where appropriate.
- The main resource used is the national curriculum where knowledge, understanding and skills are taken from and built upon year on year. The Teacher Assessment in Primary Science's (TAPS) assessment plans help inform teacher judgements along with observation/questioning and marking of books. Teachers supplement where appropriate by additional resources such as Explorify, STEM learning and BP Educational Services.
- A science unit of work starts and finishes with the overarching question. This acts as assessment for learning for the teacher and allows the children to see their new acquired knowledge. A knowledge organiser is used so children are aware and can map out their learning journey allowing more time to be invested in embedded practical scientific skills. A TAPs assessment is completed every unit (one a half term) to check the children's knowledge and scientific skills and inform the rest of the unit.

Science Content Spine

	Autumn	Spring	Summer
Year 1	Everyday Materials - identify, name and describe everyday materials - compare and group materials according to simple properties	Animals, including humans - identify, name and describe the structure of a variety of common animals, including fish, reptiles, birds and mammals - identify and label basic parts of the human body, and say which part is associated with which sense	Plants identify, name and describe the structure of a variety of common wild and garden plants, including trees
	Seasonal Changes name the seasons, describe typical weather and how the length of the day changes		
Year 2	Animals, including humans - know that animals have offspring - understand the basic needs of animals - understand the importance of a healthy lifestyle	Everyday Materials - compare the suitability of materials for different uses - find out how objects can change shape	Living Things and Habitats - explore differences between things that are living, dead and things that have never been alive - name and describe habitats - describe sources of food, using simple food chains Plants - describe how seeds and bulbs grow - find out what plants need to grow
Year 3	Light - identify sources of light - understand how reflections are created - know how shadows are formed - find ways to make shadows change Rocks and Soils - compare different rocks - describe how fossils are formed	Forces and Magnets - compare how things move - understand how magnets repel or attract - identify magnetic materials - identify poles on a magnet Animals, including humans - identify that animals need the right type of nutrition - identify the use of skeleton and muscles in animals and humans	Plants - identify functions of parts of flowering plants - understand water transportation within plants - learn about the life cycle of flowering plants

Science Content Spine

	Autumn	Spring	Summer
Year 4	Electricity - identify common uses of electricity - construct simple circuits - recognise conductors and insulators Sound - identify sources of sound - describe how sound travels - find patterns related to pitch and volume	Living Things and Habitats - classification keys to group animals - changing environments Animals, including humans - identify different teeth - describe the digestive system - construct and interpret food chains	States of Matter - recognise the differences between solids, liquid and gases and their properties - understand that matter can change states under certain conditions
Year 5	Earth and Space - describe the movement of the Earth and Moon - explain night and day Forces - explain the force of gravity - identify the effects of air and water resistance and friction	Materials and their Properties - compare and group materials based on properties - understand about reversible and irreversible change including dissolving, filtering, sieving, evaporating and burning	Living things and Habitats - describe differences in life-cycles - describe the process of reproduction in some plants and animals Animals, including humans - describe changes as humans develop to old-age
Year 6	Classification - describe and give reasons for classification Evolution - recognise that living things have changed over time, and that fossils provide information - recognise variation - explain adaptation	Light - recognise how light travels and explain how we see things - explain how shadows are formed	Animals, including humans - recognise the impact of diet, drugs and exercise - describe the transportation of nutrition - identify and name parts of the circulatory system Electricity - explain the variation in the functionality of components - use symbols to draw circuits

Science Knowledge Organiser : Year 1 - Everyday Materials

What should I already know?

- They know the properties of some materials and can suggest some of the purposes they are used for.

What will I know by the end of the unit?

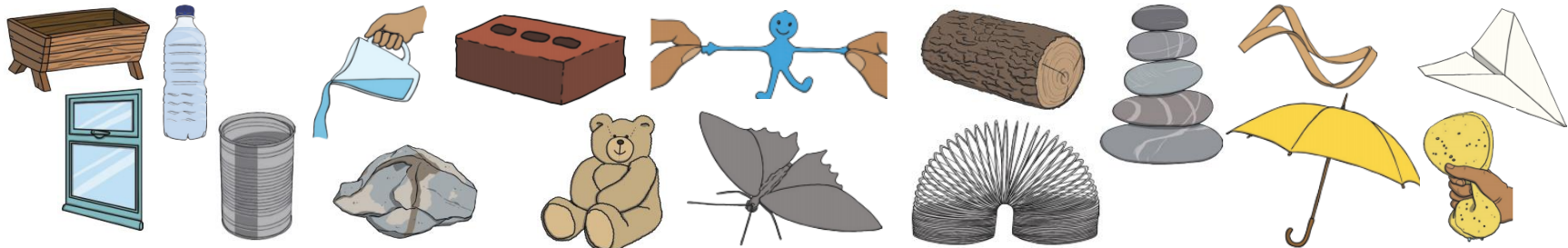
Materials have physical properties which can be investigated and compared .	• Distinguish between an object and a material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties

Scientific Investigation (TAPS)

Perform simple tests to compare and group	• Can children carry out a simple test? • Can children use test results to group materials into those which float or sink?

Key vocabulary

absorbent	able to soak up liquids	plastic	a material which is light in weight and does not break easily
bendy	soft and flexible, able to bend	rock	the hard substance which the earth is made of
brick	a block of material, usually made of clay	rough	uneven and not smooth
dull	a colour or light that is not bright	shiny	things are bright and reflect light
elastic	a rubber material that stretches when you pull it and returns to its original size and shape when you let it go	smooth	no roughness, lumps, or holes
fabrics	cloth or other material produced by weaving together cotton, wool or other threads.	soft	not rough or hard
foil	sheets of metal as thin as paper	stiff	firm or does not bend easily
glass	a hard transparent material	stretchy	slightly elastic
man-made	things are created by people	transparent	if an object is transparent, you can see through it
metal	a hard substance such as iron, steel, gold, or lead	waterproof	does not let water pass through it
natural	things that exist in nature and are not made by people	wood	the material which forms the trunks and branches of trees
opaque	if an object or substance is opaque, you cannot see through it		



Science Knowledge Organiser : Year 1 – Animals including Humans

What should I already know?

- I can make observations of animals.
- I know about similarities and differences in relation to living things.

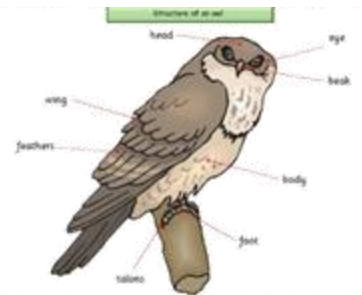
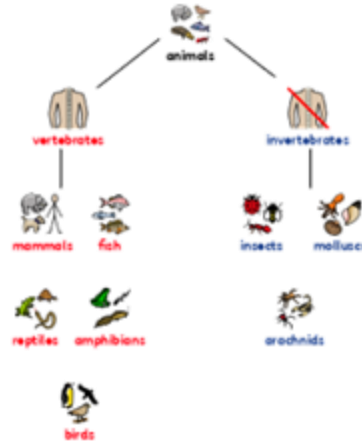
What will I know by the end of the unit?

Life exists in a variety of forms and goes through cycles - Animals

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

The human body has a number of systems, each with its own function.

- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense



Key vocabulary

backbone	the column of small linked bones down the middle of your back .
carnivores	an animal that eats meat .
cold-blooded	a body temperature that changes according to the surrounding temperature.
environment	all the circumstances, people, things, and events around them that influence their life
gills	the organs on the sides of fish and other water creatures through which they breathe .
herbivore	an animal that only eats plants.
invertebrate	a creature that does not have a spine, for example an insect, a worm, or an octopus .
omnivore	person or animal eats all kinds of food, including both meat and plants.
temperature	a measure of how hot or cold something is
vertebrate	a creature which has a spine .
warm-blooded	a fairly high body temperature which does not change much and is not affected by the surrounding temperature.
wild	animals or plants that live or grow in natural surroundings and are not looked after by people.
pet	a tame animal kept in a household.

Scientific investigation (TAPS)

Review: Use observations and ideas to suggest answers to questions .

Can you label basic parts of the human body?
Can you say which part of the body is associated with each sense?

Review: Identify and classify

Can you name a variety of animals including fish, amphibians, reptiles, birds, mammals?
Can you classify animals according to different animal groups and/or what they eat?

Science Knowledge Organiser : Year 1 – Plants

What should I already know?

- Plants grow all around us.

What will I know by the end of the unit?

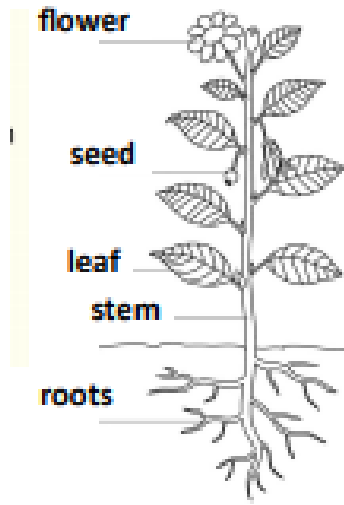
Life exists in different ways and goes through cycles.

- The different names of common plants and trees.
- The different parts of a plant e.g stem, root and leaves
- Know the difference between something that is dead, alive or never been alive.

Scientific Investigation (TAPS)

Observe changes using simple equipment

- Notice the differences and similarities between plants
- Label the basic parts of a plant
- Plant a seed and watch it grow!



Rose



Sunflower



Poppy



Dandelion



Daisy

Key vocabulary

plant	a living thing that grows in the earth and has a stem, roots, and leaves.
bulb	a root shaped like an onion that grows in to a flower or plant.
common	something found in large quantities.
wild	plants or animals that grow in natural surroundings, without the care of people
stem	the thin part of the plant on which the flowers and leaves grow.
roots	the part of the plant that grows under the soil.
flower	part of the plant that is often colourful and grows at the end of the plant.
leaves	the part of the plant that are flat, thin and green.
tree	a tall plant that has a hard trunk, branches and leaves.
evergreen	a tree or plant that has leaves all year round.
deciduous	a tree that loses its leaves every autumn.

Science Knowledge Organiser : Year 2 – Animals including Humans

What should I already know?

- Life exists in a variety of forms and goes through cycles Animals
- The human body has a number of systems, each has its own function

What will I know by the end of the unit?

Life exists in a variety of forms and goes through cycles— Humans

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

The human body has a number of systems, each of which has its own function.

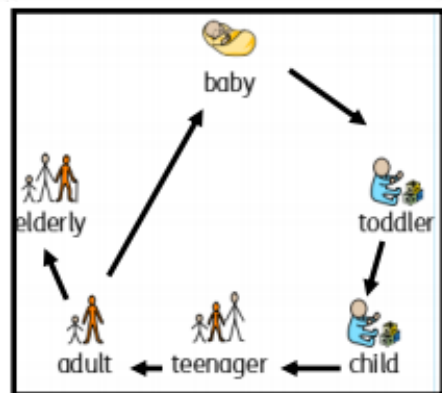
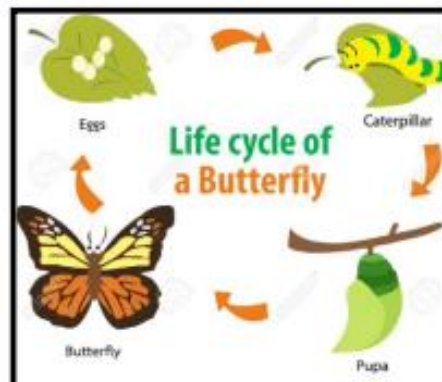
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Scientific investigation (TAPS)

Recognise growth in humans.

Using their observations and ideas to suggest answers to questions

- Can children compare different hand spans?
- Can children suggest answers to their questions about hand spans?



Key vocabulary

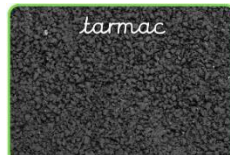
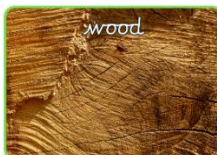
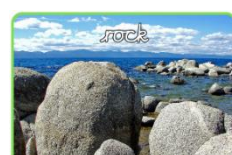
backbone	the column of small linked bones down the middle of your back
balanced diet	a variety of food that you regularly eat
bar chart	a chart which uses bars to represent the value of something and comparing it to a different group
bones	the hard parts inside your body which form your skeleton
disease	an illness which affects people, animals, or plants
exercise	When you exercise, you move your body energetically in order to get fit and to remain healthy
farm	an area of land used to produce crops or to breed animals and livestock
healthy	well and not suffering from any illness
hygiene	keeping yourself and your surroundings clean, especially in order to prevent illness or the spread of diseases
life cycle	the series of changes that an animal or plant passes through from the beginning of its life until its death
medicine	the treatment of illness and injuries by doctors and nurses
muscles	something inside your body which connects two bones and which you use when you make a movement
offspring	a person's children or an animal's young
pet	a tame animal kept in a household
pictogram	a simple drawing that represents something
skeleton	the framework of bones in your body
survive	continue to exist

Science Knowledge Organiser : Year 2 – Everyday Materials

What should I already know?
Materials have physical properties which can be investigated and compared .

What will I know by the end of the unit?	
The physical properties of materials determine their uses	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses
Materials have physical properties which can be investigated and compared	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Scientific investigation (TAPS)	
Use knowledge and understanding of properties of materials to compare suitability for different uses	
Ask simple questions and recognising that they can be answered in different ways	- Can children discuss/use different ways to test how waterproof materials are? - Can children compare materials on the basis of waterproofness?
Links to changing shape of materials or pushing forces	
Perform simple tests to answer questions	- Can the children begin to be systematic in their testing? - Can the children use their tests to suggest answers to questions?

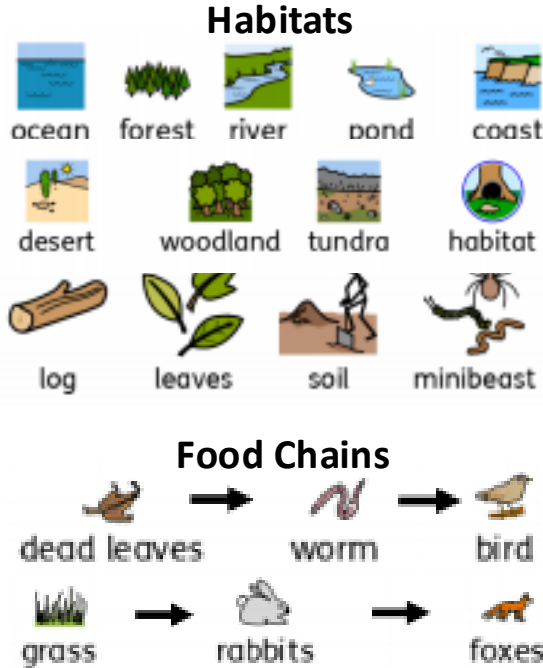


Key vocabulary	
absorbent	able to soak up liquids
bendy	soft and flexible, able to bend
brick	a block of material, usually made of clay
dull	a colour or light that is not bright
elastic	a rubber material that stretches when you pull it and returns to its original size and shape when you let it go
fabrics	cloth or other material produced by weaving together cotton, wool or other threads.
foil	sheets of metal as thin as paper
glass	a hard transparent material
man-made	things are created by people
metal	a hard substance such as iron, steel, gold, or lead
natural	things that exist in nature and are not made by people
opaque	if an object or substance is opaque, you cannot see through it
plastic	a material which is light in weight and does not break easily
rock	the hard substance which the Earth is made of
rough	uneven and not smooth
shiny	things are bright and reflect light
smooth	no roughness, lumps, or holes
soft	not rough or hard
stiff	firm or does not bend easily
stretchy	slightly elastic
transparent	If an object is transparent, you can see through it
waterproof	does not let water pass through it
wood	the material which forms the trunks and branches of trees



Science Knowledge Organiser : Year 2 – Living Things and Habitats

What will I know by the end of the unit?	
Habitats provide living things with what they need.	- explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including microhabitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food



Key vocabulary	
biomes	a natural area of vegetation and animals
carnivore	an animal that eats meat
depend	if you depend on someone or something, you need them in order to be able to survive physically
food chain	a series of living things which are linked to each other because each thing feeds on the one next to it in the series
habitat	the natural environment in which an animal or plant normally lives or grows
herbivore	an animal that only eats plants
invertebrate	a creature that does not have a spine, for example an insect, a worm, or an octopus
microhabitat	a small part of the environment that supports a habitat, such as a fallen log in a forest
minibeast	a small invertebrate animal such as an insect or spider
offspring	a person's children or an animal's young
omnivore	person or animal eats all kinds of food, including both meat and plants
plant	a living thing that grows in the earth and has a stem, leaves, and roots
source	where something comes from
tree	a tall plant that has a hard trunk, branches, and leaves
vegetation	plants, trees and flowers

Scientific investigation (TAPS)	
Identify and name a variety of plants and animals in their habitats, including micro-habitats	
Identifying and classifying	- Can children use spotter sheets to identify plants/animals? - Can children identify the types of plants/animals they are looking for?
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants	
Gather and record data to help in answering questions.	- Can children identify where plants and animals live? - Can children make a record of where plants and animals live? - Can children discuss why they might live in chosen habitat?

Science Knowledge Organiser : Year 2 – Plants

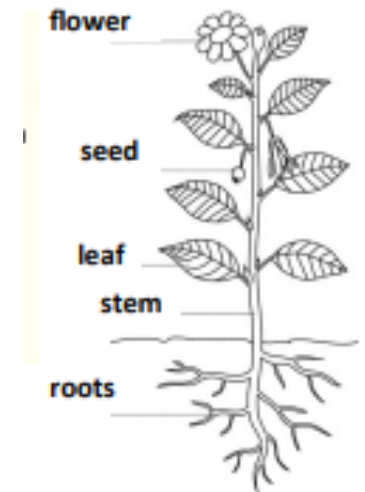
What should I already know?
Life exists in different ways and goes through cycles.

What will I know by the end of the unit?
Life exists in a variety of forms and goes through cycles— Plants - observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Scientific investigation (TAPS)
Describe how plants need water, light and a suitable temperature to grow and stay healthy
Observe closely, using simple equipment - Can children observe closely, noticing differences and similarities? - Can children measure and compare the height of plants?

Key Vocabulary	
branches	parts that grow out from the tree trunk and have leaves, flowers, or fruit growing on them
bulb	a root shaped like an onion that grows into a flower or plant
common	something that is found in large numbers or it happens often
crop	plants such as wheat and potatoes that are grown in large quantities for food
deciduous	a tree that loses its leaves in the autumn every year
evergreen	a tree or bush which has green leaves all the year round
flower	the part of a plant which is often brightly coloured and grows at the end of a stem
flowering	trees or plants which produce flowers
fruit	something which grows on a tree or bush and which contains seeds or a stone covered by a substance that you can eat
garden	a piece of land next to a house, with flowers, vegetables, other plants, and often grass
herb	a plant whose leaves are used in cooking to add flavour to food, or as a medicine
leaf / leaves	the parts of a tree or plant that are flat, thin, and usually green
nutrients	substances that help plants and animals to grow
petal	thin coloured or white parts which form part of the flower
plant	a living thing that grows in the earth and has a stem, leaves, and roots
reproduce	when an animal or plant produces one or more individuals similar to itself
roots	the parts of a plant that grow under the ground

seed	the small, hard part from which a new plant grows
stem	the thin, upright part of a plant on which the flowers and leaves grow
tree	a tall plant that has a hard trunk, branches, and leaves
trunk	the large main stem from which the branches grow
vegetable	plants such as cabbages, potatoes, and onions which you can cook and eat
wild	animals or plants that live or grow in natural surroundings

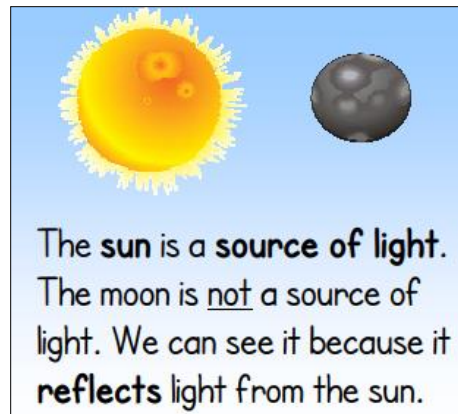
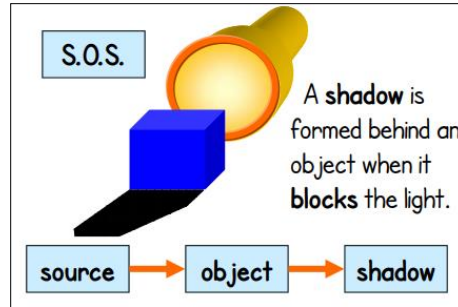
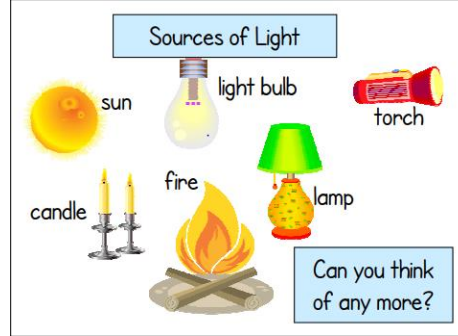


Science Knowledge Organiser : Year 3 – Light

What should I already know?
I know that some things produce light, such as lamps or candles.

What will I know by the end of the unit?
Light can be reflected & absorbed. Light enables us to see. - A light source is something that emits light by burning, electricity or chemical reactions. - Light travels in straight lines. - I recognise that I need light in order to see things. - I know that dark is the absence of light. - I know that light is reflected from surfaces. - I recognise that light from the sun can be dangerous and that there are ways to protect my eyes. - I understand that shadows are formed when the light from a light source is blocked by a solid (opaque, transparent, translucent) object. - I can find patterns in the way that the size of shadows change.

Scientific investigation (TAPS)
Do: Gather and record data to answer questions. - Can you make a series of careful observations? - Can you record your observations in a systematic way that relates to the question?



Key vocabulary	
angle	the direction from which you look at something.
bright	a colour that is strong and noticeable, and not dark.
chemical reaction	a process that involves changes in the structure of something.
dark	the absence of light.
dim	light that is not bright.
electricity	a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for machines.
emits	to emit a sound or light means to produce it.
light	a brightness that lets you see things.
mirror	a flat piece of glass which reflects light, so that when you look at it you can see yourself reflected in it.
opaque	if an object or substance is opaque, you cannot see through it
reflects	sent back from the surface and not pass through it.
shadows	a dark shape on a surface that is made when something stands between a light and the surface.
source	where something comes from.
surface	the flat top part of it or the outside of it.
translucent	if a material is translucent, some light can pass through it.
transparent	if an object or substance is transparent, you can see through it.



Science Knowledge Organiser : Year 3 – Rocks and Soils

What should I already know?

- I can identify and compare the suitability of a variety of everyday materials for particular uses.
- I know some materials can be changed by squashing, bending, twisting and stretching.

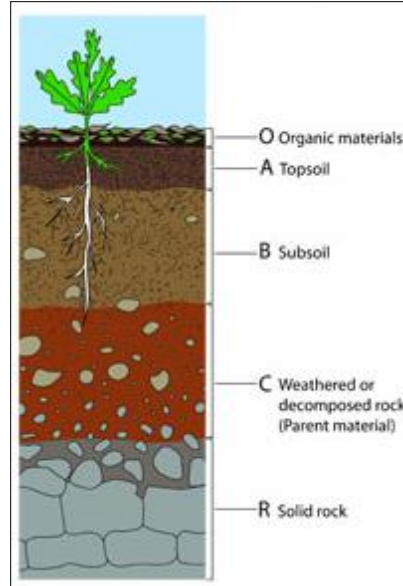
What will I know by the end of the unit?

Different rocks have different properties and the formation of soil & fossils can be explained.

- I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- I know that soils are made from rocks and organic matter.

Materials have physical properties which can be investigated and compared.

- I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Non-permeable rocks have no spaces between the particles, so water cannot pass through.
- Permeable rocks have spaces between the particles that allow water to pass through.
- I know and can describe how the main types of rock at the Earth's surface are formed: igneous, metamorphic and sedimentary.



Key vocabulary

rock	is a large mass of stone.
soil	upper layer of the earth in which plants grow.
sedimentary	rock formed from layers of sand, stones or mud.
metamorphic	rock that has changed by heat or pressure.
igneous	rocks formed by the actions of a volcano.
permeable	allowing liquids or gases to pass through.
impermeable	opposite of permeable (waterproof).
gravel	small stones mixed with coarse sand.
clay	a sticky kind of earth that can be made into pottery or bricks.
chalk	a white, soft earthy limestone
flint	a hard stone that can be shaped into blades, knives and spears for hunting.
granite	a very hard kind of rock.
sandstone	sedimentary rock made up of sand or quartz grains and cemented together.
volcano	a mountain with a hole at the top that is formed by molten lava bursting through.
erosion	is the wearing away of the earth's surface by wind or water.
drainage	a property of soil, whether it allows water to pass through easily or not.
mineral	a substance which is taken out of the ground e.g. iron ore is mined and manufactured into metal products.
fossil	is the remains or the impression left by a prehistoric plant or animal left in a rock.

Scientific investigation (TAPS)

Review:

Reporting on findings from enquiries.

- Can you group rocks based on properties?
- Can you talk about/draw a diagram/write about your findings?
- Can you draw conclusions about the least/most wearing rock?



Science Knowledge Organiser : Year 3 – Forces and Magnets

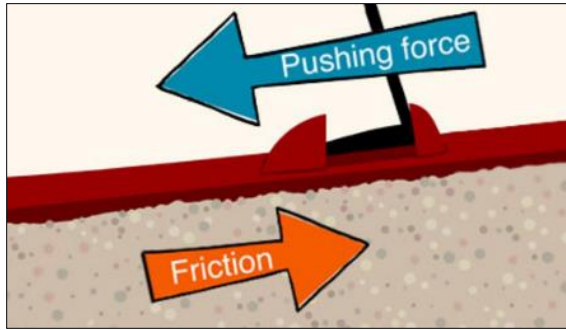
What should I already know?

- I know I can push and pull objects to make them move.

What will I know by the end of the unit?

There are contact and non-contact forces; these affect the motion of objects.

- I can compare how things move on different surfaces .
- I know that some forces need contact between two objects, but magnetic forces can act at a distance.
- I know friction causes objects to slow down and the energy becomes heat.
- I know if the forces are balanced on an object it will stay still or continue to move in the same way.
- I know if the forces are unbalanced on an object, it will move, change speed, direction or shape.
- I know magnets attract some materials and not others.
- I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- I know magnets have north and south poles. These attract each other but two north or two south poles repel each other.



Scientific investigation (TAPS)

Plan: Set up simple practical enquiries, comparative and fair tests .

- Can you decide on an approach to compare magnet strength?

Do: Gather, record and present data (in a table or bar chart) to help in answering questions .

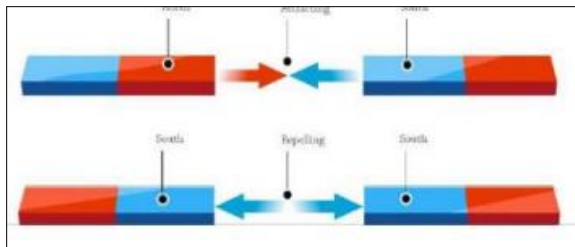
- Can you make an accurate record of your measurements?
- Can you use your results to explain how the car moves on different surfaces?

Review: Using results to draw simple conclusions, suggest improvements and raise further questions.

- Can you use results to predict and explain what may happen on the next attempt?
- Can you suggest improvements?

Key vocabulary

force	a push or pull on an object which can cause it to move, change speed, direction or shape. measured in newtons (n).
magnet	a material or object that produces a magnetic field. it attracts or repels magnetic objects, including iron.
attract	to pull towards. opposite of repel.
repel	to push away. opposite of attract.
propel	the act of driving or pushing forward.
friction	the resistance of motion when one object rubs against another.
weight	the force due to gravity on objects.
mass	the amount of matter contained in an object. g, kg.
gravity	the area around a large object when a weight can be felt.
air resistance	the frictional force of air against a moving object.
water resistance	the frictional force of water against a moving object.
acceleration	increase in the rate or speed of something.
balanced force	two forces of equal size acting in opposite directions on an object.
unbalanced force	two forces of unequal size acting in opposite directions.



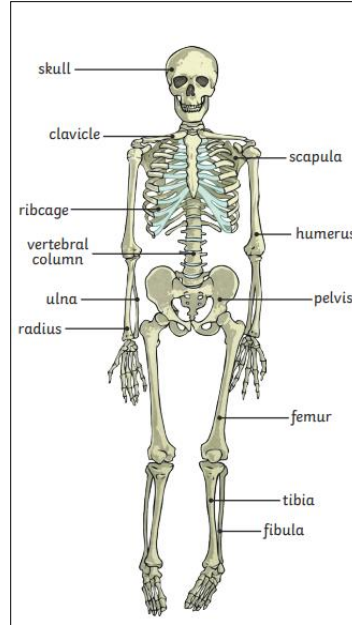
Science Knowledge Organiser : Year 3 – Animals including Humans

What should I already know?

- The basic needs of animals for survival are water, food and air.
- It is important for humans to exercise, eat the right amounts of different types of food, and stay clean.

What will I know by the end of the unit?

Life exists in a variety of forms and goes through cycles	- I know that animals, including humans, need the right types and amount of nutrition. - There are 5 main food groups (fibre, protein, fats, carbohydrates and dairy) needed for a balanced diet. - I know that animals, including humans, cannot make their own food; they get nutrition from what they eat.
The human body has a number of systems, each with its own function.	- I know that humans and some other animals have skeleton(vertebrates) and muscles for support, protection and movement. - Muscles work in pairs to move a joint. One muscle contracts (gets shorter) whilst the other relaxes (gets longer). - There are over 650 muscles in the human body. - There are 206 bones in an adult human's body. - I know blood carries water, nutrition and oxygen.



Key vocabulary

vertebrate	animals which have a backbone or spine including mammals, birds, reptiles, amphibians and fishes.
invertebrate	animals which do not have a backbone or spine including jelly fish, earthworms and tarantulas.
organ	a group of tissues that has a specific and vital function e.g. brain, lungs, liver, stomach, heart.
muscle	a band or bundle of fibres that can contract and relax to allow the body to move.
bone	hard whitish tissue which make up the human skeleton.
joint	where two or more bones join together.
tendons	cords that join muscles to bones.
blood	blood red liquid which carries oxygen to and carbon dioxide from tissues in the body.
heart	a muscular organ that pumps blood around the body to and from tissues.
lungs	pair of organs within the ribcage where oxygen is added to the blood and carbon dioxide is removed.
arteries	muscular tubes that transport blood away from the heart to other parts of the body. type of blood vessel.
veins	tubes that carry blood towards the heart once oxygen is transported to muscles.
vitamin/nutrient	substance essential for maintenance of life 4 nutrient and growth.
hydration	ensuring the body has enough water.
white blood cell	type of blood cell that fights infection.
red blood cell	type of blood cell that carries oxygen around the body.
circulatory system	combination of heart, blood and blood vessels that transport blood around the body.
saturated fats	types of fats, considered to be less healthy, that should only be eaten in small amounts.
unsaturated fats	fats that give you energy, vitamins and minerals

Scientific investigation (TAPS)

Plan: Ask relevant questions and use different types of scientific enquiries to answer them.	- Can you turn questions into a form that can be investigated? - Can you use your findings to make further predictions?

Science Knowledge Organiser : Year 3 – Plants

What should I already know?

- I know plants go through cycles and can observe and describe how seeds and bulbs grow into mature plants.

What will I know by the end of the unit?

- I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- I understand how water is transported within plants.
- I know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Pollination occurs when pollen from the anther is transferred to the stigma by bees and other insects.
- The pollen travels down and meets the ovule. When this happens, seeds are formed - this is called fertilisation.
- Seeds are then dispersed so that germination can begin again.

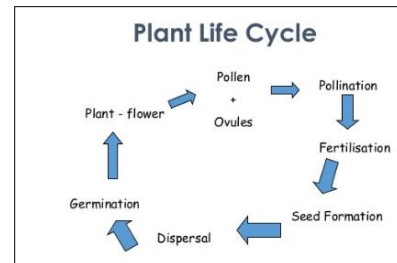
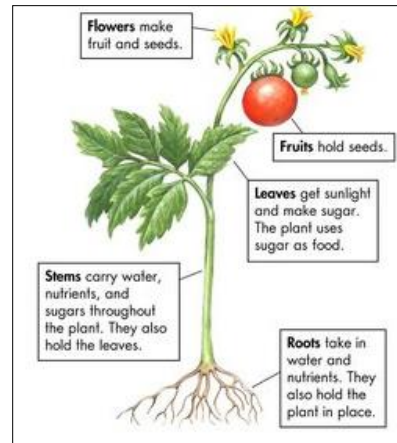
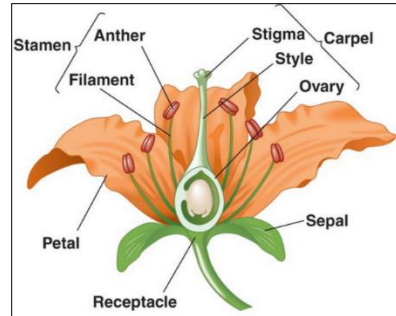
Scientific investigation (TAPS) x

Do: Make systematic and careful observations and measurements using standard units.

- Can you use simple apparatus to measure water/height?
- Can you record your measurements?

Review: Use straightforward scientific to answer questions or to support their findings.

- Can you make careful observations?
- Can you use observations to suggest how water is transported?



Key vocabulary

absorb	soak up or take in.
anther	the part of a stamen that produces and releases the pollen.
bulb	a root shaped like an onion that grows into a flower or plant.
carbon dioxide	a gas produced by animals and people breathing out.
deciduous	a tree that loses its leaves in the autumn every year.
dispersed	scattered, separated, or spread through a large area.
dissect	to carefully cut something up in order to examine it scientifically.
evergreen	a tree or bush which has green leaves all the year round.
fertilisation	in plants, where pollen meets the ovule to form a seed.
germination	if a seed germinates or if it is germinated, it starts to grow
life cycle	the series of changes that an animal or plant passes through from the beginning of its life until its death.
mature	when something matures, it is fully developed.
nutrients	substances that help plants and animals to grow.
ovule	a small egg petal thin coloured or white parts which form part of the flower.
petal	thin coloured or white parts which form part of the flower
pollen	a fine powder produced by flowers. it fertilises other flowers of the same species so that they produce seeds.
pollination	to pollinate a plant or tree means to fertilise it with pollen. this is often done by insects.
roots	the parts of a plant that grow under the ground.
seed	the small, hard part from which a new plant grows
stem	the thin, upright part of a plant on which the flowers and leaves grow
stigma	the top of the centre part of a flower which takes in pollen.
transported	taking something from one place to another.
trunk	the large main stem from which the branches grow.
vegetation	plants, trees and flowers.



Science Knowledge Organiser : Year 4 - Electricity

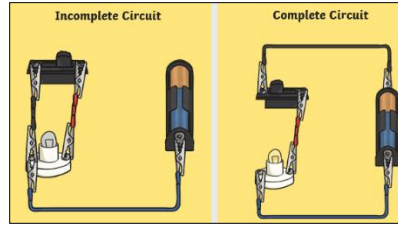
What should I already know?

- Electricity is a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices.
- Sources of light and sound may need electricity to work.

What will I know by the end of the unit?

Common appliances run on electricity either from the mains or from batteries.

- Electricity is generated using energy from natural sources such as the Sun, oil, water and wind. These can also be called fuel sources.
- A complete circuit is a loop that allows electrical current to flow through wires.
- A circuit contains a battery (cell), wires and an appliance that requires electricity to work (such as a bulb, motor or buzzer).
- A switch can break or reconnect a circuit.
- A switch controls the flow of the electrical current around the circuit. When the switch is off, the current cannot flow. This is not the same as an incomplete circuit
- Objects that are made from materials that allow electricity to pass through a create a complete circuit are called electrical conductors.
- Objects that are made from materials that do not allow electricity to pass through and do not complete a circuit are called electrical insulators.
- Metals are good conductors.



Symbol	Picture	Meaning
		Bulb
		Battery
		Wire



Key vocabulary

appliances	a device or machine in your home that you use to do a job such as cleaning or cooking.
battery	small devices that provide the power for electrical items such as torches.
bulb	the glass part of an electric lamp, which gives out light when electricity passes through it.
buzzer	an electrical device that is used to make a buzzing sound.
cell	a synonym for battery
circuit	a complete route which an electric current can flow around.
component	the parts that something is made of .
conductor	a substance that heat or electricity can pass through or along .
current	a flow of electricity through a wire or circuit.
device	an object that has been invented for a particular purpose.
electricity	a form of energy that can be carried by wires and in used for heating and lighting, and to provide power for devices.
energy	the power from sources such as electricity that makes machines work or provides heat.
fuel	a substance such as coal, oil, or petrol that is burned to provide heat or power .
generate	cause it to begin and develop.
insulator	a non-conductor of electricity or heat mains where the supply of water, electricity, or gas enters a building.
motor	a device that uses electricity or fuel to produce movement
switch	a small control for an electrical device which you use to turn the device on or off.
wires	wires a long thin piece of metal that is us.

Scientific investigation (TAPS)

Review: Report on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions.

- Can you explain results and your conclusions?
- Can you recognise common conductors and insulators, and associate metals with being good conductors?

Science Knowledge Organiser : Year 4 - Sound

What should I already know?

- Hearing is one of my five senses.
- Sounds can be combined using musical instruments.

What will I know by the end of the unit?

Sound can be reflected & absorbed and enable us to hear.

- Sounds are made by something vibrating.
- The object that makes the sound is called the source. Vibrations from sounds travel through a medium (such as air, water, glass, stone, and brick) to the ear. These are called sound waves.
- The sound waves travel to the ear and make the eardrums vibrate.
- Messages are sent to the brain which recognises the vibrations as sounds.
- A vibration with lots of energy makes a powerful sound wave and therefore a loud sound.
- High pitch sounds are created by short sound waves and Low pitched by long sound waves.

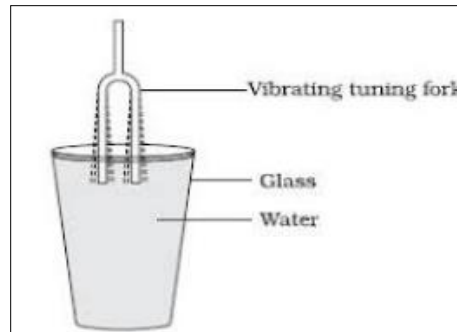
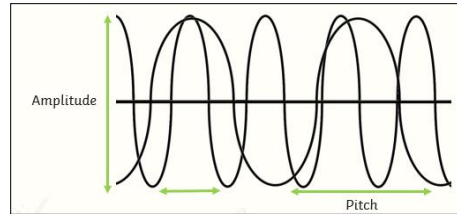
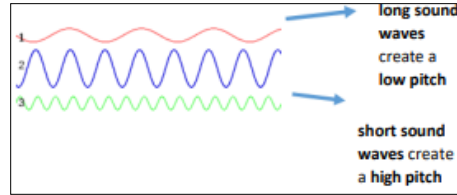
Scientific investigation (TAPS)

Plan: Ask relevant questions and use different types of scientific enquiries to answer them.

- Can you suggest how to alter the pitch?
- Can you carry out tests of these ideas?

Review: Identify differences, similarities or changes related to simple scientific ideas and processes.

- Can you explain how to make the best possible string telephone and suggest reasons for the improvements?



Key vocabulary

amplitude	a measure of the strength of a sound wave.
decibel	a measure of how loud a sound is.
electricity	a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices.
energy	the power from sources such as electricity that makes machines work or provides heat.
frequency	a measure of how many times per second the sound wave cycles.
medium	something that makes possible the transfer of energy from one location to another.
pitch	how high or low a sound is.
power	power is energy, especially electricity, that is obtained in large quantities from a fuel source and used to operate lights, heating, and machinery.
sound waves	invisible waves that travel through air, water, and solid objects as vibrations
source	where something comes from.
transmit	to pass from one place or person to another.
travel	how something moves around.
vibrations	invisible waves that move quickly.
volume	how loud or quiet a sound is.



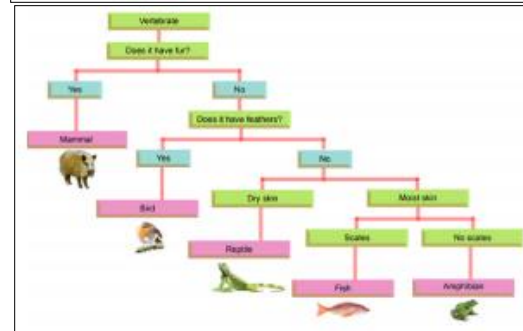
Science Knowledge Organiser : Year 4 - Living Things and Habitats

What should I already know?

- Animals can be grouped into vertebrates (and then further into fish, reptiles, amphibians, birds and mammals) and invertebrates.
- Animals can be grouped into carnivores, herbivores and omnivores.
- The differences between the teeth of carnivores and herbivores.
- The names of some common wild and garden plants and deciduous and evergreen trees.
- Examples of habitats (including microhabitats) and the animals and plants that can be found there.
- Living things depend on each other to survive.
- How food chains and food webs work.
- How land use has changed over time and the effects this has on the environment (e.g. urban development).

What will I know by the end of the unit?

- All living things, which can also be called organisms, have to do certain things to stay alive. These are the life processes: movement, respiration, sensitivity, growth, reproduction, excretion and nutrition.
- Living things can be grouped in a variety of ways (where they live, what type of organism they are, what features they have).
- Classification keys (a tool that is used to group living things) can be used to help group, identify and name a variety of living things in their local and wider environment.
- Environments can change and that this can sometimes pose dangers to living things.
- Habitats can change throughout the year and this can have an effect on the plants and animals that live there.
- Humans can have positive and negative effects on the environment:
 - Positive effects: nature reserves, ecological parks.
 - Negative effects: litter, urban development.



Scientific investigation (TAPS)

Do: Gather, record and classify data.

- Can you group living things in different ways?

Key vocabulary

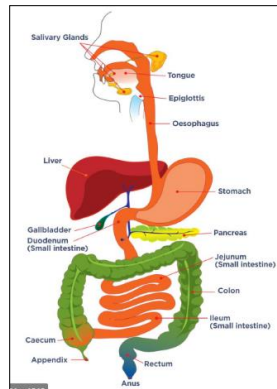
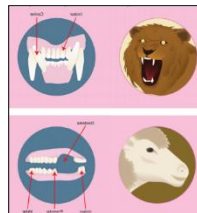
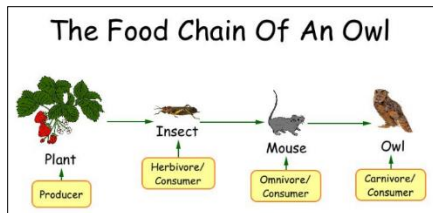
biomes	a natural area of vegetation and animals.
carnivore	an animal that eats meat.
classification	a key a system which divides things into groups or types.
deciduous	trees that lose leaves in the autumn every year.
environment	all the circumstances, people, things, and events around them that influence their life.
evergreen	a tree or bush which has green leaves all the year round.
excretion	the process of eliminating waste from the body.
food chain	a series of living things which are linked to each other because each thing feeds on the one next to it in the series.
habitat	the natural environment in which an animal or plant normally lives or grows.
herbivore	an animal that only eats plants.
invertebrate	a creature that does not have a spine, for example an insect, a worm, or an octopus.
microhabitat	a small part of the environment that supports a habitat, such as a fallen log in a forest.
nutrition	the process of taking food into the body and absorbing the nutrients in those foods.
omnivore	person or animal eats all kinds of food, including both meat and plants.
organism	a living thing.
reproduction	when an animal or plant produces one or more individuals similar to itself.
respiration	process of respiring; breathing; inhaling and exhaling air.
sensitivity	responding to the external environment.
vertebrate	a creature which has a spine.



Science Knowledge Organiser : Year 4 - Animals Including Humans

What should I already know?
- Animals including humans cannot make their own food; they get nutrition from what they eat. - Animals and plants depend on each other to survive. - All living things (or things that were once living) have a part to play in food chains. Without them, other animals and plants may not be able to survive.
What will I know by the end of the unit?
- Humans have three main types of teeth: a) Canines – used for tearing and ripping food b) Incisors – help you bite off and chew pieces of food. c) Molars – help you crush and grind food. - Carnivores and herbivores have different types of teeth, to suit the type of food they eat. - Our body needs food to provide it with energy, vitamins, and minerals. - The digestive system breaks down food into substances that the various organs and cells in our body can use. - The digestive system acts in stages to digest our food: 1) chewing 2) swallowing 3) stomach 4) large intestines 5) small intestines. - Food chains are made up of producers, predators and prey. - Producers use the sunlight to create their own food. - A food chain shows the path of energy from one living thing to another. - Decomposers, like bacteria, are necessary for all food chains.

Key vocabulary	
digestion system	designed to extract the goodness from food and get rid of the leftovers
nutrition	the substance that you take into your body as food and the way that they influence your health
muscles	one of the many tissues in the body that can tighten and relax to produce movement
saliva	mostly made of water and it helps you to chew, taste and swallow food. it contains enzymes which start to break down food
enzymes	special molecules in the body which act to create a chemical which breaks down food
oesophagus	the tube in the body that takes food from the mouth to the stomach
stomach	an organ in the body where food is digested.
intestine	a long tube through the body which food travels from the stomach and out the body while it is being digested.
incisor	eight teeth at the front of the mouth which have a sharp, straight edge and help cut up the food.
canines	four teeth which are tall and pointed and are used to tear food.
premolars	eight teeth behind the canines and are lower and bumpy and help to grind food.
molars	twelve molars at the back of the mouth are big, flat teeth that also help to grind and chew.
enamel	yellowish-white hard material covering a tooth.
tooth decay	when bacteria in the mouth begin to eat away at teeth.
food chain	shows how the lives of organisms are linked in natural communities made up of a series of organisms that eat each other. it shows how energy is transferred from one organism to another.
predators	an animal that hunts, kills and eats other animals.
herbivores	an animal that eats only plants.
omnivore	an animal that eats both plants and animals.
carnivores	an animal that eats meat.
producer	plants in a food chain.



Scientific investigation (TAPS)	
Do: Gather, record and classify data	Can you group living things in different ways?



Science Knowledge Organiser : Year 4 - States of Matter

What should I already know?

- How to compare and group together different kinds of materials on the basis of their appearance and simple physical properties.
- The suitability of a variety of everyday materials for different purposes.

What will I know by the end of the unit?

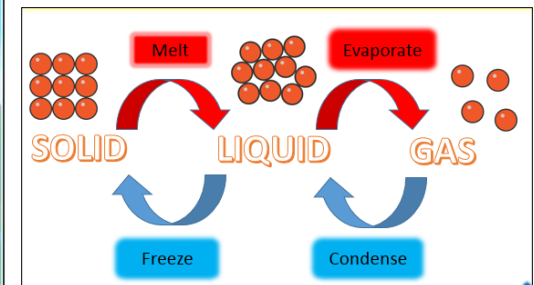
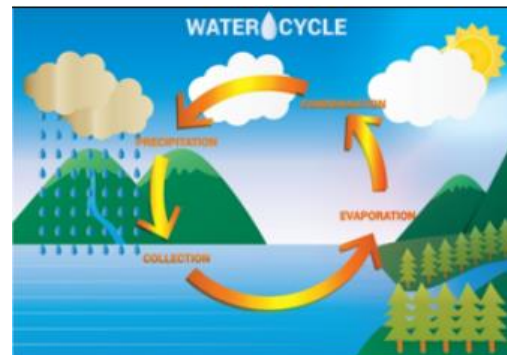
- Solids stay the same shape. They can be held in your hands and can be cut into a new shape. Examples – wood, metal, rock, ice.
- Liquids flow and can be poured. They change shape fill the container and their volume never changes. Examples – water, juice, oil
- Gases are often invisible. They always fill the container and their shape & volume change. Examples – oxygen, hydrogen, carbon dioxide
- All materials are made of particles.
- Some materials change state when they are heated or cooled.
- When heated, particles have more energy and when cooled they have less energy.
- Different materials have different temperatures at which they change state.
- Temperature is measured in degrees celsius (°C)
- Evaporation and condensation are processes in the water cycle.
- The rate of evaporation is affected by temperature

Key vocabulary

matter	objects that take up space and have mass. everything around you is made up of matter.
solid	a solid holds its shape and has a fixed volume.
liquid	a liquid fills up the shape of the bottom of a container. it forms a pool, not a pile and also has a fixed volume
gas	a gas can escape from an unsealed container. it fills up the space it is in, and does not have a fixed volume.
evaporation	the process of a liquid heating and changing into a gas.
condensation	the process of a gas cooling and changing into a liquid.
melting	the process of a solid heating and changing into a liquid.
freezing	the process of a liquid cooling and changing into a solid.
temperature	the degree or intensity of heat present in a substance or object and shown by a thermometer or perceived by touch.
celsius	a scale of temperature on which water freezes at at 0° (and boils at 100°) under standard conditions.
particle	a tiny amount of something. you can't see them with your eyes!
reversible	capable of being reversed so that the previous state is restored.
irreversible	not able to be undone or altered – a chemical change has occurred.
the water cycle	the complete journey that water makes, from one place to the other, and from one state to the other.
precipitation	when water or snow fall from a cloud.

Scientific investigation (TAPS)

Plan: Set up a fair test	• Can you identify what to observe/measure to see if there is a difference?
Do: Take accurate measurements using standard units, using a range of equipment	• Can you use a thermometer to measure temperature accurately?

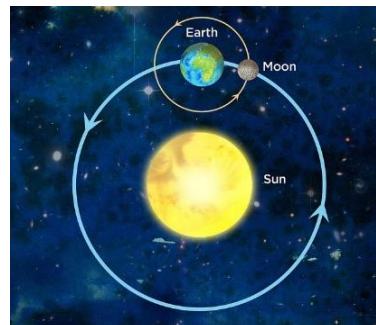
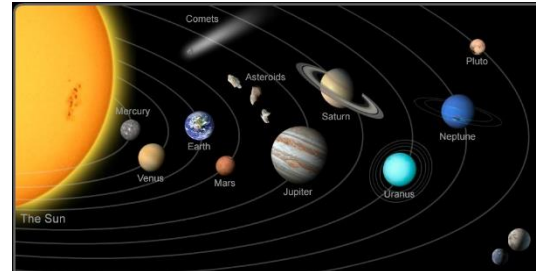


Science Knowledge Organiser : Year 5 – Earth and Space

What will I know by the end of the unit?	
What causes day and night?	- The Earth rotates on it's axis anti-clockwise and makes a complete rotation over 24 hours (a day) - This makes it appear as the sun moves through the sky but the earths rotation causes day and night - Different parts of the earth experience daylight at different times– the means that morning and night are in different places. This is also the reason we have time zones - As the earth rotates, shadows that are formed change in size and orientations.
Year length and the seasons	- The earth takes 365 and a quarter days to orbit the sun - Because of the extra quarter of a day it take to orbit the sun, every four years the Earth is a leap year! - It is the Earth tilt that causes seasons
The moon	- The moon orbits the Earth anticlockwise and takes approximately 28 days - The Moon spins once on its axis every time it orbits Earth. This means that we only see one side of the moon - The moon has different phases depending on where it is in orbit - The moons gravity causes high and low tides.
What is a solar system?	- There are 8 planets in our solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune). Pluto is a dwarf planet - They all orbit the Sun, which is a star, and they all have moons - The first four planets are relatively small and rocky, while the four outer planets are gas giants (Jupiter and Saturn) or ice giants (Uranus and Neptune) - There are also asteroids, meteoroids and comets in the solar system - The solar system is in a galaxy called the Milky Way - The galaxy is in the universe.

What should I already know?
- We have four seasons (autumn, winter, spring and summer) - The sun is a source of light but the moon is not - The a shadow is caused when an object blocks light from passing through it - The properties of a sphere

Scientific investigation (TAPS)	
Gather and record data using tables and graphs	- Can children design simple tables to record results? - Can children present results as a bar chart or line graph?



Key vocabulary	
asteroid	a rock that orbits the sun in a belt between mars and jupiter
axis	an imaginary line through the middle of something
comet	a bright object with a long, tail that travels around the sun
galaxy	an extremely large group of stars and planets. our galaxy is called the milky way
gravity	the force which causes things to drop to the ground
meteorite	a rock from outer space that has landed on earth
orbit	the curved path in space that is followed by an object going around and round a planet, moon or star
planet	a large round object in space that moves around a star
solar system	the sun and all the planets that go around it
star	a large ball of burning gas in space
time zones	one of the areas into which the world is divided where the time is calculated as being a particular number of hours behind or ahead of gmt (greenwich mean time)
universe	the whole of space and all the start, planets and other forms of matter and energy in it.



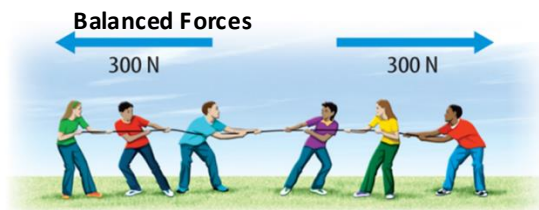
Science Knowledge Organiser : Year 5 – Forces

What will I know by the end of the unit?	
What is Gravity?	- Objects fall towards the Earth because of the force of gravity acting between the earth and the falling object - Gravity is the force which draws objects and planets towards its center - Gravity keeps all of the planets in orbit around the sun
What is air resistance?	Air resistance (or drag) acts against gravity on falling objects and this is how a parachute works.
What affects the motion of objects?	Some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.

What should I already know?
- How things move on different surfaces - That some forces need contact between two objects, but magnetic forces can act at a distance - Magnets attract or repel each other and attract some materials and not others - Group a variety of everyday materials on the basis of whether they attract to a magnet - That magnets have two poles

Scientific investigation (TAPS)	
Identify the effect of water resistance.	
Explain the degree of trust in the results.	- Can children use test results to make predications relating water resistance to surface area? - Can children identify variables which may affect the results?
Identify the effect of air resistance that acts between moving surfaces	
Measure, take repeat readings.	- Can children improve accuracy by repeating measurements? - Can children identify patterns in results?

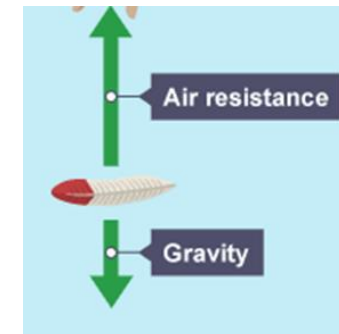
Key vocabulary	
air resistance	a force that is caused by air with the force acting in the opposite direction to an object moving through the air
force	a push or pull upon an object resulting from its interaction with another object
friction	the resistance that one surfact or object encounters when moving over another
gravity	the force that attracts a body towards the center of the earth
levers	a rigid bar resting on a pivot that is used to move a heavy object
pull force	to draw something towards you.
push force	to move something by using force
water resistance	a force that is caused by water with the force acting in the opposite direction to an object moving through the water



PUSH



PULL



Science Knowledge Organiser : Year 5 – Materials and their Properties

What should I already know?

- Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- The shape of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Know the different between an object and the material from which it is made.
- Know the names of different everyday materials including woods, plastic, glass, metal, rock and water.
- Group everyday materials based on their simple physical properties.

What will I know by the end of the unit?

- Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, conductivity, and response to magnets
- Decide how mixtures might be separated, including through filtering, sieving and evaporating
- Compare the use of different everyday materials such as metals, wood, plastic .

Key vocabulary

conductor	a material or device which allows heat or electricity to carry through
dissolve	when something solid mixes with a liquid and becomes part of the liquid
evaporation	the process of turning from liquid to vapour
flexible	capable of bending easily without breaking
gas	an air-like fluid substance which expands freely to fill any space available
insulator	something which keeps in heat
irreversible	cannot be reversed back to its original state
liquid	a substance that flows freely but can be measured by volume e.g water
magnetic	capable of being magnetized or attracted by a magnet
material	the matter from which a thing is or can be made from
opaque	not able to see through, not transparent
reversible	able to be reversed back to its original state
solid	firm and stable in shape, not a liquid or fluid
soluble	able to dissolved, especially in water
thermal	relating to heat
transparent	allow light to pass through so that objects behind can be seen

Scientific investigation (TAPS)

Gather and record data of increasing complexity using tables	- Can children record data clearly and accurately? - Can children record repeat readings?
Plan different types of scientific enquiry including recognising and controlling variables	- Can children plan and carry out a fair test to compare the absorbency of different brand nappies? - Can children explain why the test is/is not fair?
Use test results to make predication to set up further comparative and fair tests	Can children carry out an investigation to test a hypothesis?
Plan scientific enquiry to answer question and recognise and control variable where necessary	Can children plan a fair test to investigate factors affecting the speed which solids dissolve in water?

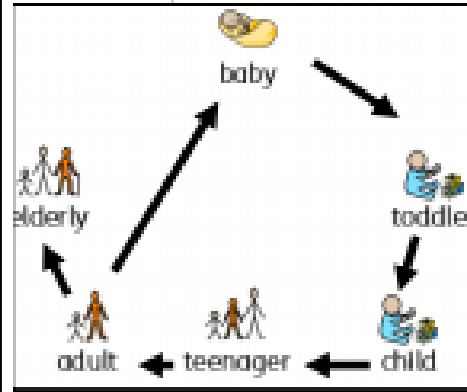
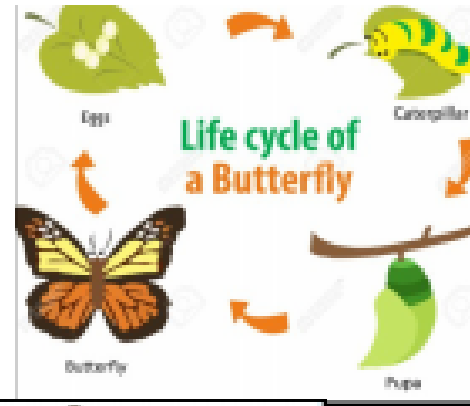
Reversible and Irreversible Changes



Science Knowledge Organiser : Year 5 – Living Things and Habitats

What should I already know?
- Recognise that living things can be grouped in a variety of different ways - Group and identify some living things in our local and wider environment - Recognise that environments change and the dangers these have to living things.

What will I know by the end of the unit?
What is reproduction ? - Sexual reproduction requires two parents with female and male gametes (cells) - Asexual reproduction will produce offspring that is identical to them and it requires only one parent.
How do plants reproduce? - Male Gametes can be found in the pollen - Female Gametes can be found in the Ovary - Pollination occurs when pollen from another anther is transferred to the stigma by the bees and other insects - The pollen then travels down and meets the Ovule which causes seeds to form - Seeds are then dispersed which causes germination to occur again
What are examples of lifecycles? The lifecycles of mammals, birds and amphibians and insects have differences and similarities.



Scientific investigation (TAPS)
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
Report and present findings from enquiries, in oral and written forms such as displays and other presentations, using appropriate scientific language.
- Can children present their research clearly? - Can children present using scientific language?

Key vocabulary	
anther	the part of a stamen that releases the pollen
bulb	a root shaped like an onion which grows into a plant
cell	the smallest part of a plant that allows it to function independently
dispersed	scattered, spread, or separated through a large area
fertilization	male and female gametes meet to form a seed or an embryo
germination	if a seed germinates or is germinated, it is growing
life cycle	the series of changes that an animal or plant passes through from the beginning of it's life, to it's death
metamorphosis	a person or a thing that develops or changes into something completely different.
pollination	to pollinate a plant or tree means to fertilize other flowers of the same species so that they produce seeds
pollen	a fine powder produced by flowers. it fertilizes other flowers of the same species so that they produce seeds.
reproduction	when an animal or plant produces one or more individual similar to itself
stigma	the top of the center of a flower which takes in pollen

Science Knowledge Organiser : Year 5 – Animals including Humans

What should I already know?

- The simple functions of the basic parts of the digestive system in humans
- The different types of teeth in humans and their simple functions
- Understand a variety of food chains and know what a producer, predator and prey is.

What will I know by the end of the unit?

Describe the changes as humans develop to old age.	• Describe the difference in the life cycles of mammals, animals, an amphibian, an insect and a bird • Life cycles develop in cycles. • Understand that the lifecycles of different mammals and animals are different to each other.

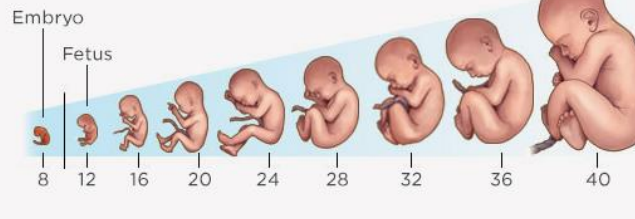
Scientific investigation (TAPS)

Describe the changes as humans develop to old age

Take measurements using a range of different materials	• Can children record and present results clearly?



Fetal Growth From 8 to 40 Weeks



Key vocabulary

adolescent	the process of developing from a child into an adult
adult	a person who is fully grown or developed
asexual reproduction	offspring get genes from one parent so are clones of their parents
child	a young human being below the age of puberty or below the legal age of majority
foetus/ fetus	an unborn or unhatched offspring of a mammal, in particular an unborn human more than eight weeks after conception
gestation	the time of developing inside the womb between conception and birth
life expectancy	the average period that you may expect to live
mammal	a warm blooded vertebrate animal, distinguishable by the possession of hair or fur, females secreting milk for young and typically giving birth to live young
offspring	a persons child or children/ an animals young
puberty	the period during which adolescents reach sexual maturity and become capable of reproduction
reproduction	the production of offspring by a sexual or asexual process
sexual reproduction	offspring get genes from both mum and dad, inheriting a mix of features from both

Science Knowledge Organiser : Year 6 – Classification

What should I already know?

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

What will I know by the end of the unit?

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

Scientific investigation (TAPS)

Give reasons why a particular invertebrate belongs to a certain group

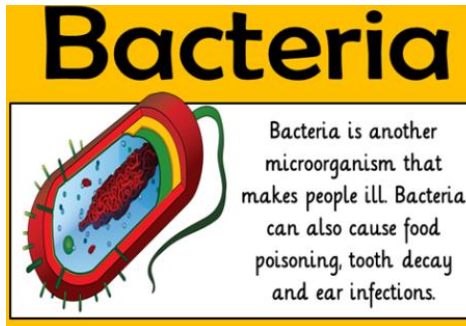
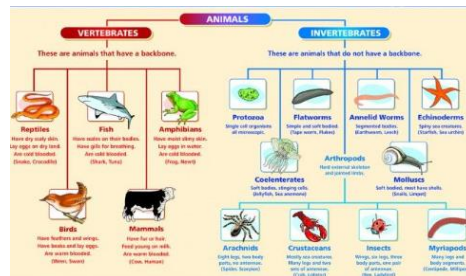
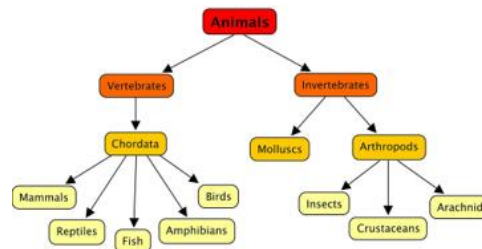
Report and present findings from enquiries using appropriate scientific language

- Can children report and present information about an invertebrate classification group

Give reasons for classifying plants and animals based on specific characteristics

Record the results of a survey using a classification key

- Can children create questions which separate animal groups?
- Can children use a classification key?
- Can children record their research clearly, using scientific language?



Key vocabulary

amphibian	a cold-blooded vertebrate animal that compromises frogs, toads, newts, salamanders and caecilians
annelid	a segmented worm
arachnid	an animal that has eight legs and a body formed of two parts
bird	a warm-blooded egg-laying vertebrate animal distinguished by the possession of feathers, wings, a beak and typically able to fly
crustaceans	mostly live in water with a hard shell and segmented body
habitat	the natural home or environment of an animal, plant or other organism
insect	a small animal that has six legs and generally one or two pairs of wings
invertebrate	an animal lacking a backbone
mammal	a warm-blooded vertebrate animal, distinguishable by the possession of hair or fur, females secreting milk for young and typically giving birth to live young
microorganism	a microscopic organism, especially a bacteria, virus or fungus
reptile	a vertebrate animal that has dry scaly skin and typically lay soft-shelled eggs on land
vertebrate	an animal with possession of a backbone/ spinal column



Science Knowledge Organiser : Year 6 – Evolution

What should I already know?

- Which things are living and which are not.
- Identifying animals (e.g. amphibians, reptiles, birds, fish, mammals, invertebrates) and plants using classification keys
- Animals that are carnivores, herbivores and omnivores.
- Animals have offspring which grow into adults.
- Some animals have skeletons for support, protection and movement.
- Food chains, food webs and the role of predators and prey.
- Sometimes environments can change and this has an effect on the plants and animals that exist there
- Living things breed to produce offspring which grow into adults. This is called reproduction.
- The role of Mary Anning in paleontology The features of some rocks and the role they play in the formation of fossils.

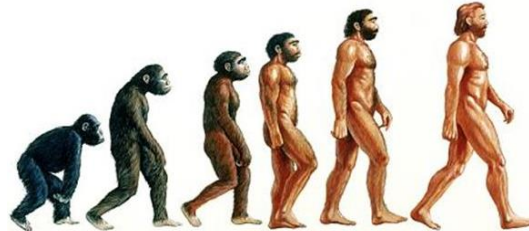
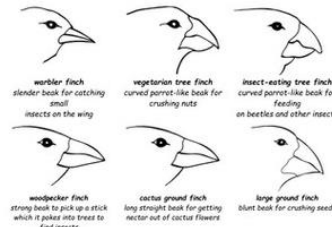
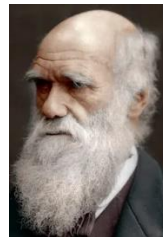
Scientific investigation (TAPS)

- Can the children explain how they are testing the strength of the eggs?
- Can the children consider the trustworthiness of their method/results?
- Can children use evidence (from fossils or research) to develop ideas?
- Can children discuss whether evidence supports ideas?

What will I know by the end of the unit?

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Charles Darwin, an evolutionary scientist, studied different animal and plant species, which allowed him to see how adaptations could come about. His work on the finches was some of his most famous.



Key vocabulary

adaptation	a change in structure or function that improves the chance of survival for an animal or plant within a given environment
ancestor	an early type of animal or plant from which a later, usually dissimilar, type has evolved
biodiversity	a wide variety of plant and animal species living in their natural environment
evolution	a process of change that takes place over many generations, during which species of animals, plants, or insects slowly change some of their physical characteristics
extinct	no longer has any living members, either in the world or in a particular place
fossil	the hard remains of a prehistoric animal or plant that are found inside a rock
generation	the act or process of bringing into being; through reproduction, especially of offspring
inherit	If you inherit a characteristic you are born with it, because your parents or ancestors also had it
natural selection	a process by which species of animals and plants that are best adapted to their environment survive and reproduce, while those that are less well adapted die out
offspring	a person's children or an animal's young
paleontology	the study of fossils as a guide to the history of life on Earth
species	a class of plants or animals whose members have the same main characteristics and are able to breed with each other
theory	a formal idea or set of ideas that is intended to explain something

Science Knowledge Organiser : Year 6 – Light

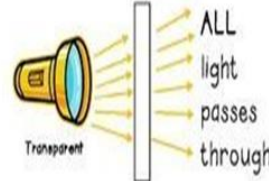
What should I already know?

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

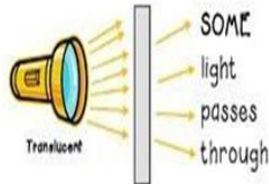
What will I know by the end of the unit?

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

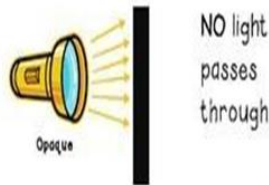
Translucent, Transparent & Opaque



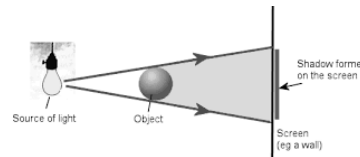
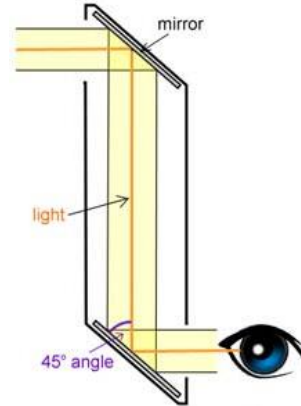
ALL light passes through



SOME light passes through



NO light passes through



Scientific investigation (TAPS)

Use the idea that light appears to travel in straight lines to explain why shadows have the same shape as their objects

Take accurate measurements and record data on a graph

- Can children make accurate measurements?
- Can children choose the appropriate type of graph to present their results?

Key vocabulary

absorption	an object which takes in light, opposite to reflection (bouncing back)
Filter	Pass through a device to remove unwanted material (liquid, gas, light or sound)
lens	piece of glass or other see-through material that is curved on one or both sides.
Light source	Something that provides light, whether it be a natural or artificial source of light (e.g. the sun, a torch)
opaque	not capable of having light pass through it. (e.g. black sheet of card)
Periscope	An apparatus consisting of a tube of attached to a set of mirrors or prisms through which an observer can see things that are otherwise out of sight
Reflection	The throwing back by a body or surface of light, heat or sound without absorbing it
refraction	bending of light as it passes through one substance to another.
Shadow	A dark area or shape produced by a body coming between rays of light and a surface
Spectrum	A band of colours, as seen in rainbows, produced by separation of the components of light by their different degrees of refraction
translucent	light may pass through but images on the other side are not clearly visible.
transparent	light passes through and images are clearly visible on the other side

Science Knowledge Organiser : Year 6 – Animals including Humans

What should I already know?

- Describe the changes as humans develop to old age.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

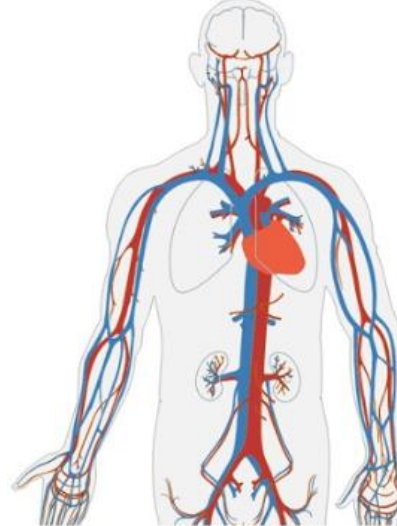
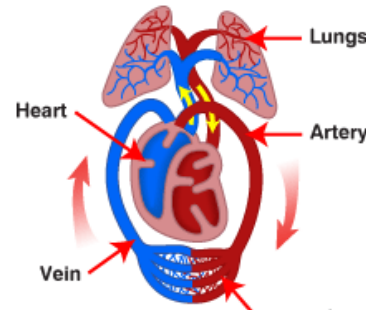
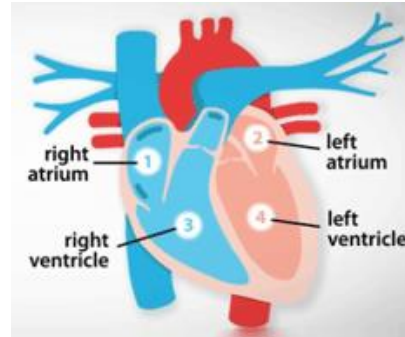
What will I know by the end of the unit?

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Scientific investigation (TAPS)

Use test result to make predictions to set up further comparative and fair tests

- Can children plan a scientific enquiry to answer their question?
- Can children explain their findings and consider the degree of trust in their results?
- Can children make predictions based on their results?



Key vocabulary

aorta	the main artery through which blood leaves your heart before it flows through the rest of your body
arteries	a tube in your body that carries oxygenated blood from your heart to the rest of your body
atrium	one of the chambers in the heart
blood vessels	the narrow tubes through which your blood flows. Arteries, veins and capillaries are blood vessels.
capillaries	tiny blood vessels in your body
carbon dioxide	a gas produced by animals and people breathing out
circulatory system	the system responsible for circulating blood through the body
deoxygenated	blood that does not contain oxygen
heart	the organ in your chest that pumps the blood around your body
lungs	two organs inside your chest which fill with air when you breathe in. They oxygenate the blood and remove carbon dioxide from it
nutrients	substances that help plants and animals to grow
organ	a part of your body that has a particular purpose
oxygen	a colourless gas that plants and animals need to survive
oxygenated	blood that contains oxygen
pulse	the regular beating of blood through your body. How fast or slow your pulse is depends on the activity you are doing
respiration	process of respiring; breathing ; inhaling and exhaling air
veins	a tube in your body that carries deoxygenated blood to your heart from the rest of your body
ventricle	one of the chambers in the heart

Science Knowledge Organiser : Year 6 – Electricity

What should I already know?

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

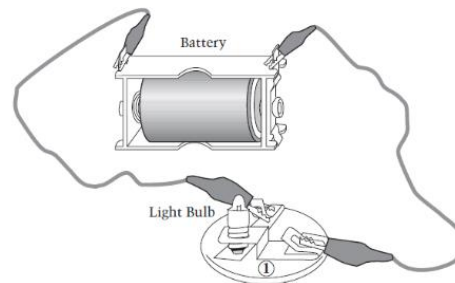
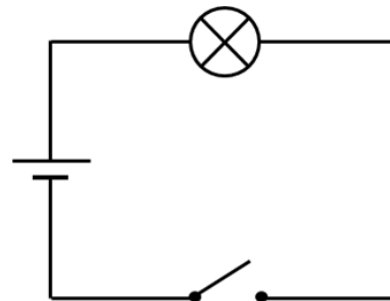
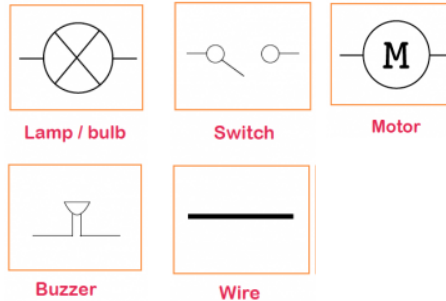
What will I know by the end of the unit?

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

Scientific investigation (TAPS)

Compare variations in how components function.

Plan a scientific enquiry to answer a question, recognising and controlling variables.	- Can children raise a question relating to simple circuits and the brightness of the bulb? - Can children decide what evidence to collect in order to answer the question?

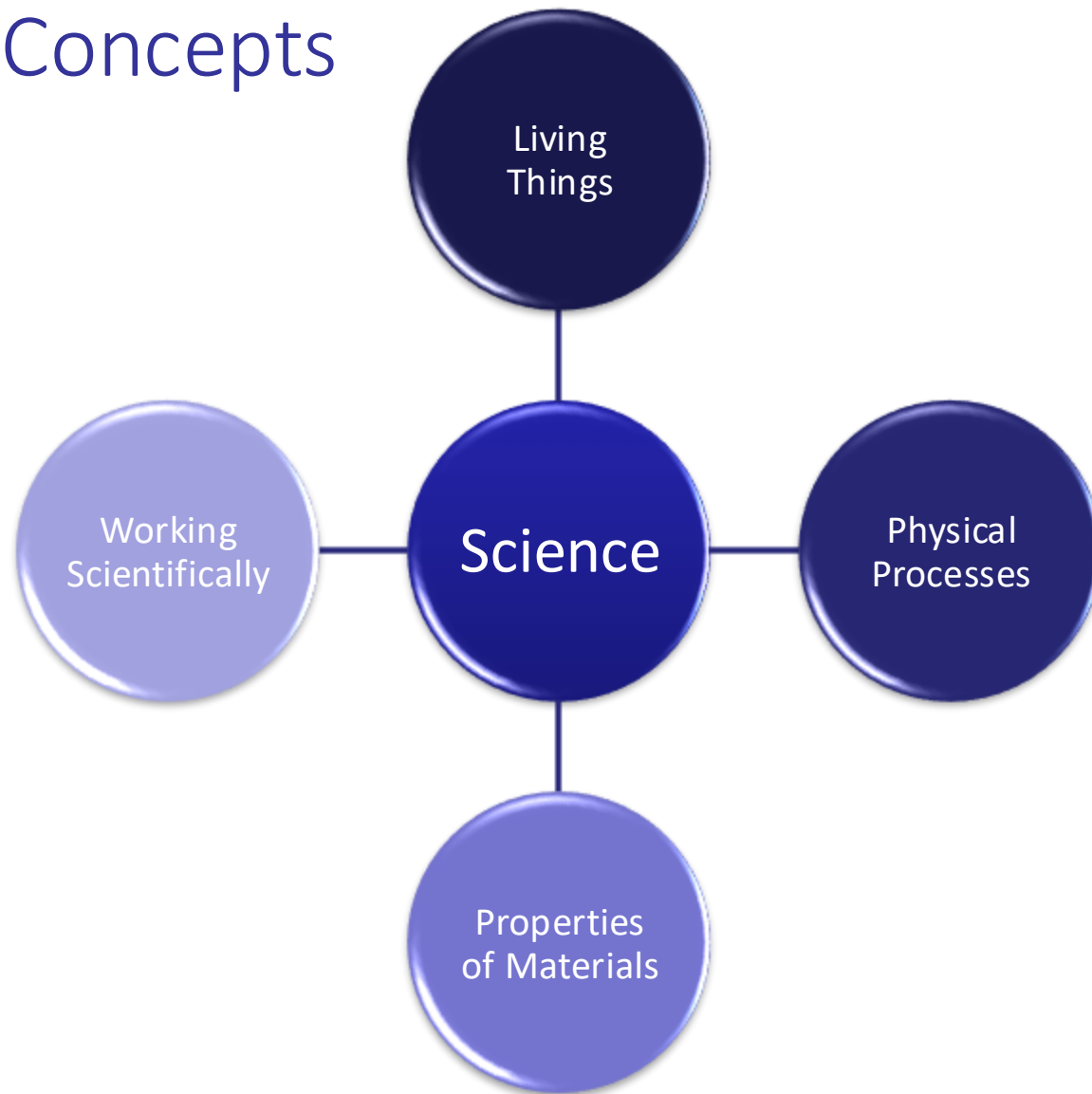


Key vocabulary

battery	a container consisting of one or more cells where chemical energy is converted into electricity and used as a source of power
bulb	a glass bulb which provides light by passing an electrical current through a filament
buzzer	an electrical device that makes a buzzing noise and is used for signalling
cell	a device containing electrodes that is used for generating current
circuit	a complete and closed path around which a circulating electric current can flow
conductor	a material or device which allows heat or electricity to carry through
current	a flow of electricity which results from the ordered directional movement of electrically charged particles
electricity	a form of energy resulting from the existence of charged particles
filament	a conducting wire or thread with a high melting point that forms part of an electric bulb
motor	a machine powered by electricity that supplies motive power for a vehicle or other moveable device
switch	a device for making and breaking the connection in an electric circuit
voltage	an electrical force that makes electricity move through a wire, measured in volts



Science Key Concepts



Science Progression Map – Living Things

Year 1

- point out some differences between humans, other animals and non-living things in terms of features
- recognise and name parts of the body of both humans and animals
- recognise simple changes that take place as an animal gets older
- identify the five senses and the location of each sense organ
- recognise and name the external parts of plants (e.g. leaf, flower)
- recognise that plants are living and need water and light to grow
- describe groups of plants (e.g. trees, grass, moss, pondweed)
- name some local plants and animals
- sort living things from inanimate objects

Year 2

- describe the basic conditions required for plants and animals to survive (food, water, air, warmth, light)
- know that living things grow and reproduce
- compare humans and other animals including comparing babies and toddlers and the young of other animals at different stages
- recognise that a human's appearance changes over time but that some features can be changed
- recognise a variety of basic food types and know that a balance is needed to stay healthy
- recognise similarities and differences between themselves and others and treat others
- understand the need to exercise to stay healthy
- know that different things are found in different places (e.g. ponds, woods etc)
- know that flowering plants produce seeds which grow into new plants
- describe changes observed as plants grow
- identify parts common to plants and point out differences
- sort living things into groups and say why they have put them in a group
- group animals according to their habitat and describe some local and non-local habitats in terms of the animals and plants found there



Science Progression Map – Living Things

Year 3

- know that humans need a good supply of air, clean water, a variety of foods and regular exercise to stay healthy
- describe differences between living and non-living things
- have a sound understanding of all basic life processes
- recognise some harmful effects of drugs on the human body
- describe the main functions of the skeleton
- understand the effect of exercise on muscles and heart rate
- know that muscles work in pairs contracting and relaxing to produce movements
- use scientific names for some major organs or body systems and locate the position of these in the body
- explain changes in living things e.g. how light or water affects plant growth
- make careful observations and measurements of plants growing
- recognise that healthy roots and stems are needed for plants to grow well and begin to recognise that the leaves of a plant are associated with healthy growth
- identify the organs of different plants e.g. stamens, stigma and root hairs, and explain their functions
- explain how seeds are dispersed and why they need to be

Year 4

- know that feeding relationships exist between plants and animals in a habitat
- describe this relationship using food chains and terms such as predator and prey
- know that most food chains start with a green plant
- group a range of plants and animals based on knowledge of their similarities and differences
- make and use keys based on observable features to help identify and group living things systematically
- recognise that the shape of teeth makes them useful for different purposes
- recognise that animals have different diets and therefore different teeth
- recognise that diet can affect the health of humans (e.g. some foods can damage teeth)

Science Progression Map – Living Things

Year 5

- have a good knowledge of all basic life processes
- know how energy is transferred in animals when they digest and absorb food
- know that plants and animals in a local habitat are interdependent and can explain the terms consumer and producer
- describe the life process of reproduction in some animals, including humans
- describe the main stages of the life cycles of humans and flowering plants and point out the similarities
- describe the main functions of parts of plants, including stamen, stigma, style, petal, sepal
- know that green plants need light and water to grow well and that plants produce new material from air and water in their leaves
- know that plants produce flowers which have male and female organs and that seeds are formed when pollen fertilizes the ovum
- describe the process of pollination, fertilization, seed dispersal and germination

Year 6

- know that the blood comes from the heart in arteries and returns to the heart in veins
- know that blood carries oxygen and other essential material around the body
- name the major food groups and some sources for each of these groups
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- know that there are many micro-organisms such as bacteria which can be beneficial or harmful
- identify one or two species facing extinction and describe a programme to overcome the problem
- describe ways in which nutrients and water are transported within animals
- know there are a great variety of living things and understand the importance of classification
- explain how different organisms are found in different habitats because of differences in environmental factors
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals



Science Progression Map – Properties of Materials

Year 1

- describe materials using my senses, saying what they look like and what they feel like
- know a range of properties e.g. texture and appearance
- give reasons why a material may or may not be suitable for a certain purpose
- group together objects made of the same common materials and can name the material

Year 2

- identify a range of common materials and know some of their properties (e.g. bendy, waterproof) and their uses
- describe the similarities and differences between materials
- compare materials and sort them into groups describing the reasons using terms such as shiny, hard, smooth
- identify some materials that occur naturally and others that do not
- identify some materials that can be changed by squashing, bending etc. and that some easily change back and that others do not
- describe how the shape of liquids can be changed by pouring them into different containers
- know that ice, water and steam are the same material and describe how water can be changed into ice and steam, and the reverse



Science Progression Map – Properties of Materials

Year 3

- sort materials into groups in a variety of ways using their properties
- group rocks according to their observable characteristics such as texture, permeability
- know that soils come from rocks, and that there are different kinds of soils depending on the rock from which they have come
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- separate materials using magnetism

Year 4

- describe the differences between the properties of solids, liquids and gases and explain how these differences are used to classify substances
- state the characteristics of good thermal insulators and identify everyday uses for these
- recognise and classify changes that can be reversed (e.g. the freezing of water) and that some such as baking of clay cannot be reversed
- know that temperature is a measure how hot or cold things are
- use scientific terms to describe changes (e.g. evaporation, condensation)
- use a thermometer accurately and know that the freezing temperature of water is 0°C and that the boiling point is 100°C
- know that the same material can exist as both a solid and a liquid and that different solids melt at different temperatures
- describe examples of the main processes associated with water changing state that recognise that these processes can be reversed
- explain the water cycle in terms of these processes
- separate materials using magnetism
- demonstrate sieving to separate solid particles of different size
- describe methods to separate materials (e.g. filtration, distillation)
- select appropriate methods for separating mixtures by decanting, sieving or magnetism
- recognise that when solids dissolve into water they form solutions and they break into very small particles that pass through the holes in the filter paper
- describe some factors that affect the rate at which a solid will dissolve

Science Progression Map – Properties of Materials

Year 5

- describe some metallic properties and use these properties to distinguish metals from other solids (e.g. good electrical conductivity)
- know that indicators are used to distinguish acids from alkalis
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- identify a range of contexts in which changes take place (e.g. evaporation, condensation)
- explain how to make things dry more quickly using ideas about factors affecting evaporation e.g. hairdryer warms air and blows evaporated water away
- give examples of how heating and cooling materials can cause them to change and that burning can produce new materials
- know that temperature can affect the rate at which evaporation or condensation will take place
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- demonstrate that dissolving, mixing and changes of state are reversible changes
- use knowledge of how a mixture can be separated to suggest ways in which other similar mixtures might be separated
- explain why there is a limit to how much solid will dissolve in a liquid
- explain that the larger the volume of water, the more solid will dissolve
- use my knowledge of solids, liquids and gases to decide how many mixtures might be separated, including through filtering, sieving and evaporation

Year 6



Science Progression Map – Physical Processes

Year 1

- know it is dangerous to look at the Sun
- know that the weather changes according to the time (season) of the year
- describe changes during each of the four seasons of the year

Year 2

Year 3

- use my knowledge of physical processes to link cause and effect and explain that a bulb doesn't light because of a break in an electrical circuit
- construct circuits with more than one bulb
- know that the 'amount' of electricity depends on the number of cells
- build a circuit to test which materials let electricity pass through
- explain that metals are good conductors and plastics are good insulators
- draw diagrams, using standard symbols, of simple circuits
- explain that shadows are formed when light from a source is blocked

Science Progression Map – Physical Processes

Year 4

- use knowledge of physical processes to link cause and effect and explain a push or pull affecting the speed or movement of an object
- describe the direction of forces between magnets or between a spring
- classify materials as magnetic or non-magnetic
- describe how to increase air and water resistance
- explain that friction is a force between two moving surfaces and how it can be increased or decreased
- use a force meter to measure forces accurately
- know gravity as the 'pull' of the Earth on objects

Year 5

- recognise that when an object falls, air resistance is the frictional force of air on objects and acts in the opposite direction to weight
- explain that the Earth and objects are pulled towards each other and that this gravitational attractions causes objects to have weight
- identify the effects of air resistance, water resistance and friction that act between moving surfaces
- use models to explain effects that are caused by the movement of the earth (e.g. the length of the day or year)
- explain the changes in the appearance of the Moon over a period of 28 days
- describe the movement of the Earth and other planets, relative to the sun in the solar system
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- identify a range of contexts in which changes take place (e.g. evaporation, condensation)
- explain how to make things dry more quickly using ideas about factors affecting evaporation
- give examples of how heating and cooling materials can cause them to change and that burning can produce new materials
- know that temperature can affect the rate at which evaporation or condensation will take place
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- demonstrate that dissolving, mixing and changes of state are reversible changes
- use knowledge of how a mixture can be separated to suggest ways in which other similar mixtures might be separated
- explain that the larger the volume of water, the more solid will dissolve
- use my knowledge of solids, liquids and gases to decide how many mixtures might be separated, including through filtering, sieving and evaporating

Science Progression Map – Physical Processes

Year 6

- use ideas to explain how to make a range of changes in an electrical circuit e.g. altering the current
- set up a circuit to investigate ideas
- know that the current flow is the same at all parts of a circuit
- compare and give reasons for variations in how components function e.g. the brightness of a bulb, the loudness of buzzers and the on/off position of switches
- indicate direction of light using straight lines or arrows
- recognise that light from objects can be reflected by a mirror
- identify factors that affect the size and positions of shadows
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Science Progression Map – Working Scientifically

Year 1

- talk about and draw pictures of what is heard, touched, smelt or tasted
- ask questions about what I see and try to answer these questions
- know how to try and find out things
- give some reasons why things might happen
- put information on a chart
- make some measurements of things that have been observed
- present information about what has been found out

Year 2

- use senses to observe and compare living things, objects and events
- act on suggestions about how to find things out
- find information from books or other sources
- recognise when a test is unfair
- carry out instructions for simple investigations
- describe observations using scientific vocabulary
- make measurements using simple equipment
- compare observations using scientific vocabulary
- say whether what happened was what was expected
- discuss, agree or challenge observations made by others

Science Progression Map – Working Scientifically

Year 3

- recognise why it is important to collect data to answer questions
- act on suggestions and put forward ideas about how to find the answer to a question
- carry out a fair test and explain why it was fair
- predict what might happen before carrying out any tests using scientific reasoning
- measure length using scientific equipment
- use scientific vocabulary to describe observations
- record observations, comparisons and measurements using tables, charts, text and labelled diagrams
- give reasons for observations
- look for patterns in my data and try to explain them
- suggest how to make improvements to scientific work

Year 4

- recognise that scientific ideas are based on evidence
- decide on the most appropriate approach to an investigation (e.g. a fair test) to answer a question
- describe how to vary one factor while keeping others the same
- make predictions based upon scientific understanding and reasoning
- select which information to use from sources provided for me
- begin to identify risks in investigations
- make observation using materials and equipment that are right for the task
- record observations using tables and bar charts
- plot points to make line graphs
- use data to interpret patterns in my data
- consider how changing one variable can alter another
- suggest improvements to scientific work and give reasons for these

Science Progression Map – Working Scientifically

Year 5

- describe how experimental evidence and creative thinking have been combined to provide a scientific explanation
- find an appropriate approach when trying to answer a question
- select from a range of sources of information
- identify the key factors to be considered when completing a fair test for an investigation
- make predictions based on scientific knowledge and understanding
- select apparatus and plan to use it effectively
- make a series of observations, comparisons or measurements with precision
- use appropriate scientific language and conventions to communicate data
- draw conclusions that are consistent with the evidence and relate these to scientific knowledge
- make practical suggestions about how working methods can be improved

Year 6

- describe evidence for some accepted scientific ideas and explain how the interpretation of evidence by scientists leads to the development of acceptance of new ideas
- use scientific knowledge and understanding to identify an appropriate approach to answering a question
- select and use sources of information effectively
- make enough measurements, comparisons and observations for the task
- choose scales for graphs and diagrams that enable me to show data and features effectively
- select and use appropriate methods for communicating qualitative and quantitative data
- identify measurements and observations that do not fit the main pattern shown
- draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain them
- make reasoned suggestions about how working methods could be improved

Design Technology

[Intent and Implementation](#)

[Content Spine](#)

[Key Concepts](#)

[Progression Maps](#)

Design is not just what it
looks like and feels like.
Design is how it works.

Steve Jobs

Design Technology Intent and Implementation

Why do we teach Design Technology?

Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

What is our curriculum aim?

The National Curriculum for Design Technology ensures children:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

Design Technology Intent and Implementation

How is Design Technology taught at Nine Mile Ride?

- At Nine Mile Ride, we use the National Curriculum to map out long term coverage of progression of knowledge, understanding and skills, and use the resource, 'Projects on a Page' to guide our medium and weekly planning. From these resources, we have developed a progression of knowledge, skills, techniques, materials and equipment building on from each year group. We do not follow a scheme of work; instead we teach Design and Technology as part of our Creative Curriculum, driven through thematic topics. We ensure the subject is linked to children's own interests and integrated into real contexts for their learning.
- Our Design and Technology curriculum is designed to enable teachers to deliver engaging, practical and meaningful lessons, where learning is facilitated through analysis of existing products/designs and designers, hands on learning, critical questioning, flexible thinking and problem solving. It is taught in mixed-ability class groups, where the focus is on all pupils working together on the same lesson content at the same time. Where appropriate scaffolding is used in order to support and challenge pupils and ensure all new skills and knowledge are fully embedded. Oracy is promoted and celebrated through discussion and questioning as well as cross curricular links being made where appropriate. Children are modelled how to work safely to lead their own research, create their own designs and ideas and encouraged to question theirs, and others design choice.
- The subject is split into two main strands- 'Design and Making' and 'Cooking and Nutrition' and one of the two areas is taught every term through a sequence of lessons. 'Design and Making' begins with the design stage where children investigate and evaluate existing products before designing and making their own prototypes. Then the production stage, where children choose from a range of different materials, tools and taught techniques to create their own designs. Finally, the evaluation stage, where children discuss their own, and their peers work, and evaluate its effectiveness.
- Cooking and Nutrition also follows the latter but also includes lessons on following recipes, developing skills on general hygiene and safety, understanding the importance of a healthy and varied diet and learning about where food comes from and seasonality.

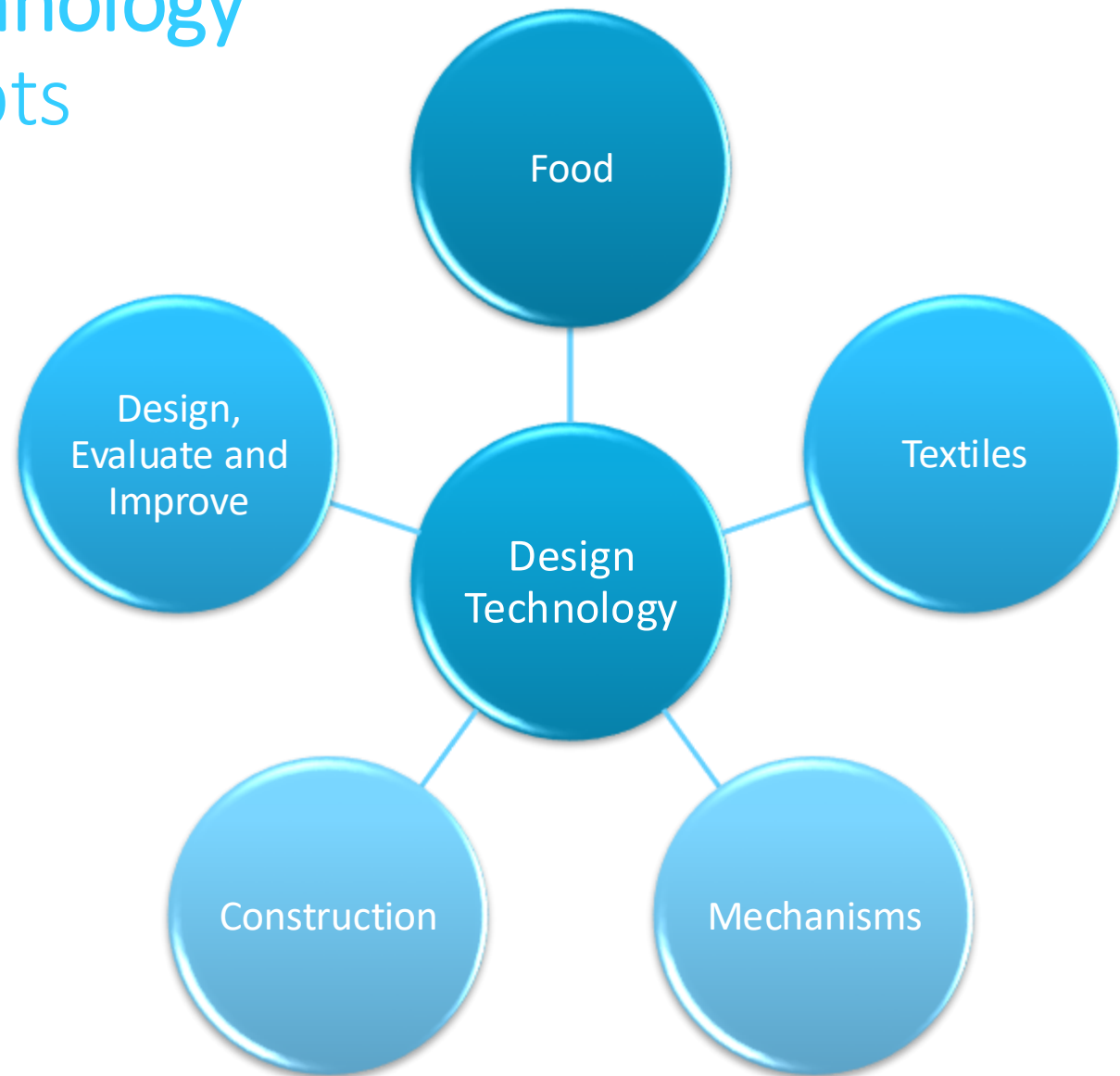


Design Technology Content Spine

	Autumn	Spring	Summer
Year 1	Design and Make Mechanisms – pop up Christmas cards	Cooking and Nutrition fruit salads / stir fries	Design and Make Construction – wooden spoon fairy tales
Year 2	Cooking and Nutrition smoothies	Design and Make Mechanisms – fire engines	Design and Make Textiles - dinosaurs
Year 3	Design and Make Textiles – bags	Design and Make Construction – Pop-Up Books	Cooking and Nutrition sandwiches
Year 4	Cooking and Nutrition pasta salad	Design and Make Mechanisms – posters	Design and Make Mechanisms – picture frames
Year 5	Design and Make Textiles – Christmas stocking		Design and Make Construction – air raid shelters
Year 6	Design and Make Construction – bridges		Design and Make Mechanisms / Electricals – fairground ride Cooking and Nutrition healthy two-course menus

Design Technology

Key Concepts



Design Technology Progression Map – Food

Year 1

- describe the properties of food ingredients: taste, smell, texture and consistency
- gather ingredients accurately
- prepare food safely and hygienically
- know how to use different equipment correctly and safely

Year 2

- weigh or measure ingredients accurately
- prepare food safely and hygienically and describe what this means
- learn how to store products for long-life and hygiene
- understand that food comes from animals and plants
- use the basic principles of a varied and healthy diet to prepare dishes

Year 3 / 4

- choose appropriate tools effectively to make a product
- come up with solutions to problems as they happen
- create a product with a good finish so that a user will find it attractive as well as tasty
- make a product that has been cooked or grilled to change the nature of raw ingredients
- choose appropriate ingredients to meet the requirements of the recipe
- understand seasonality and know where and how ingredients are grown, reared, caught and processed

Year 5 / 6

- use a range of appropriate tools effectively to make a product
- create a food product which uses a selection of seasonal ingredients and to meet an identified need
- know that not all food has been grown, reared, caught or processed in the UK
- understand that cooking alters the flavor and texture of foods
- use scientific knowledge of micro-organisms to store and prepare food properly
- prepare and cook a healthy meal, using a range of cooking techniques



Design Technology Progression Map – Textiles

Year 2

- use scissors precisely when cutting out.
- understand how to join fabrics using different techniques e.g. running stitch, glue, running stitch, stapling.
- explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- know and use technical vocabulary relevant to the project.
- make a textile produce that has a good finish.
- know that textiles have different properties e.g. insulation, texture and waterproof.

Year 3

- combine materials to add strength or visual appeal
- use sharp scissors accurately to cut textiles
- know that the texture and other properties may affect my choice
- understand how to securely join two pieces of fabric together
- understand the need for patterns and seam allowances
- know and use technical vocabulary relevant to the project
- use back stitch and cross stitch

Year 5

- know that a 3D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics
- understand that fabrics can be strengthened, stiffened and reinforced where appropriate
- textile work incorporates the views of intended users and for the purpose
- use art skills to help create a product that is attractive
- use blanket stitch to join textiles
- mark out using own pattern and templates

Design Technology Progression Map – Mechanisms

Year 1

- Make a product that moves using a turning a lever or a hinge (to make a movement).
- Cut materials using scissors.
- Describe the properties of the materials used.
- Look at hinges and simple levers and discuss how they work.
- Use art skills to apply texture or design to a product.

Year 2

- Make a product that uses movement.
- Use materials right for the job and which help a product to work well.
- Use a number of materials and join them so they are strong.
- Use art skills to add design or detail to a product.
- Know that a product needs to be made from materials that are suitable for the job.
- Look at wheels, axels and turning mechanisms.
- Use art skills to apply texture or design to a product.

Design Technology Progression Map – Mechanisms

Year 4

- Select the most appropriate techniques and tools to make a product.
- Make a product which has mechanical components.
- Know the application of mechanisms to create movement.
- Come up with solutions to problems as they happen.
- Make a product that uses mechanical components.
- Create a product which has a good finish so that a user will find it both useful and attractive.
- Combine a number of components well in a product.

Year 6

- Choose components that can be controlled by switches or by ICT equipment.
- Improve a product after testing.
- Understand and use electrical systems in my product e.g. Circuits incorporating switches, bulb, buzzers and motors.
- Use mechanical systems in my products including gears, pulleys, cams, levers and linkages.
- Finish a product well using a range of art and other finishing techniques.
- Use other dt skills to create housings for mechanical components.
- Investigate, analyse and evaluate existing products that incorporate gears or pulley levels.
- Discuss the idea of 'input' as well as 'output' when discussing electrical circuits.



Design Technology Progression Map – Construction

Year 1

- make a structure
- describe the materials used to make a structure
- measure and mark out the materials needed for a structure
- finish off work so it looks neat and tidy
- explore how to make materials for my structure stronger (e.g. folding, joining or rolling)
- explore how my make my structure stronger, stiffer and more stable

Year 3

- use precise methods of working so that products good finish
- use the most appropriate material suitable for the purpose of a product
- make a product carefully, using techniques and tools safely
- join materials using both permanent and temporary fastenings
- describe the qualities of a material and say why it is the most suitable choice
- use art skills to apply texture or design to a product

Year 5

- measure materials in mm, then use scoring and folding to shape materials accurately with a focus on precision
- make holes and cuts accurately, rejecting pieces that are inaccurate
- use suitable materials selected for the purpose of a product
- apply a high-quality finish (e.g. using carving, paint, glaze, varnish or other finishes)
- create joins which are strong and stable, giving extra strength to products

Year 6

- create some joins
- explain how different techniques can strengthen, stiffen and reinforce more complex structures
- make cuts (using scissors, snips or saw) accurately and reject pieces that are not accurate and improve my technique
- construct model bridges, applying my knowledge of different bridge designs

Design Technology Progression Map – Design, Evaluate and Improve

Year 1

- think of ideas and with help, put them into practice
- know the features of familiar products
- use pictures and words to describe product design plans
- talk about own and others work
- describe how a product works

Year 2

- think of ideas and plan what to do next, based on what is known about materials and components
- select the appropriate tools, techniques and materials, explaining choices
- recognise what has gone well in a piece of work
- suggest things to improve in future pieces of work

Year 3

- explain the strengths and weaknesses of existing products
- generate ideas and recognise that designs meet criteria
- plan for appropriate tools, materials and techniques
- identify where evaluations have led to improvements
- draw a cross sectional diagram of my design
- evaluate work against design criteria

Year 4

- think about the order of work, using appropriate techniques
- clarify ideas using labelled sketches and models
- identify what is working well and what can be improved
- create a design criteria based on existing products and intended users
- evaluate work against own design criteria

Year 5

- generate ideas by collecting and using information
- take the views of users' account when designing
- produce step-by-step plans
- communicate ideas using words, labelled sketches and models
- reflect on designs and develop them bearing in mind use
- create annotated sketches and cross-sectional diagrams

Year 6

- draw on various sources of information to generate designs
- use an understanding of familiar products to develop ideas
- work from detailed plans, modifying them as appropriate
- create a prototype of my design
- clarify ideas through discussion, drawing and modelling
- test and evaluate products, based on the original design and purpose



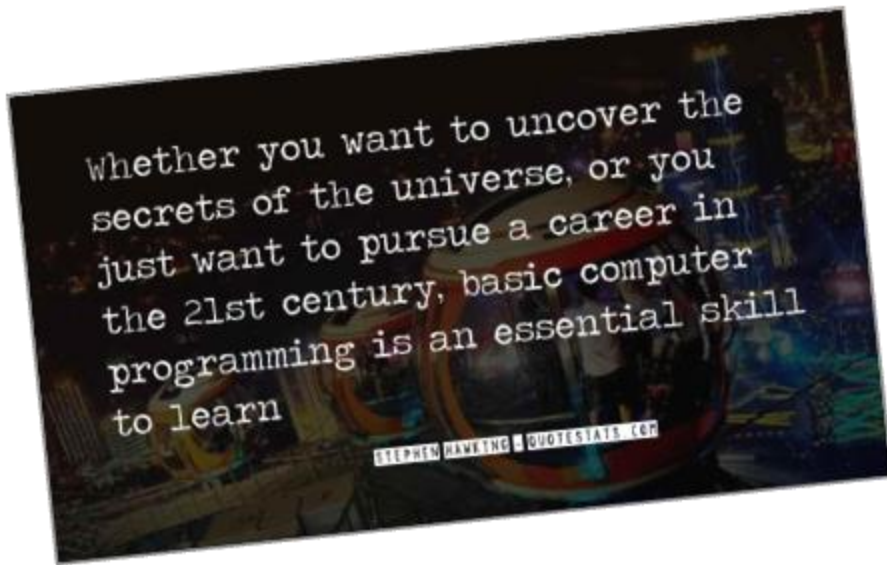
Computing

[Intent and Implementation](#)

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Computing Intent and Implementation

Why do we teach Computing?

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.

Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

What is our curriculum aim?

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Computing Intent and Implementation

How is Computing taught at Nine Mile Ride?

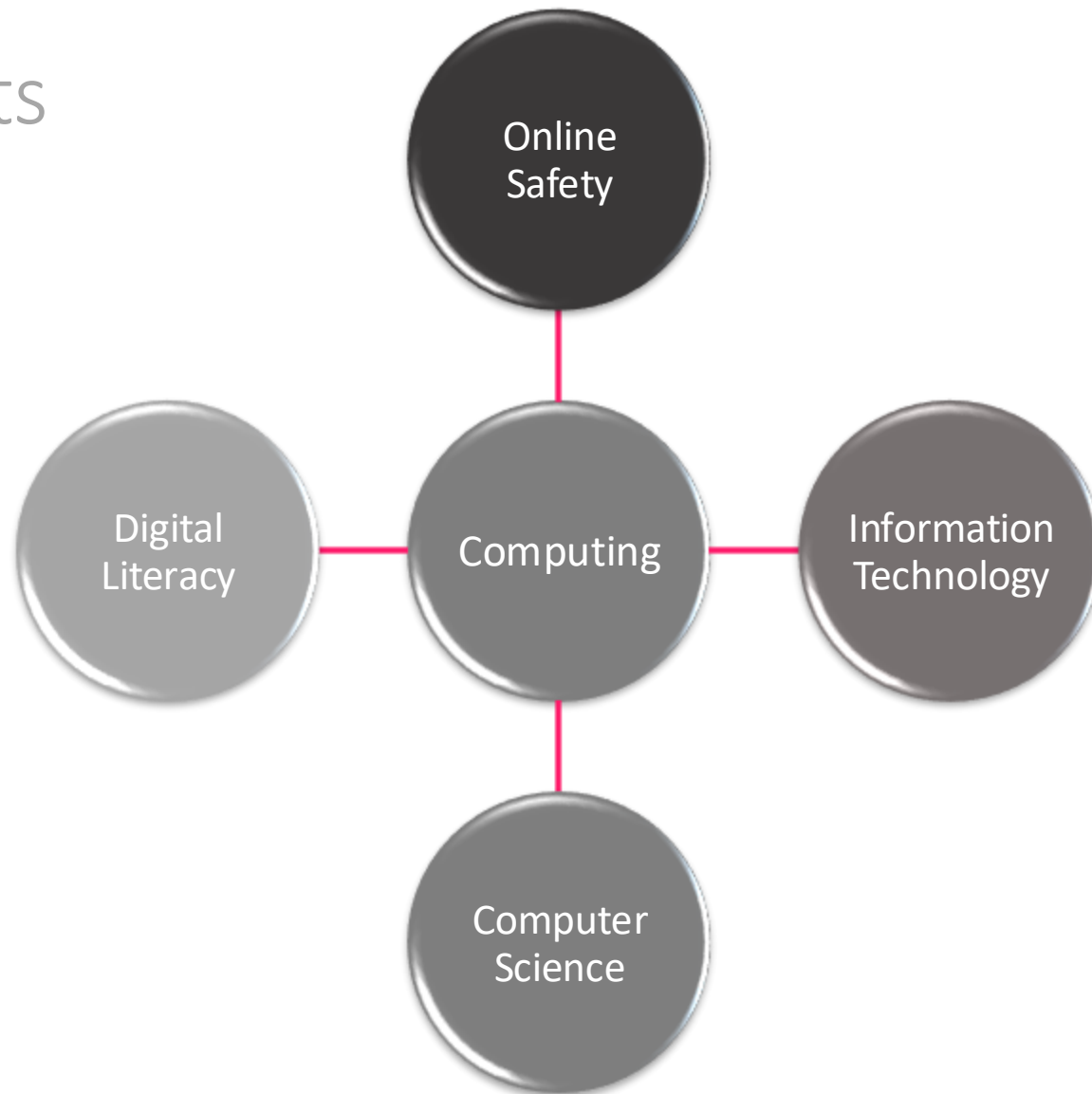
- At Nine Mile Ride, a specific scheme of work for the whole subject has not been chosen, to best meet the needs of our children by selecting from a range of resources (e.g. <http://code-it.co.uk/>, BBC Bitesize, MS Office, NOS). Where possible, links are made with other subject areas, so that information technology is seen as a tool to support learning. For each of the four strands, one resource is the primary source for teaching materials to maintain a consistent approach throughout the school, but this may be supplemented where appropriate to provide a rich curriculum.
- Each lesson has a Skills, Knowledge or Understanding focus but these three strands are integrated across the Computing curriculum. Many lessons require the children to access technology either individually, with a partner or in groups. For these lessons, the teacher acts as a facilitator, modelling the task and supporting where appropriate. However, not all lessons require technology. For example, when the focus is on teaching algorithms or for many online safety lessons, the teacher will lead the learning and impart knowledge.
- Our computing hardware includes Chromebooks for computer programming and use of publishing software. We also have a set of iPads for use of apps and online research. In addition to this, we use BeeBots and other programming hardware.

Computing Content Spine

	Autumn	Spring	Summer
All years	Online Safety National Online Safety programme covering: self-image and identity; online relationships; online reputation; online bullying; managing online information; health, wellbeing and lifestyle; privacy and security; copyright and ownership		
Year 1	Computer Science Using Bee-Bot to understanding algorithms and make simple programs	Information Technology Create a simple PowerPoint presentation, adding pictures	Digital Literacy Developing an understanding of how to use the internet safely and effectively
Year 2	Digital Literacy Investigating how computers have changed through history	Information Technology Using cut, copy and paste to create documents and presentations, and manipulating fonts and shape tools	Computer Science Using Bee-Bot to understanding algorithms and make simple programs
Year 3	Information Technology / Digital Literacy Create PowerPoint presentations using research to find information and transitions to present	Computer Science Using Scratch Junior to create a simple game using coding language	Information Technology Using cameras and software to record and edit silent movies
Year 4	Information Technology Creating word document using a range of tools to create columns, page breaks, inserting clip art, WordArt and SmartArt	Computer Science Using Scratch Junior to create a simple activity using coding language, manipulating elements within the game to suit a purpose	Digital Literacy Creating an online blog about the history of technology over time
Year 5	Information Technology / Digital Literacy Creating documents and presentations about a chosen topic, using the internet to research appropriately	Computer Science Using Scratch to create a times tables games using variables	Information Technology Creating and using spreadsheets, using simple formula
Year 6	Information Technology Use Google Slides to create a biography Use digital media to create repeating pattern motif Computer Science Use Scratch to revise basic programming	Information Technology Creating a survey using Google Forms Use Google Sheets to make charts Computer Science Use of Microbits	Information Technology Creating a Google Slides presentation using images, text, transitions and other features



Computing Key Concepts



Computing Progression Map – Online Safety

Year 1

Self Image and Identity

- Explain how other people's identity online can be different to their identity in real life.
- Describe ways in which people might make themselves look different online

Online Relationships

- Give examples of how I might use technology to communicate with others I don't know well.

Online Reputation

- Explain how information put online about me can last a long time.

Online Bullying

- Give examples of bullying behaviour and how it could look online.
- Understand how bullying can make someone feel.

Online Information

- Use simple key words in search engines.
- Describe and demonstrate how to get help from a trusted adult if I find content that makes me feel sad, uncomfortable worried or frightened.
- Demonstrate how to navigate a simple webpage to get information I need (e.g. Home, forward, back buttons, links, tabs and sections.)
- Explain what voice activated searching is and how it might be used (e.g. Alexa, Google, Siri).

Health, Wellbeing and Lifestyle

- Explain simple guidance for using technology in different environments and settings.
- Say how those rules / guides can help me.

Privacy and Security

- Describe how online information about me could be seen by others.
- Describe and explain some rules for keeping my information private.

Copyright and Ownership

- Describe why other people's work belongs to them.
- Recognise that content on the internet may belong to other people

Computing Progression Map – Online Safety

Year 2

Self Image and Identity

- Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened.
- Give examples of how I might get help.
- Explain what is meant by the term 'identity.'

Online Relationships

- Give examples of how I might use technology to communicate with others I don't know well.
- Use the internet to communicate with people I don't know well (e.g. email a pen pal in another school or country).

Online Reputation

- Know who to talk to if someone has made a mistake about putting something online..

Online Bullying

- Talk about how someone can / would get help about being bullied online and offline

Online Information

- Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable or frightened.
- Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.
- Explain why some information I find online may not be true.

Health, Wellbeing and Lifestyle

- Can explain simple guidance for using technology in different environments and settings.
- Say how those rules / guides can help me.

Privacy and Security

- Explain what passwords are and can use passwords for my accounts and devices.
- Explain how many devices in my home could be connected to the internet and can list some of those devices.

Copyright and Ownership

- Describe why other people's work belongs to them.
- Recognise that content on the internet may belong to other people.



Computing Progression Map – Online Safety

Year 3

Self Image and Identity

- Explain how represent myself in different ways online.
- Demonstrate reasonable choices about my online identity, depending on context.
- Describe issues online that might make me and others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.
- Explain why I should keep asking until I get the help I need.

Online Relationships

- Describe ways people who have similar likes and interests can get together online.
- Give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).
- Explain some risks of communications online with others I don't know well.).

Online Reputation

- Search for information about myself online.
- Recognise the need to be careful before sharing anything about myself or others online.
- Know who to ask if I am not sure if something should be put online.
- Search for information about an individual online and create a summary report of the information found.
- Describe ways that information about people online can be used by others to make judgements about an individual.

Online Bullying

- Explain what bullying is and can describe how people may bully others.
- Describe rules about how to behave online and how to follow them.
- Identify some online technologies where bullying might take place.

Computing Progression Map – Online Safety

Year 3 continued

Online Information

- Use key phrases in search engines.
- Explain what autocomplete is and how to choose the best suggestion.
- Explain how the internet can be used to buy and sell things.
- Describe how search for information within a wide group of technologies (e.g. Social media, image sites, video sites).
- Describe some of the methods used to encourage people to buy things online (e.g. advertising offers, in-app purchases, pop ups) and recognise some of these when they appear online.

Health, Wellbeing and Lifestyle

- Explain why spending too much time using technology can sometimes have a negative impact on me; give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).
- Explain how using technology can distract me from other things I might do or should be doing.

Privacy and Security

- Give reasons why I should only share information with people I choose to and can trust. Explain that if I'm not sure or I feel I am pressurised, I should ask a trusted adult. Understand and give reasons why passwords are important.
- Describe simple strategies for creating and keeping passwords private.
- Describe how connected devices can collect and share my information with others.
- Explain what a strong password is.

Copyright and Ownership

- Explain when copying someone else's work from the internet without permission can cause problems.
- Give examples of what those problems might be.



Computing Progression Map – Online Safety

Year 4

Self Image and Identity

- Explain what is meant by the term 'identity'.
- Explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media)

Online Relationships

- Explain why I should be careful who I trust online and what information I trust them with.
- Explain how my and others' feelings can be hurt by what is said or written online.
- Explain why I take back my trust in someone or something if I feel nervous, uncomfortable or worried.
- Demonstrate how I would support others (including those who we are having difficulties) online.
- Demonstrate ways of reporting problems online for both myself and my friends.

Online Reputation

- Describe how others can find out information about me by looking online.
- Explain ways that some of the information about me online could have been created, copied or shared by others.

Online Bullying

- Describe ways people can be bullied through a range of media.
- Explain why I need to think carefully about how content I post might affect others, their feelings and how others feel about them.
- Recognise when someone is upset, hurt or angry online.

Computing Progression Map – Online Safety

Year 4 continued

Online Information

- Explain that some people I 'meet online' (e.g. through social media) may be computer programs pretending to be real people.
- Explain the difference between a 'belief', an 'opinion' and a 'fact'.
- Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria have to be met before something is a 'fact'.
- Explain why lots of people sharing the same opinions or beliefs online does not make these opinions or beliefs true.
- Use different search technologies
- Evaluate digital content and explain how I make choices from search results.
- Explain key concepts including; data, information, fact, opinion, belief, true, false, valid, reliable and evidence.

Health, Wellbeing and Lifestyle

- Identify times or situations when I might need to limit the amount of time I use technology.
- Suggest strategies to help me limit this time.
- Describe ways technology can affect healthy sleep and can describe some of the issues.

Privacy and Security

- Describe strategies for keeping my personal information private, depending on contact.
- Explain that others online can pretend to be me or other people including my friends.
- Suggest reasons why they might do this.
- Explain how internet use can be monitored.

Copyright and Ownership

- When searching on the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it.
- Give some simple examples.
- Access and justify when it is acceptable to use the work of others.

Computing Progression Map – Online Safety

Year 5

Self Image and Identity

- Explain how my online identity can be different to the identity I present in 'real life'.
- Knowing this describe the right decisions about how I interact with others and how others perceive me.
- Explain how identity online can be copied, modified or altered.

Online Relationships

- Explain what it means to 'know someone' online and why this might be different to knowing someone in real life. Explain what is meant by 'trusting someone online.' Explain why this is different to 'liking someone online.'
- Describe strategies for safe and fun experiences in a range of social environments. Give examples of how to be respectful to others online. Explain that there are some people I communicate with online who may want to do me or my friends harm. Recognise that this is not my / our fault.

Online Reputation

- Search for information about an individual online and create a summary report of the information found.
- Describe ways that information about people online can be used by others to make judgments about an individual.

Online Bullying

- Recognise when someone is upset, hurt, or angry online.
- Describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.
- Explain how to block abusive users.
- Explain how I would report online bullying in the apps and platforms I use.
- Describe the helpline services who can support me and what I would say or do if I needed their help (e.g. Childline).

Computing Progression Map – Online Safety

Year 5 continued

Online Information

- I understand the difference between online misinformation (inaccurate information distributed by accident) and disinformation (inaccurate information deliberately distributed and intended to mislead).
- Explain what is meant by 'being sceptical'. Give examples of what and why it is important to be 'sceptical'.
- Explain what is meant by 'hoax'. Explain why I need to think carefully before I forward anything online.
- Explain why some information I find online may not be honest, accurate or legal.
- Explain why information that is on a large number of sites may still be inaccurate or untrue. Assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).
- Use search technologies effectively.

Health, Wellbeing and Lifestyle

- Describe some strategies, tips or advice to promote healthy sleep with regards to technology.
- Describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.

Privacy and Security

- Create and use strong and secure passwords.
- Explain how many free apps or services may read and share my personal information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing.
- I use different passwords for a range of online services.
- Describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories).
- I know what to do if my password is lost or stolen

Copyright and Ownership

- Give examples of content that is permitted to be reused.
- Demonstrate the use of search tools to find and access online content which can be reused by others.

Computing Progression Map – Online Safety

Year 6

Self Image and Identity

- Describe ways in which media can shape ideas about gender.
- Identify messages about gender roles and make judgements based on them.
- Challenge and explain why it is important to reject inappropriate messages about gender online.

Online Relationships

- Make positive contributions and be part of online communities.
- Describe some of the communities in which I am involved and describe how I collaborate with others positively.
- Explain that I understand my responsibilities for the wellbeing of others in my online social group.
- Explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming).

Online Reputation

- Explain how I am developing an online reputation which will allow other people to form an opinion about me.
- Describe some simple ways that help build a positive online reputation.

Online Bullying

- Describe how to capture online bullying content as evidence (e.g. screen grab, URL, profile) to share with others who can help me.
- Identify a range of ways to report concerns both in school and at home about online bullying.

Computing Progression Map – Online Safety

Year 6 continued

Online Information

- Explain how search engines work and how results are selected and ranked.
- Demonstrate the strategies I would apply to be discerning in evaluating digital content.
- Describe how some online information can be opinion and can offer examples.
- Explain how and why some people may present 'opinions' as 'facts'.
- Define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting').
- Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and explain why using these strategies are important.
- Identify, flag and report inappropriate content.

Health, Wellbeing and Lifestyle

- Assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise)
- Explain the importance of self-regulating my use of technology; demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).

Privacy and Security

- Explain what app permissions are and give some examples from the technology and services I use.
- Describe simple ways to increase privacy on apps and services that provide privacy settings.
- Describe ways in which some online content targets people to gain money or information illegally; describe strategies to help me identify such content (e.g. scams, phishing).

Copyright and Ownership

- Demonstrate how to make references to and acknowledge sources I have used from the internet.

Computing Progression Map – Information Technology

Year 1

- add information to a PowerPoint using the keyboard and mouse
- move images and text on screen
- change the width of drawing tools
- add pictures to a file

Year 2

- type a piece of text and change the font
- use cut, copy and past keyboard shortcuts
- highlight text to change its format (bold, underline, italics)
- use shape tools to draw, then resize and use fills
- make a simple slide show

Year 3

- begin to touch type
- create a PowerPoint file using information from the internet
- use slide transitions
- format text within documents
- use computing equipment to capture videos
- edit images by resizing, cropping and merging

Year 4

- develop touch-typing skills
- format Word documents to include columns and page breaks
- include clip art, WordArt and SmartArt into documents

Year 5

- change page layout
- insert tables and hyperlinks into a document
- format all text to suit the purpose of a document, using bullet points
- use word count tools to check the length of a document
- enter data into a spreadsheet, including simple formula
- use effective slide animations
- edit images in documents

Year 6

- confidently choose which software package is most appropriate for the task
- apply knowledge of publishing to create documents on Google packages
- create a simple online survey
- make multimedia presentations that contain sound, animation, video and buttons to navigate

Computing Progression Map – Computer Science

Year 1

- understand forwards, backwards, up and down
- put together two instructions to control a BeeBot
- begin to debug a simple program

Year 2

- control a programmable toy using forward, backwards, up, down, left and right
- debug a simple program
- understand the term 'algorithm'

Year 3

- create a simple game which requires the user to control an object on screen
- use simple algorithms to solve puzzles using physical resources

Year 4

- create a simple game which uses sounds
- use a simple algorithm to solve puzzles on screen

Year 5

- write simple code which uses variables
- apply my understanding of coding to different development environments

Year 6

- use a Microbit to run simple programs
- apply knowledge of coding to develop programs for a given scenario, using efficient strategies

Computing Progression Map – Digital Literacy

Year 1

- look at websites with an adult and discuss what I see

Year 2

- understand keyword searching is an effective way to locate information on the internet
- know that all websites are not equally good sources of information
- know that computers have changed over time and are still changing fast

Year 3

- use increasing effective keywords to search
- understand that information on a website has a purpose, which may be to persuade

Year 4

- evaluate the results of searches
- know that copying the work of others and presenting it as my own is called plagiarism
- understand when it is acceptable to use other people's work in my own

Year 5

- have a basic understanding of how the internet is structured
- know how to cite sources in my work and understand why this is important
- begin to write a bibliography

Year 6

- have an understanding of how the internet has developed and is still changing
- understand that websites can reinforce stereotypes
- evaluate websites for their reliability

Humanities Faculty

The science are the 'how', and humanities are the 'why' – why are we here, why do we believe in the things we believe in. At Nine Mile Ride, we don't think you can have the 'how' without the 'why'. The calling of humanities is to make us truly human in the best sense of the word.

History

Geography

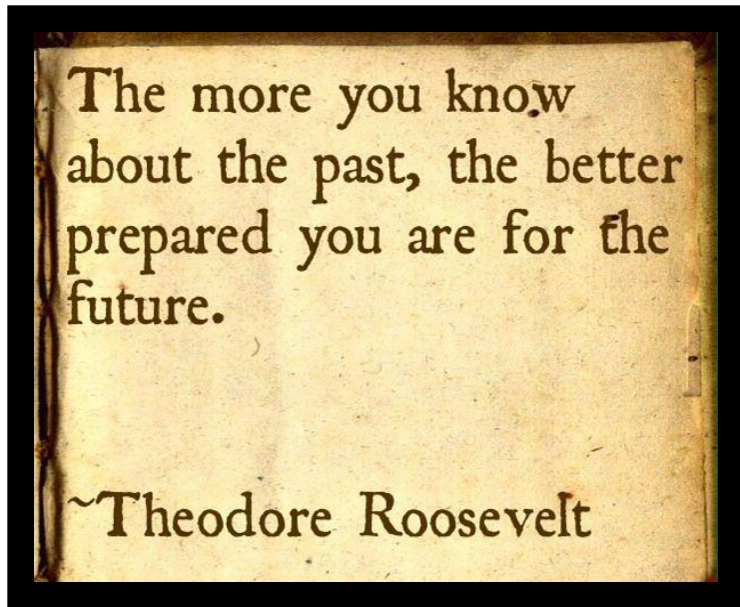
RE

PSHE

Languages



History



Intent and Implementation

Content Spine

Knowledge Organisers

Key Concepts

Progression Maps



History Intent and Implementation

Why do we teach history?

History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies. In this, our children will develop a well-rounded knowledge of the past and its events, with intention to improve every child's cultural capital, understanding of the world around them and their own heritage.

History at Nine Mile Ride aims to be ambitious, and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills. Motivating, through engaging activities and trips/visitors that give all students an opportunity to question the past.

What is our curriculum aim?

At Nine Mile Ride Primary School, we have designed our History curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of periods of British History
- To discover links and connections to the History they learn and the wider community and locality
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past

How is history taught at Nine Mile Ride?

- History lessons at Nine Mile Ride focus on developing historical skills and children working as historians. We intend for our children to have real life experiences and learn about history in an active and creative way through engaging activities, trips and visitors that give all our students an opportunity to explore the past.
- Children are encouraged to explore and analyse artefacts and sources to gain their own understanding of historical evidence and what this can tell us about the past.



History Content Spine

	Autumn		Spring		Summer	
Year 1	<u>Toys</u>	A study of how children's toys and entertainment have developed.			<u>Kings and Queens</u>	A study of the history of the monarchy in the UK
Year 2	<u>Grace Darling</u>	A study of a Grace Darling and her part in a sea rescue	<u>Great Fire of London</u>	A study of an individual (Samuel Pepys) and the events of the Great Fire	<u>Dinosaurs</u>	A study of a the pre-historic era of dinosaurs, fossils and Mary Anning
Year 3	<u>The Gunpowder Plot</u>	A study of an individual (Guy Fawkes) and the events of the Gunpowder Plot	<u>Ancient Egypt</u>	A study of daily lives, beliefs and practices of ancient Egyptians		
Year 4	<u>Ancient Romans</u>	A study of daily lives, beliefs and practices of ancient Romans			<u>Tudors</u>	A study of lives of the Tudor monarchy and people living under their reign
Year 5			<u>Ancient Greece</u>	A study of daily lives, beliefs and practices of ancient Grecians	<u>World War II</u>	A study into the impact that WWII had on the lives of children in Britain
Year 6	<u>Victorians</u>	A study of life of Queen Victoria and changes in Britain during her reign	<u>Lost Civilisations</u>	A study into the lives of the Maya, Indus Valley and Kingdom of Benin		



History Knowledge Organiser : Year 1 - Toys

Old Toys	Modern Toys
• often made of wood	• often made of plastic
• mechanical or moved by hands	• often use batteries to move
• usually made by hand	• usually made by machines

Key Facts
- Some toys are thousands of years old and can be viewed in museums. These toys were made out of materials that were available at the time. Even stones and string have been made into toys! - Teddy bears were invented over 100 years ago and were named after the US president at the time, Theodore Roosevelt. - Even though toys have changed over time, some have always been popular with many generations (e.g. dolls, teddy bears, lego). - Toys have changed a lot throughout history.

Key Vocabulary	
21 st century	years since 2000
20 th century	the years 1900 - 1999
modern	recent years (e.g. the 21 st century)
old	from a historical time (e.g. before the 21 st century)
material	the resource an item is made from (e.g. wood, metal, paper, plastic)
museum	a building where old or interesting objects can be found
artefact	an object from a historical era
mechanical	operated by a mechanism (e.g. clockwork)

wooden dolls, wooden doll houses, tea sets, ball and cup, spinning top, toy soldiers, leather footballs	teddy bears, Barbie dolls, action man, electronic toys, computers, games consoles	handheld games consoles, virtual reality
19 th Century	20 th Century	21 st Century



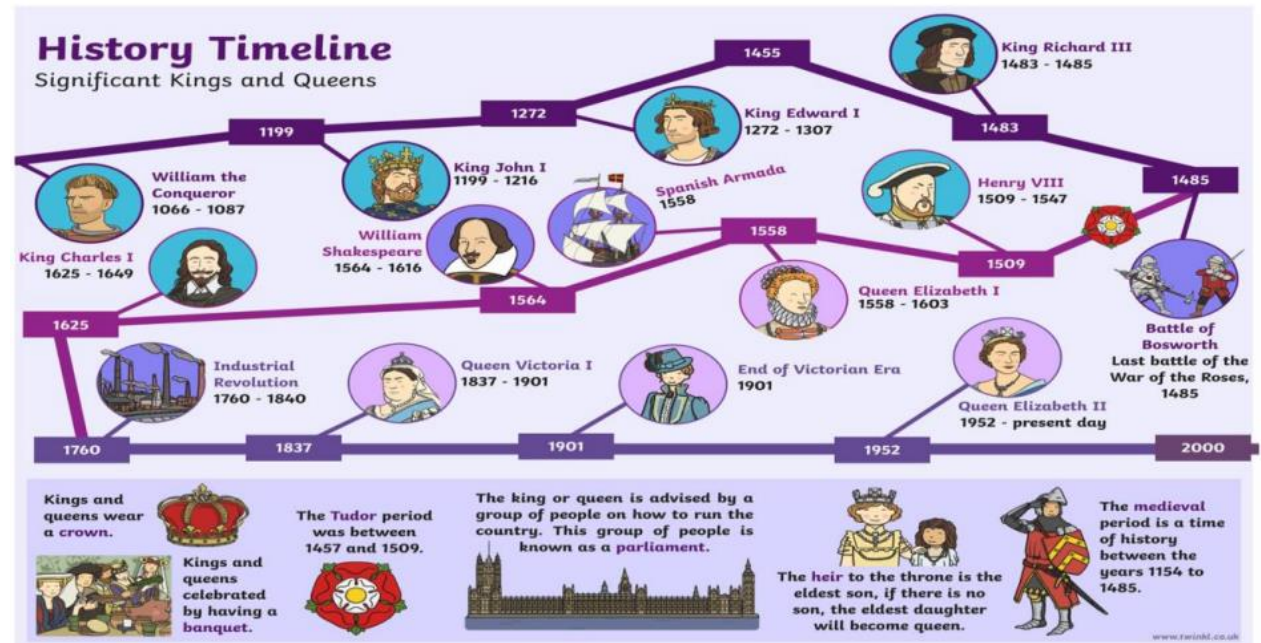
History Knowledge Organiser : Year 1 – Kings and Queens

Key Facts

- The responsibilities of a monarch include: signing government laws, head of the armed forces, head of the Church of England, representing the nation through visits and at ceremonies.
- Buckingham Palace is located in London. This is the main home of the monarch, but there are many other buildings that the monarchy own such as Windsor Castle, Sandringham or Balmoral.
- After the death of Queen Elizabeth II, King Charles III is the head of state in Great Britain.

Key Vocabulary

monarch	someone who reigns over states or countries
king	a male monarch
queen	a female monarch
jubilee	a celebration of time that a monarch has been on the throne
Buckingham Palace	the main home of the British king or queen since 1837
coronation	the act or ceremony of crowning a king or queen
heir	someone who has the right to inherit a person's money, property or title
reign	the period of time during which a king or queen is on the throne



History Knowledge Organiser : Year 2 - Grace Darling

Who was Grace Darling?

Grace Darling was a Lighthouse Keeper's daughter who helped to save 9 people after a ship crashed into the rocks and sank off the Northumberland coast near Bamburgh near her home in 1838. She was 22 years old when the rescue took place. Grace Darling became a heroine after her heroic actions.



Key Vocabulary

lighthouse	a tower which has a light to warn ships at sea away from the land
shipwreck	a ship which has been destroyed in an accident at sea
coast	the area where the land meets sea
rescue	to save someone from a dangerous situation
heroine	a woman who has done something brave and who is admired by lots of people
Bamburgh	a village on the coast of Northumberland
museum	a building where interesting and valuable objects are kept
steamship	a ship that has an engine powered by steam

Britain's oldest surviving lighthouse is built.

Grace Darling is born.

The Darlings move to Longstone Lighthouse.

The SS Forfarshire crashes. Queen Victoria rewards Grace Darling.

Grace Darling dies.

Grace Darling's biography is published..

1690

1815

1825

1838

1842

1880



History Knowledge Organiser : Year 2 - The Great Fire of London

Key Vocabulary

bakery	a place where bread or cakes are made and sold
baker	a person whose job it is to make bread and cakes
diary	a book in which a daily record of events and experiences are kept
eye-witness	a person who has seen something and can describe it
embers	small pieces of glowing coal or wood seen in a dying fire
firebreak	a gap that stops a fire spreading to nearby buildings

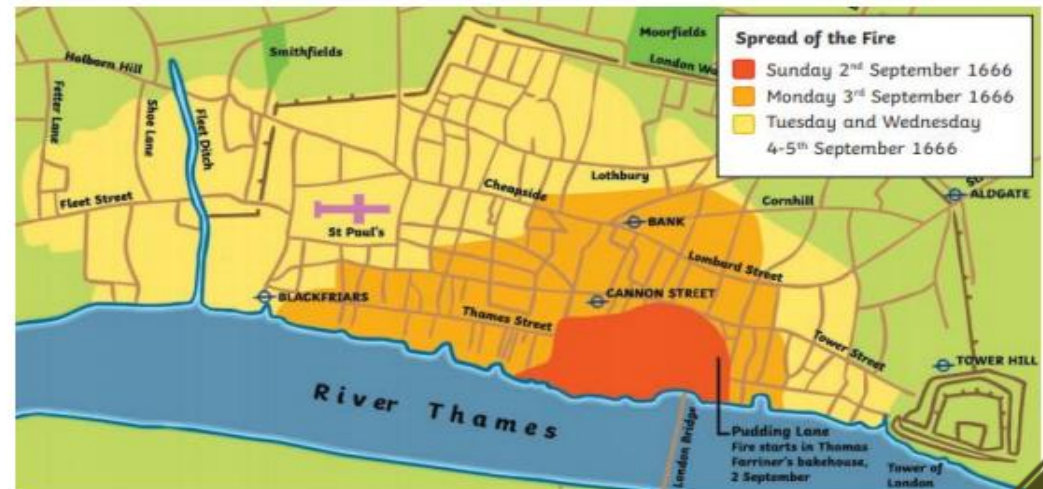


Key People

Thomas Farrier	An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings
Samuel Pepys	One of the ways we know about the fire is because people wrote about it in their own personal diaries. Samuel Pepys was famous for his diary that he wrote.
King Charles	King of England in 1666. After the fire he made a decree that houses must be built further apart and built from stone not timber

Timeline

Sunday 2 nd Sept 1666	1am – the fire begins 3am – the Lord Mayor goes to look at the fire but decides its not bad to leaves 7am – the fire spreads 11am – the Lord Mayor orders the pulling down of houses as instructed by King Charles II (who was informed by Samuel Pepys) 3pm – the King sails down the river to observe the fire
Monday 3 rd Sept 1666	The government orders fire posts to be set up. A group of boys successfully holds back the fire. 12pm – the fire can be seen 60n miles away in Oxford
Tuesday 4 th Sept 1666	The fire reaches its peak, It has spread from Temple West to the Tower of London where gunpowder was used to blow up houses to stop it reaching the Tower. St Paul's Cathedral and a number of prisons are destroyed by the fire.
Wednesday 5 th Sept 1666	The wind changes direction, blowing towards the River Thames.
Thursday 6 th Sept 1666	The final fires are extinguished.



History Knowledge Organiser : Year 2 - Dinosaurs

What were dinosaurs?

Dinosaurs were one kind of reptiles that lived on Earth millions of years ago before people. There were lots of different kinds of dinosaurs that lived at different times. Most dinosaurs became extinct 65 million years ago. Scientists think this was probably because of an asteroid that hit the earth. The dinosaurs would not have been able to adapt to a change in the climate caused by the asteroid.



Tyrannosaurus Rex



Brontosaurus



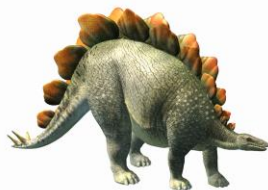
Pterodactyl



ammonite fossil



Triceratops



Stegosaurus



Mary Anning

Mary Anning was a famous fossil hunter from over 200 years ago. She found and identified many prehistoric fossils in the UK. Although her discoveries were amazing, her achievements were not recognised whilst she was alive.

Key Vocabulary

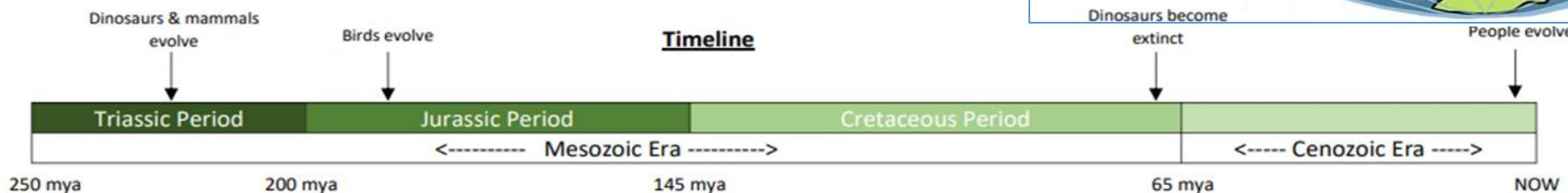
fossil	the remains of plants and animals that lived long ago found underground
skeleton	the bones of an animal
prehistoric	something that happened a long time ago before humans began recording things
discovery	finding or learning something for the first time
museum	a place to learn about items from history
paleontologist	a person who studies the remains of animals or plants that lived long ago
extinct	no longer alive

250 million years ago, all the land on Earth was one large landmass now called Pangea.



Dinosaurs become extinct

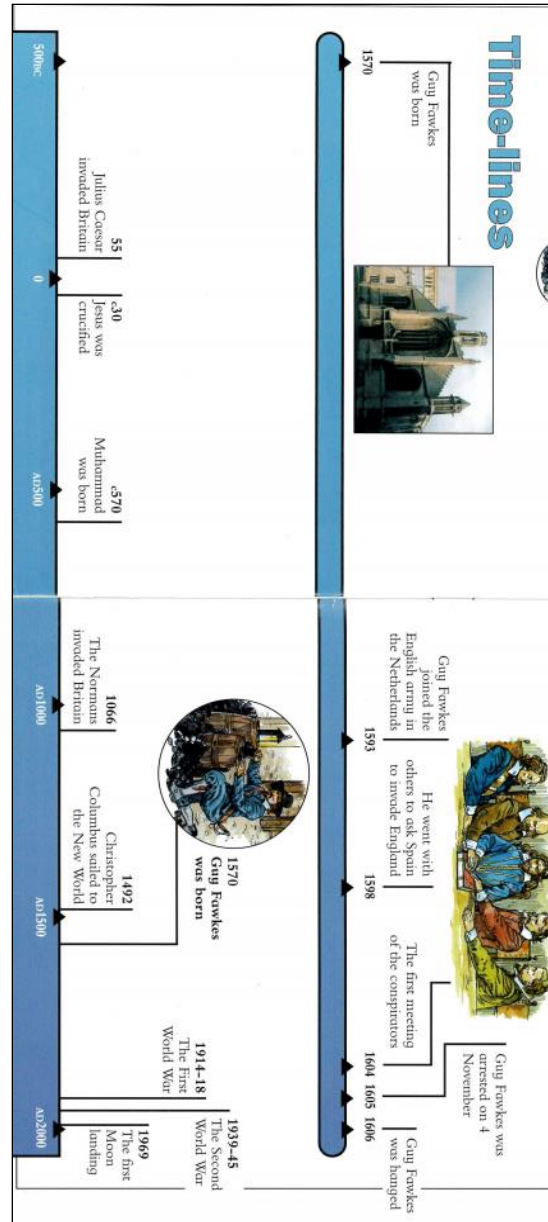
People evolve



History Knowledge Organiser : Year 3 – The Gunpowder Plot

Key Facts

- The monarchy changed to Protestant which resulted in a conflict between the Protestants and the Catholics.
- Guy Fawkes was a Catholic and was one of 13 men that plotted against Parliament and King James I.
- The 13 men swore an oath of secrecy on a holy bible that they would work together to carry out the plot.
- Rumours spread across the country between the Catholic members about the plot to destroy the government and the King.
- The plot was discovered from a letter addressed to Lord.
- Monteagle, which warned him not to go to the opening of Parliament, due to the planned plot.
- Robert Catesby bought the 36 barrels of gunpowder, and was later found guilty of treason.
- In the cellar directly under where the King sat, Guy Fawkes was found standing with the barrels of gunpowder.
- The conspirators were tortured and executed by the Houses of Parliament in Westminster, London.
- The King ordered bonfires to be lit on the 5th of November in celebration of the Gunpowder Plot not going ahead.



Key Vocabulary

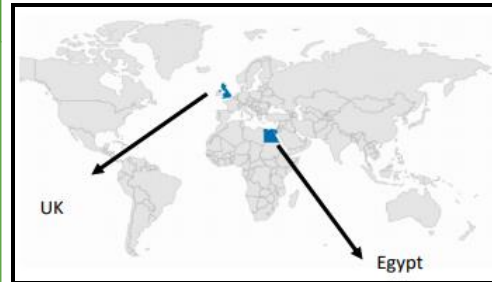
Anglican	Another name for the Church of England faith
Baptise	To make someone a member of the Christian church.
Conspirator	Someone who takes part in a secret plot
Holy Communion	A Christian ceremony
Execute	To put to death someone found guilty of a crime
Manacles	Iron rings used for torture. The prisoner hung from them by his or her wrists.
Mass	A Roman Catholic religious service
Oath	A promise which people swear they will keep. They usually hold a bible or another holy book.
Rack	A wooden bed on which a prisoner is tortured by stretching
Rosary	A string of beads used by Roman Catholics to count prayers
Houses of Parliament	A place where the main decisions are made on how to run the country
Gunpowder	A powdered mixture used in fuses and fireworks
Torture	The action of inflicting severe pain on someone as a punishment
Cellar	A room below ground level
Catholic	A person who belongs to the universal Christian church
Protestant	A member of any Western Christian Churches that are separate from the Roman Catholic Church.
Treason	The crime of betraying one's country, especially by attempting to plot against the Government.
Plot	A plan made in secret by a group of people to do something illegal/harmful.



History Knowledge Organiser : Year 3 – Ancient Egypt

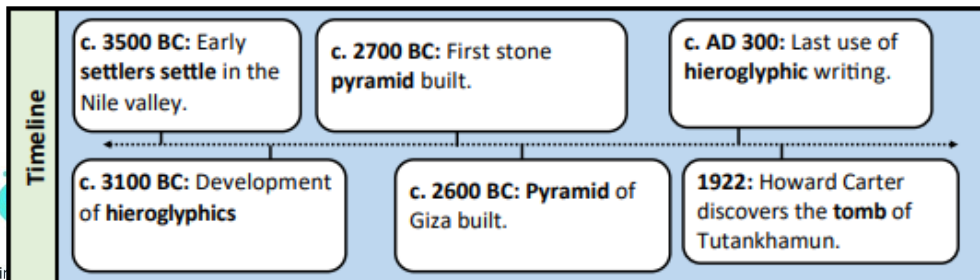
Key Facts

- The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location. They were among the first civilisations to use irrigation systems .
- The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.
- We know about ancient Egyptian life (culture and religious beliefs) because of ruins such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls.
- Egyptian society was very hierarchical - this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society.
- What Egyptian life was like for different groups of people.
- The purpose and features of pyramids.
- Mummification was the process of preserving a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife.
- The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs.
- Howard Carter discovered Tutankhamen's tomb.
- Religion was very important in Ancient Egypt. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities.



Key Vocabulary

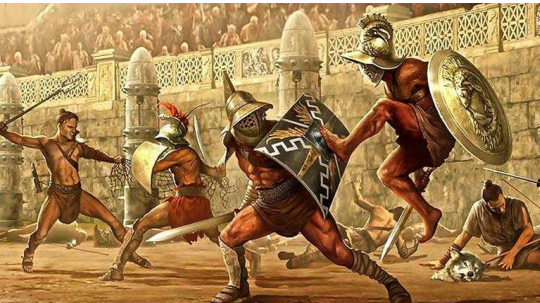
afterlife	A life that some people believe begins when you die, for example a life in heaven or as another person or animal.
ancient	Belonging to the distant past, especially to the period in history before the end of the Roman Empire (AD 410).
archaeologist	Someone who studies the past by exploring old remains.
architecture	The art of planning, designing and constructing buildings.
artefacts	An object from the past that shows evidence of what life was like.
chronology	The order of events in time.
circa	Latin meaning 'around' . c. 800 BC means around 800 BC.
civilisation	A human society with its own social organisation and culture.
climate	The general weather conditions that are typical of a place.
continent	A very large area of land that consists of many countries. Europe is a continent.
culture	Activities such as the arts and philosophy, which are considered to be important for the development of civilisation.
deities	A god or goddess.
fertile	Rich in nutrients to support the growth of many plants.
hieroglyphics	Symbols in the form of pictures which are used in some writing systems, for example those of ancient Egypt.
irrigation	Supply land with water in order to help crops grow.
mummification	If a dead body is mummified, it is preserved, for example by rubbing it with special oils and wrapping it in cloth.
papyrus	A tall water plant that grows in Africa.
pharaoh	A king of ancient Egypt.
polytheists	The worship of or belief in more than one god.
preserve	Making sure that something remains as it is, and does not change or end.
pyramids	Ancient stone buildings with four triangular sloping sides. The most famous pyramids are those built in ancient Egypt to contain the bodies of their kings and queens.
sarcophagus	A large decorative container in which a dead body was placed in ancient times.
settler/settlement	People who migrate to a new place. When people start a community, this is a settlement.
society	People in general, thought of as a large organized group.
tomb	A large grave that is above ground.
trade	The activity of buying, selling, or exchanging goods or services.



History Knowledge Organiser : Year 4 – Ancient Rome

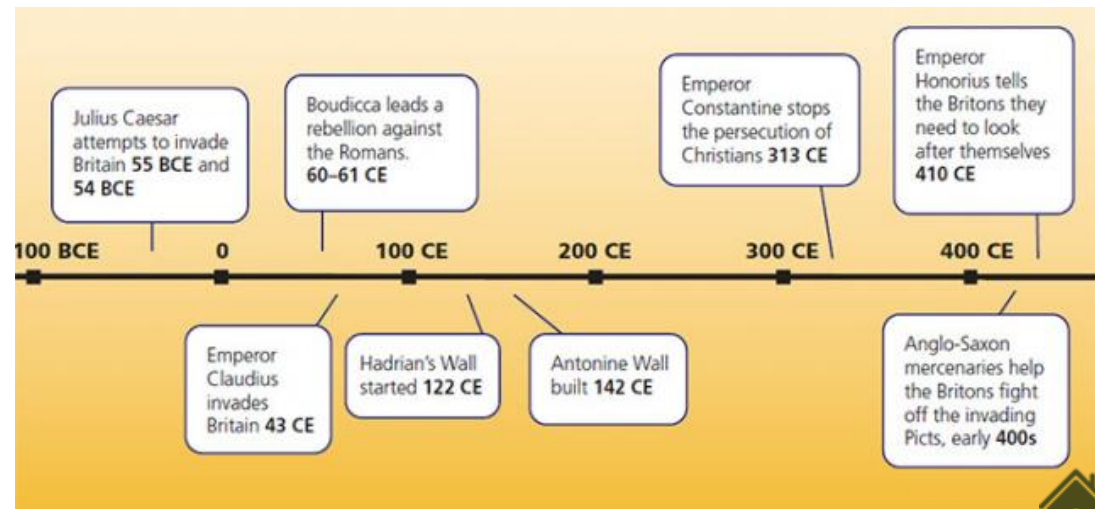
Key Facts

- Julius Caesar failed to invade Britain twice in 55BC
- Emperor Claudius successfully invaded Britain in 43AD
- The organisation of their army enabled them to succeed
- Boudicca, an Iceni leader, led a Celt revolt against the Roman invaders.
- The Romans were great inventors and left us many things that we use today.
- The Romans built roads across the empire which were long and straight. They helped move armies quickly and let trade travel across long distances.
- The Romans built new towns. they had a grid structure and featured a forum, basilica and public baths.
- Hadrian's wall was built in 122AD as the northern border of the empire. It was 120km coast to coast and kept Scotland (Caledonia) out.



Key Vocabulary

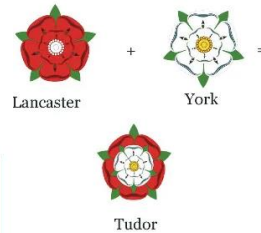
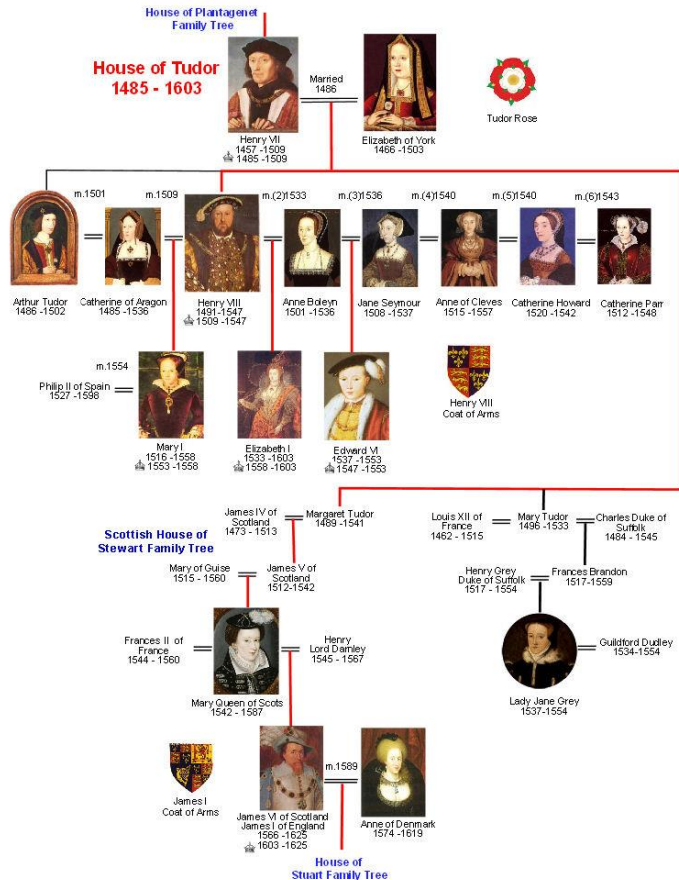
battle	a fight for control during the war
empire	the land/countries ruled by a group of people or person
conquer	to defeat an opposing force in a battle/war
Emperor	the ruler of an Empire
Invade	to enter a country with the purpose of taking control
defence	a strategy to avoid being conquered
resist	to not give in easily/put up a fight
leisure time	time away from working
chronology	the sequence of historical events
BC	Before Christ – a way of dating years before the birth of Jesus Christ.
AD	Anno Domini – “in the year of our Lord.” AD is used to show the years after the birth of Jesus.
Celt	a person who lived in ancient Britain before the time of the romans
revolt	when a large number of people refuse to be ruled and take action against it.
mosaic	a pattern or picture made from small pieces of material
legion	a large group of soldiers who form part of an army
gladiator	a person who fought for the entertainment of Roman audiences



History Knowledge Organiser : Year 4 – The Tudors

Key Facts

- The Tudors were a dynasty of kings and queens who ruled England between 1485 and 1603. The Tudors produced two of England's most successful and famous monarchs, Henry VIII and Elizabeth I.
- From 1154 – 1485, England was ruled by the Plantagenet family. In the 1450s, war broke out between two branches of the family, the House of York and the House of Lancaster. This war was named the War of the Roses.
- The war continued until 1485 when Henry Tudor, who was related to the House of Lancaster, killed King Richard III, the last Plantagenet king at the battle of Bosworth Field.



Key Vocabulary

battle	a fight for control during the war
break with Rome	the time that England no longer had the Catholic religion as the state religion
explorers	people who discover new countries
successor	a person who inherits the throne after the death of the previous king or queen
monastery	place where monks live
monarch	king or queen who leads a state
century	a period of 100 years
armada	a fleet of ships
family tree	a diagram showing how members of a family are related
dynasty	a family of rulers who rule over a country for a long time
Catholic	the oldest and largest branch of Christianity ruled over by the Pope
Protestant	the second largest branch of Christianity that became separate from the Catholic church in the 16 th century.
reformation	an attempt in the 16 th century to change the Catholic church that resulted in the creation of Protestant churches
dissolution	a formal, legal ending of something

Wives of Henry VIII

Name	Length of Marriage	Fate
Catherine of Aragon	23 years 11 months	divorced
Anne Boleyn	2 years 11 months	beheaded
Jane Seymour	1 year 4 months	died
Anne of Cleves	6 months	divorced
Catherine Howard	1 year 3 months	beheaded
Catherine Parr	3 years 6 months	survived



History Knowledge Organiser : Year 5 – The Ancient Greeks



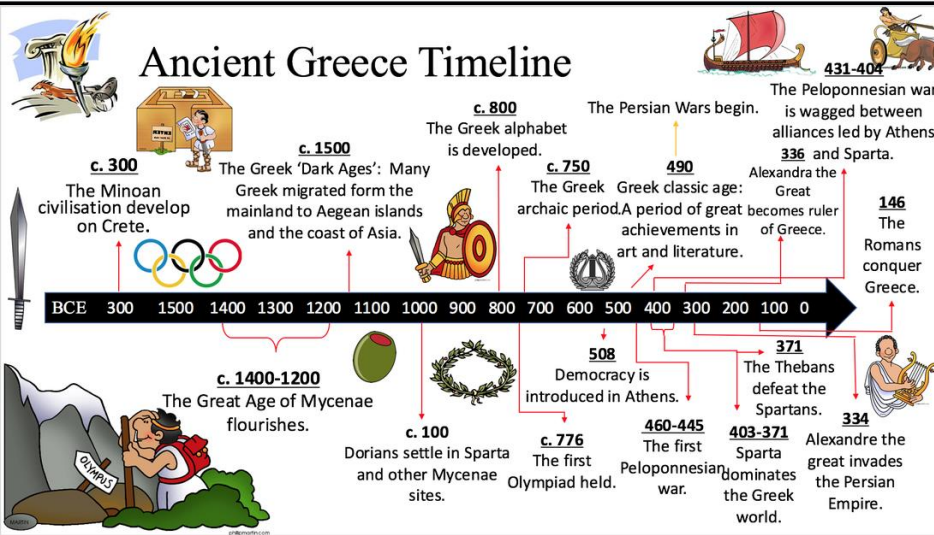
Key Vocabulary

acropolis	the citadel of an ancient Greek city
archaeologist	someone who studies the past by exploring old remains
architecture	the art of planning, designing and constructing buildings
chronology	the order of events in time
citadel	a strong building in or near a city, where people could shelter for safety
civilisation	a human society with its own organisation and structure
culture	activities such as the arts and philosophy
deity	a god or goddess
democracy	a political system where all adults vote for an elected government
empire	a number of additional nations ruled by one particular country
invasion	an attempt to take over a place by force
merchant	a person who buys or sells goods in large quantities
military	relating to or belonging to the army
mythology	a group of myths belonging to a particular country, religion or culture
philosophy	the study or creation of theories such as the nature of existence
society	people in general, thought of as a large, organised group

Key Facts

- Greece was divided into city states that each had their own laws and ways of life, but who all spoke the same language. Two well known states were Athens and Sparta.
- In Athens, Greek styles of art, architecture, philosophy were developed – these helped shape our modern society along with science and maths.
- Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain.
- In Sparta, life was very different; all that was important was being able to defend Sparta in battle.
- The first Olympic games were held in 776 in the city-state Olympia.
- Religion was very important in ancient Greece. They believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology.

Ancient Greece Timeline



History Knowledge Organiser : Year 5 – World War II

Key Vocabulary

Adolf Hitler	leader of Germany throughout World War 2
air raid	an attack in which bombs are dropped from an aircraft
allies	the people who were fighting alongside Britain
Anne Frank	a young Jewish girl who hid from the Nazis during the war
atomic bomb	a nuclear bomb that causes an enormous, devastating explosion
axis	the countries we were fighting against
blitz	short for the German word 'Blitzkrieg', which means lightning war. The blitz happened from September 1940 to May 1941 and Germany regularly bombed London and other cities.
blackout	when towns or cities are made dark so they cannot be seen by air
bomb shelter	a place that was safe to shelter from falling bombs. People built shelters in their homes, gardens or used public underground shelters.
evacuee	a person who was moved away from a area of danger
Nazi	a member of the German political party National Socialists
war	a state of armed conflict between different countries

Key Facts

- Allies: Australia, Belgium, Brazil, Canada, China, Czechoslovakia, Denmark, Estonia, France, Greece, India, Latvia, Lithuania, Malta, The Netherlands, New Zealand, Norway, Poland, South Africa, United Kingdom, United States, USSR and Yugoslavia.
- Axis: Germany, Italy and Japan.
- Adolf Hitler led a political party called the National Socialists which they shortened to Nazis. He believed that Germany was a superior nation and that they should have more land within Europe.
- When the war started, some men volunteered to join the army, but it was not enough. In 1940, two million British men aged between 19 and 27 were ordered to fight.
- Soldiers carried a water-bottle, ammunition pouches, spades, a groundsheet and a backpack containing: a mess-tin, tinned rations, extra iron rations, spare socks and laces.
- Children in Britain were evacuated to the countryside to escape the bombing. They were put onto trains with a label on them like they were parcels. They would live with another family in the countryside. It was a difficult time for the children as they were split from their families.



1940 - 1941

Germany invaded France, the Netherlands, Belgium, Norway and other countries



10th June 1940

Italy declared war on France and Britain.



20th September 1940

Germany, Italy and Japan signed an agreement called the Tripartite Pact, where they agreed to join forces.



27th May 1940

340,000 British and French troops were evacuated from Dunkirk in France, unable to hold out against the advancing German forces.



7th September 1940

The London Blitz began. Other British cities including Plymouth, Cardiff, Liverpool and Coventry were badly bombed during the war, with huge loss of life.



7th December 1941

The Japanese bombed Pearl Harbour in Hawaii, USA. The following day, the USA joined the war on the side of the Allies.



15th February 1942

Japan invaded Singapore.

8th November 1942

The Allies seized back control of North Africa

6th June 1944

Allied troops landed in northern France and began seizing control of more of Europe.

January 1945



Axis forces and it was clear that an allied victory was only a matter of time

30th April 1945

Hitler committed suicide in his underground bunker in Berlin



7th May 1945

Germany surrendered to the Allies.



8th May 1945

VE Day (Victory in Europe Day).

6th August 1945

The USA drop atomic bombs on the Japanese cities Hiroshima and Nagasaki



15th August 1945

VJ Day (Victory over Japan Day). Japan announced they were going to surrender although their surrender wasn't official until the 2nd of September 1945.



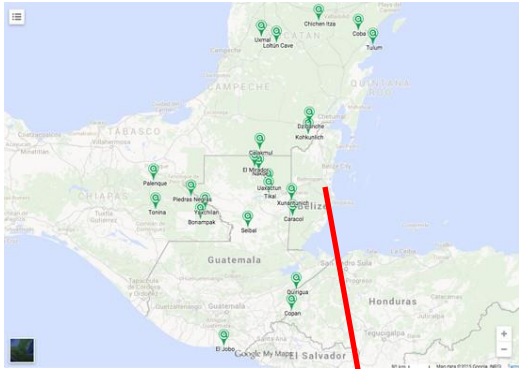
History Knowledge Organiser : Year 6 - Victorians

Key Facts		
Queen Victoria		Queen Victoria became queen at 18 years old and ruled Great Britain and Ireland for 64 years. (1837-1901) She was married to Prince Albert and together they had nine children. Victoria was so upset when Prince Albert died that she spent the rest of her life wearing black clothes.
Victorian Inventions		The Victorians were great inventors and invented many things including bicycles, motor cars, sewing machines, photographs, Christmas cards and ice cream, to name a few! Prince Albert organised 'The Great Exhibition' in London to showcase some of these amazing Victorian inventions to the public.
The Industrial Revolution		The Industrial Revolution was when new machines invented in Victorian times led to lots of factories being built in towns. Many people moved from the countryside to the towns to work in these new factories. Towns became dirty and overcrowded and many people's jobs were very dangerous.
Children's jobs		During Victorian times, poor families often had to send their children out to work as young as five, to earn money. Poor children did a variety of dangerous jobs including chimney sweeps, coal miners, gong scourers and working in the cotton mills.
Victorian Schools		In rich families, boys were often sent to boarding school and girls were educated at home. Queen Victoria improved education for poor children and passed a law in 1880 to say that all children aged 5-10 had to attend school. Victorian teachers were very strict and punishments were very harsh.
Victorian Holidays		The invention of the railways in Victorian times meant that people could travel to the seaside to go on holiday much more easily. People went to the seaside to enjoy the fresh air away from the smoke-filled cities. They enjoyed donkey rides, walks along the piers and watching Punch and Judy shows.
Brunel		Isambard Kingdom Brunel was a famous Victorian engineer, most famous for designing bridges, railways and ships. One of his most famous designs was the Clifton Suspension Bridge in Bristol. Brunel also worked with his father to build the first tunnel under the River Thames.
William Morris		William Morris was a famous Victorian designer. He used flowers and animals in his wall paper designs to help people feel closer to nature. He repeated the patterns many times by block printing onto large pieces of paper to make patterned wallpaper.
A Victorian Christmas		Before Victorian times, Christmas was hardly celebrated. The Victorians introduced many Christmas traditions including Christmas cards, Christmas crackers and decorating Christmas trees. Charles Dickens helped spread these Christmas traditions through his well known book, 'A Christmas Carol.'

Key vocabulary	
bathing machines	A wheeled hut, drawn by horses to the edge of the sea, used for changing in and bathing from.
The British Empire	All the lands controlled by Britain and ruled over by the British King/Queen.
chimney sweep	A person whose job is cleaning out the soot from chimneys.
coal mine	A deep hole underground from which coal is removed.
cotton mill	A factory for producing cotton fabrics.
engineer	A person who designs or builds machines or structures.
Victorian era	The period of time that Queen Victoria ruled Britain for. (1837 – 1901)
gong scourer	A man or boy whose job was to search through the sewers for lost treasures.
The Industrial Revolution	A time when the inventions of new machines led to many factories being built in cities. People moved from the countryside to the cities to work in the factories.
parlour games	Indoor games played by families or at parties.
pier	A long platform sticking out from the land over the sea which people walk along or use when getting onto or off boats.
Prince Albert	The husband of Queen Victoria for 21 years until his death in 1861.
steam engine	A machine using steam power to work.
workhouse	A place where very poor people could live and do unpleasant jobs in exchange for food.



History Knowledge Organiser : Year 6 – Lost Civilisations



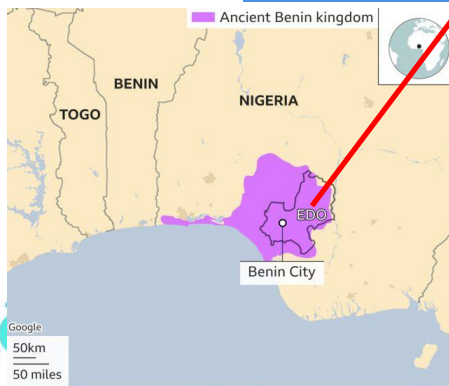
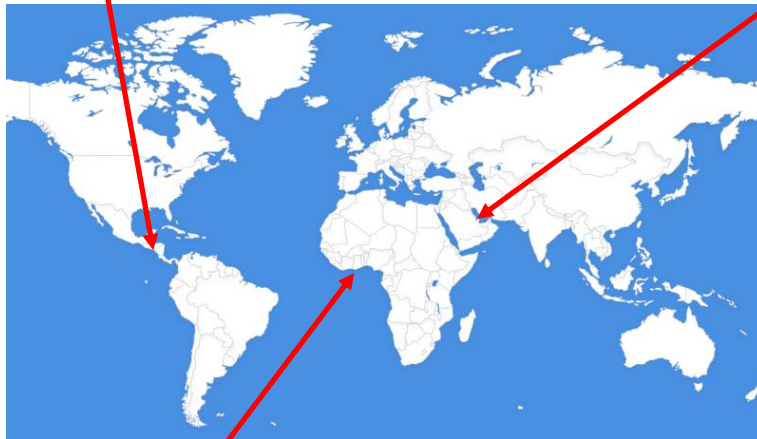
Maya Civilisation

This thrived in Central America from 1000 BCE to 1500 CE. The Maya were great astronomers and scientists, building observatories to track stars and planets. Great pyramids were built in their main cities, some of which still survive.



Indus Valley Civilisation

This thrived in Pakistan and Northern India from around 4000 BCE to 500 BCE, making it one of the earliest known human civilisations. The best known sites are Harappa and Mohenjo Daro, which were excavated in the 20th century.



Kingdom of Benin

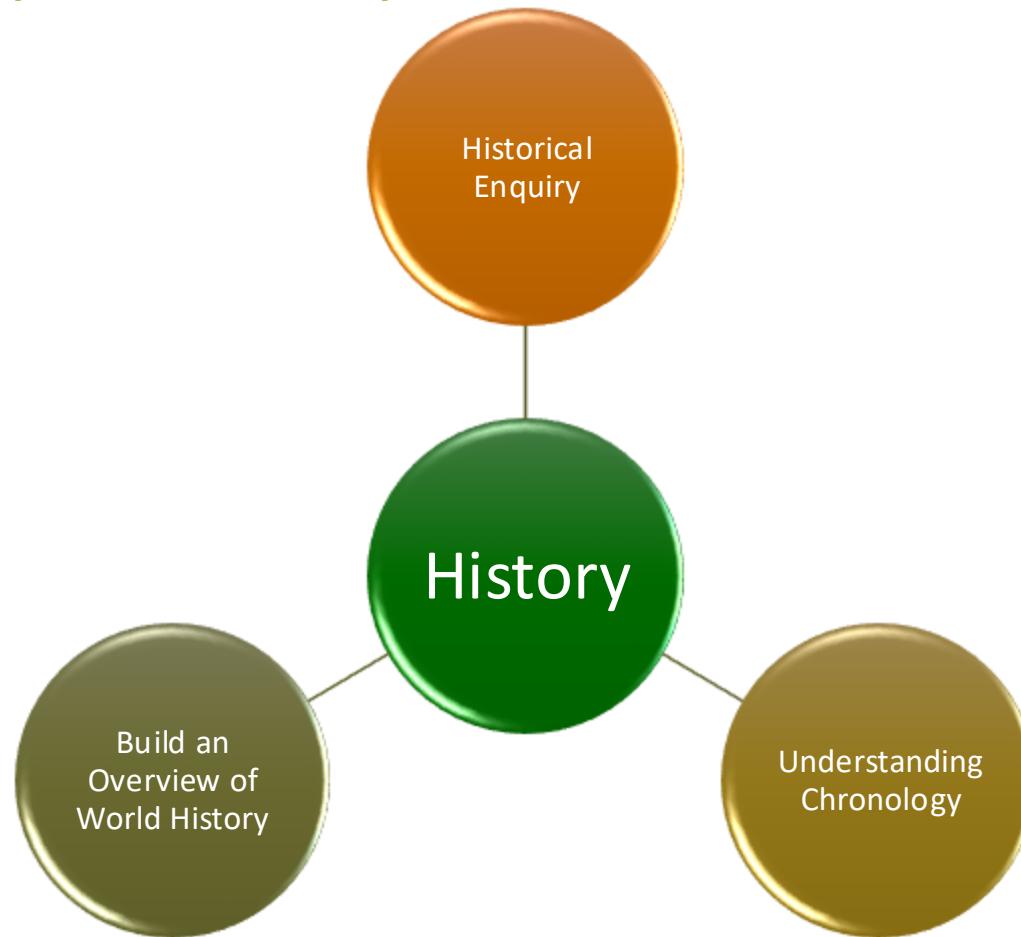
This thrived in part of modern Nigeria from around 400 to 1900 CE. Led by the Oba, the people of Benin had a well organised society with many different craftsmen producing high quality work. Trade with other groups was common.

Key vocabulary

archaeology	The study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
artefact	An object made by a human being, typically one of cultural or historical interest
Benin bronzes	Metal plaques and sculptures which decorated the palace of the Oba in the kingdom of Benin. They were seized by British troops in 1897.
cenote	A natural underground reservoir of water found in the limestone rocks of Yucatan, Mexico.
Chichen Itza	An ancient city of the Maya civilisation, located in Yucatan, Mexico
civilisation	The society, culture, and way of life of a particular area
codex/codices	An ancient manuscript in book form. Only 4 of the Maya codices survive.
Harappa	An ancient city of the Indus Valley civilisation, located in the Punjab region of Pakistan.
Mohenjo Daro	An ancient city of the Indus Valley civilisation, located in the Sindh region of Pakistan.
Oba	The King of the Benin civilisation.
pokatok	A ball game played by the Ancient Maya civilisation.
religion	The belief in and worship of a superhuman controlling power, especially a God or gods.
seal	A small device for making an impression in wax, clay or other material. Seals were used to represent the owner, like a modern signature.
source	Documents, artworks, sound/video recordings or other artefacts which give an understanding of things that have happened in the past from the point of view of the people who lived through them.
trade	The exchange of goods, services or both.



History Key Concepts



History Progression Map – Historical Enquiry

Year 1

Investigating sources	• look at objects and pictures from the past and talk about them
Interpreting evidence	• use historical language to describe objects
Representing information	• draw pictures and write sentences about events in the past

Year 2

Investigating sources	• use books, pictures and artefacts to talk about events and people in the past
Interpreting evidence	• talk about what life might have been like in the past • use historical language to describe events and objects
Representing information	• write about people, objects or events from the past

Year 3

Investigating sources	• use a range of sources to collect evidence about the past • ask relevant questions about a period in the past
Interpreting evidence	• understand that there may be different versions of the same event in history and give reasons for this • use dates and historical terms accurately
Representing information	• present information about the past using a variety of formats



History Progression Map – Historical Enquiry

Year 4

Investigating sources	• ask specific questions about events and people from the past • suggest sources of evidence to answer historical questions
Interpreting evidence	• compare different versions of the same event in history and explain why the versions may be different
Representing information	• choose and explain the most appropriate method to convey information about the past

Year 5

Investigating sources	• choose reliable sources of evidence to help answer questions
Interpreting evidence	• understand that some evidence from the past is propaganda, opinion or misinformation • use key vocabulary of the time to convey understanding of the past
Representing information	• present historical findings in interesting ways, using a variety of appropriate forms

Year 6

Investigating sources	• evaluate evidence and use the most reliable forms
Interpreting evidence	• give clear reasons why there might be different accounts of history linked to factual understanding of the past • realise and explain why there is often not a single answer to historical questions
Representing information	• choose the most appropriate way to present information for a specific audience



History Progression Map – Build an Overview of World History

Year 1

Historical understanding	• find out some facts about people within living memory and from long ago (before living memory) • find out some facts about events that happened long ago
Cause and consequence	• say why some people acted as they did
Similarities and differences	• describe similarities and differences between people now and in the past

Year 2

Historical understanding	• find out information to describe people from the past • recount the main events from a significant event in history
Cause and consequence	• look at evidence to give and explain reasons why people in the past acted the way they did
Similarities and differences	• use information to describe differences between then and now

Year 3

Historical understanding	• describe houses, culture and beliefs, ways of life and buildings from specific eras in the past
Cause and consequence	• explain how people's beliefs may influence actions
Similarities and differences	• describe some differences and similarities between some people from the past (e.g. rich and poor)



History Progression Map – Build an Overview of World History

Year 4

Historical understanding	• give reasons why changes may have occurred during specific historical eras
Cause and consequence	• describe how some of the events, people or artefacts from the past affect life today
Similarities and differences	• use evidence to give reasons why life in the past may be different to life today

Year 5

Historical understanding	• describe aspects of life (settlements, culture, leisure, beliefs and way of life) from a specific era
Cause and consequence	• describe circumstances that may lead to events in the past, and the consequences of these
Similarities and differences	• compare historical knowledge with modern life and society and explain why there may be changes

Year 6

Historical understanding	• study aspects of a time or society from the past
Cause and consequence	• understand the reasons why civilisations begin and end
Similarities and differences	• make links between some features of past societies (e.g. religion, houses, society, technology)



History Progression Map – Understand Chronology

Year 1

Using timelines

- understand how to put events into order to when they happened on a timeline

Describing chronology

- understand the difference between things that happened in the past and present
- use words and phrases such as: now, yesterday, last week, a long time ago, when I was younger, before I was born

Year 2

Using timelines

- use a timeline to place specific events or people

Describing chronology

- understand and use the words past and present when telling people about an event
- recount events in my own life over time

Year 3

Using timelines

- use timelines to place events I have found out about
- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

Describing chronology

- use words and phrases such as: century, decade, BC, after, before or during to describe the passing of time



History Progression Map – Understand Chronology

Year 4

Using timelines

- divide a timeline into centuries to place and compare events

Describing chronology

- use words and phrases such as: era, period, century, decade, BC or AD to describe the passing of time
- recall the dates of significant events I have studied

Year 5

Using timelines

- use a timeline accurately to place people, events or objects
- divide a timeline into periods (e.g. BC – ancient civilisations, Romans, Tudors, today etc)

Describing chronology

- recall and compare dates of significant events that I have studied

Year 6

Using timelines

- use a timeline to place events, periods and cultural movements
- use a timeline to demonstrate changes and developments in culture, technology, religion and society

Describing chronology

- recall the date of any significant event from the past I have studied and place it in the right place on a timeline



Geography

[Intent and Implementation](#)

[Content Spine](#)

[Knowledge Organisers](#)

[Key Concepts](#)

[Progression Maps](#)

" The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world"

— President Barack Obama

— President Barack Obama



Geography Intent and Implementation

Why do we teach geography?

At Nine Mile Ride we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place within it.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote our children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

What is our curriculum aim?

We will deliver a curriculum that:

- Inspires a curiosity and fascination about the world and its people
- Equips children with an understanding of diverse places, people, resources and environments around them
- Allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- Develops an understanding that the Earth's features are interconnected and change over time
- Encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
- Use local area and community to develop geographical skills and knowledge



Geography Intent and Implementation

How is geography taught at Nine Mile Ride?

- Geography programme of study provided by the National Curriculum has been broken down to ensure both progression and coverage from EYFS and across Key Stage 1 and 2. Geography is taught as part of our NMR creative curriculum with each year group following a topic/ theme with knowledge and skills interlinked.
- The teaching, learning and sequencing of the curriculum follows:
 - A progression of skills that is organised into three key concepts: Geographical enquiry and skills, investigating places and investigating patterns for each year group.
 - Each theme will be taught explicitly through exciting content blocks, including links to other areas of the curriculum
 - Fieldwork allowing pupils to explore their local area
 - A teaching sequence that begins with a 'hook', builds knowledge and skills and concludes with a reflection including trips and showcases to an audience



Geography Content Spine

	Autumn		Spring		Summer	
Year 1	Our Local Area	A study of the local area using maps and area photographs	Passport to the World	A study of continents and oceans of the world		
Year 2	Coasts	A study of coasts and seaside towns in the United Kingdom	Mexico	A comparison study into the geographical features of Mexico and the UK	Local Area	A study of the local area developing fieldwork skills
Year 3			Egypt	A study into the physical and human geography of Egypt	Rainforests	A study into the physical and human geography of tropical rainforests, including climate, biomes and environmental sustainability.
Year 4			North America	A study into the physical and human geography of North America		
Year 5	Explorer Skills	Development of key skills such as map reading and compass directions	Greece	A study into the physical and human geography of Greece		
Year 6	The Jurassic Coast	A study into the features, defence and use of coasts in the United Kingdom	South America	A study into the physical and human geography of South America		



Geography Knowledge Organiser : Year 1 – Our local area

Local Area – Key Facts

- Our school is Nine Mile Ride Primary School.
- Our school has classrooms, a library, a hall, offices and lots of outside areas.
- Our school is in Finchampstead.
- Finchampstead is a village near Wokingham.
- Finchampstead is in England, which is part of the United Kingdom.
- Finchampstead has lots of facilities, such as the FBC, churches, shops, houses and schools.
- There are lots of different types of houses and homes in our local area.

Key Vocabulary

school	a place where pupils go to learn - our school is Nine Mile Ride
home	a place where people live - these can be detached, semi-detached, terraced or flats etc
address	the location of a building - includes a house number and street name
compass	a tool used to describe directions
directions	north, south, east, west, up, down, left, right etc
street map	a map of the roads and facilities of a local area e.g. Finchampstead
buildings	places that can be homes, businesses, schools or places of worship for example
position	the location of a place on a map, for example
route	the journey from one place to another
locate	to find the position of someone or something
fieldwork	the task of finding out information about places (e.g. a local area walk)

Aerial photograph and map of Nine Mile Ride Primary School



Geography Knowledge Organiser : Year 1 – Passport to the World

Continents – Key Facts

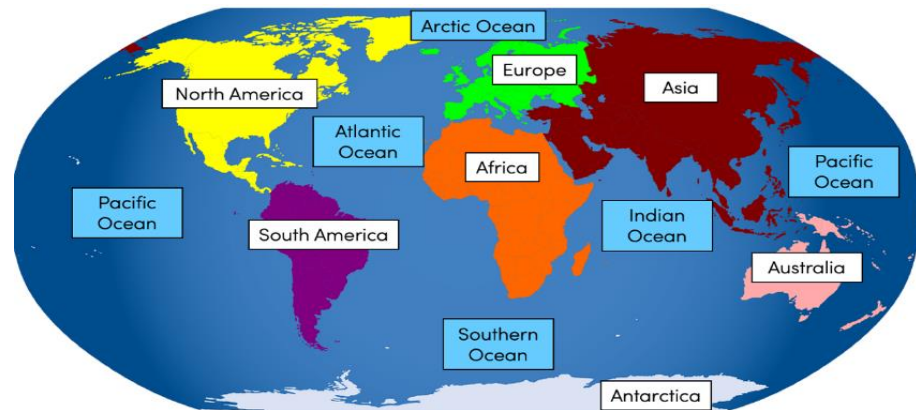
There are seven continents:

- Europe – the continent where we live. It also has the two smallest countries in the world: Vatican City and Monaco.
- Asia – the largest continent. It has the biggest land area and the world's biggest population.
- Africa
- North America – there are 23 countries in total on the North American continent.
- South America – has 12 countries. The largest of these is Brazil.
- Antarctica – the smallest continent by population. The continent is covered almost completely with ice, and there are only research stations for scientists to live in.
- Australia (also known as Australasia or Oceania) – the smallest continent on the planet.

Key Vocabulary

city	a large town. London is a city.
compass point	any of the main points of the compass: north, south, east and west
continent	a very large area of land that consists of many countries. Europe is a continent.
country	an area of land that is controlled by its own government
England	England is in the United Kingdom
island	a piece of land that is completely surrounded by water
Great Britain	an island that is made up of England, Scotland and Wales
ocean	one of the very large areas of salt water on the Earth's surface
sea	large areas of salty water that are parts of an ocean
United Kingdom	The UK is officially known as the United Kingdom of Great Britain and Northern Ireland.
village	a small group of houses, perhaps with a few shops, that are often in the countryside. Finchampstead is a village.

World's Continents and Oceans



Compass Points



Geography Knowledge Organiser : Year 2 – Coasts

Coasts – Key Facts

- The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland.
- The capital cities are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland)
- The British Isles are surrounded by seas and oceans - the English Channel, the North Sea, the Irish Sea and the Atlantic Ocean.

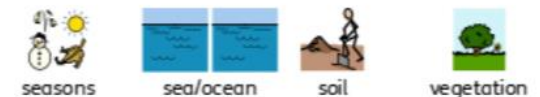
Key Vocabulary

beach	the land at the edge of a the ocean or sea
cliff	a high, steep face of rock or earth
coast	the land next to the ocean
dock	a raised platform that is built out into the water
hill	a naturally raised area of land which is not as high as a mountain
lighthouse	a tower with a flashing light for guiding ships and warning them of dangers in the water
mountain	a land mass with great height and steep sides that is higher than a hill
ocean/sea	the vast body of salt water covering most of the earth's surface
port	a place where ships load and unload, and its nearby a town or city
river	a large, natural stream of fresh water that flows into the sea or lake.
season	one of the four parts of the year; spring, summer, autumn, and winter

Human Geographical Features

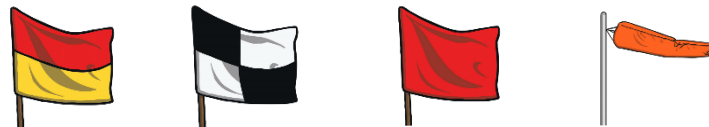


Physical Geographical Features



How can I stay safe at the beach?

- Always wear sun cream to protect your skin
- Swim where a lifeguard or adult can see you
- Don't float where you can't swim
- Understand the beach safety flags



Geography Knowledge Organiser : Year 2 – Mexico

Mexico – Key Facts

- Mexico is located in the continent of North America.
- It is found in Central America, between North America and South America.
- The capital city is Mexico City.
- Some local food eaten in Mexico is: salsa, fajitas, tacos, enchiladas, tortillas, corn, guacamole, chillies, beans, rice, burrito.
- Chocolate originated from Mexico.
- As Mexico is close to the equator, it is quite hot throughout the year.
- The temperature in the summer is around 28°C and the winters are very mild.
- The language spoken in Mexico is Spanish.
- The currency in Mexico is the Peso.

Key Vocabulary

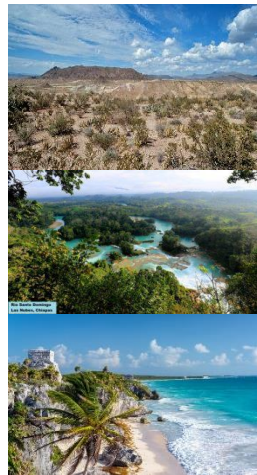
equator	an imaginary circle around the centre of the Earth – the hottest place on Earth
Mexico	a country in central America
country	an area of land where people live
continent	a group of countries – there are seven continents are Europe, Asia, Africa, North America, South America, Antarctica and Australia
currency	the money used in a particular country
national flag	the banner used to represent a country
desert	a dry and barren area of land
jungle	a humid and densely forested area of land

Mexican Flag



The meaning of the colours of the Mexican flag:
Green – hope
White – unity
Red – the blood of national heroes

Physical Features of Mexico



The Chihuahuan Desert

The Lacandon Jungle

The coastline (beaches!)

Human Features of Mexico



Chichen Itza

Small, colourful villages

The tallest building: Torre KOI



Geography Knowledge Organiser : Year 2 – Our local area

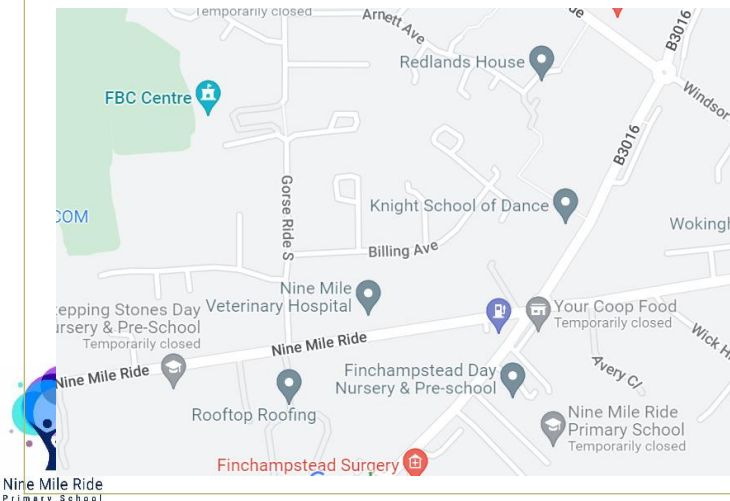
Local Area – Key Facts

- We live in Finchampstead, which is near Wokingham in Berkshire, England.
- There are many facilities in Finchampstead including the FBC.
- The FBC is a community centre which has things for everyone in the community.
- There is playgrounds, a library, a church, community halls, sports facilities and a café.
- There are other facilities in Finchampstead such as shops, businesses and schools.

Key Vocabulary

community	a group of people who live in a local area
community centre	a building designed to offer facilities for people in the local area
facilities	a place or piece of equipment provided for a particular purpose
physical features	geographical features which are natural
human features	geographical features which are man-made
natural	grown or created without the assistance of humans
built	something which has been created by humans

Map and Photographs of Finchampstead Baptist Centre



Geography Knowledge Organiser : Year 3 – Egypt

Egypt – Key Facts

- Egypt is a country in the continent of Africa.
- To the north of the country is the Mediterranean sea.
- Without the river Nile, all of Egypt would be desert.
- Most of the population of Egypt live near the banks of the river Nile.
- The capital is Cairo.
- The official language of Egypt is Arabic.
- The currency is the Egyptian Pound.
- Egypt is often divided into two sections: Upper Egypt in the south and Lower Egypt in the north.
- Only about 2.5cm of rain falls in Egypt each year.
- Egypt is home to a wide variety of animals and plants, including jackals, gazelles, crocodiles and cobras.

Key Vocabulary

desert	a large dry and barren landscape
population	the number of people who live in a certain area
Mediterranean	a sea which divides Europe and Africa
capital city	the main city within a country, normally where the government is based
sections	areas or parts of a land
pyramids	large ancient buildings which are tombs to past pharaohs
fertile	able to grow crops and other plants
delta	a triangular area of land where a river diverges

Egyptian Flag



The meaning of the colours of the Mexican flag:
red – sacrifice and blood of Egyptian heroes
white – peace
black – the dark period of occupation

Physical Features of Egypt



The Nile Delta

The Sahara desert

The river Nile

Human Features of Egypt



Cairo – the capital city

Pyramids of Giza

Aswan dam



Geography Knowledge Organiser : Year 3 – Rainforests

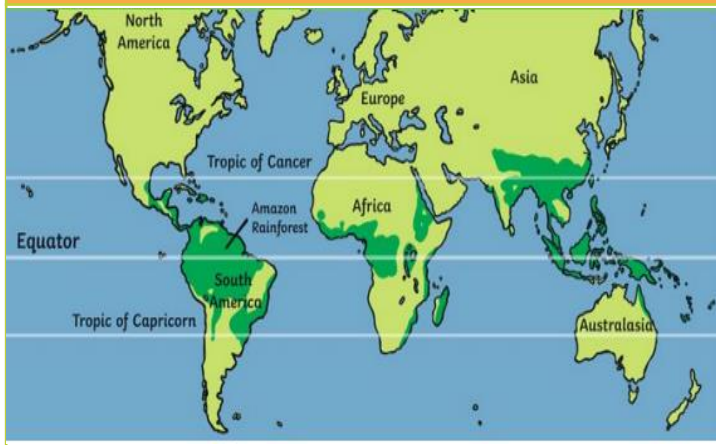
Rainforests Key Facts

- Rainforests are found near to the equator between the tropic of Cancer and the tropic of Capricorn.
- They can be found in every continent except Antarctica. They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia.
- A rainforest is a very **dense**, warm and wet forest with a tropical climate. They are habitats for millions of different animals and plants.
- The Amazon rainforest is the largest tropical rainforest in the world. It is found in the continent of South America and spreads across **nine** countries.
- The second largest river in the world, the Amazon, runs through the Amazon rainforest. It is 4,345 miles (7000km) long.
- The plants of the Earth's rainforests produce most of the world's oxygen.

Key Vocabulary

climate	The average weather conditions over a long period of time.
dense	Closely packed together
equator	An imaginary circle around the Earth which divides it into two equal parts.
humid	Feeling very damp due to water vapour in the air.
oxygen	The gas that humans and animals need to breathe in order to stay alive.
species	A group of similar animals or plants.
tropical	Somewhere that is warm all year round, but which has rainy seasons.
climate	The average weather conditions over a long period of time.

Location of Tropical Rainforests



Deforestation

Trees are cut down:

- to create fields for farming cattle and growing crops,
- to produce timber and wood pulp to make furniture and paper,
- to create space for housing.

Positive Impacts

Jobs are created in logging and transporting timber and manufacturing products.

Selling land raises money for local people.

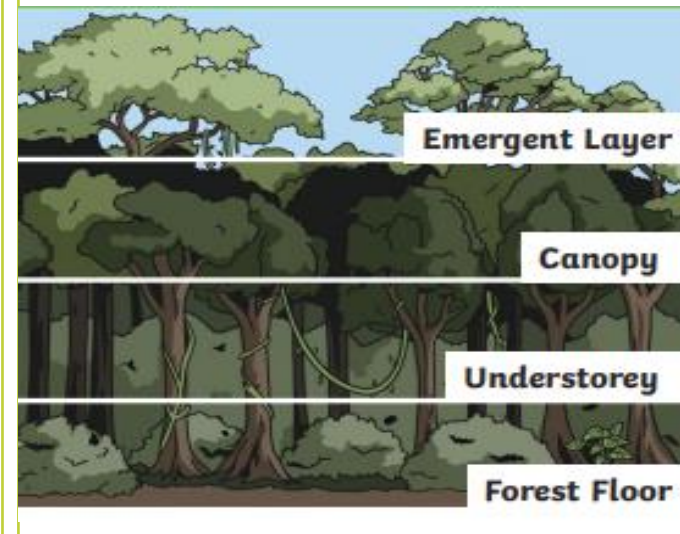
Negative Impacts

Animals and plants may become extinct through habitat loss

People's homes are destroyed.

Plants that may have been useful could be lost.

Layers of a Rainforest



Geography Knowledge Organiser : Year 4 – North America

North America – Key Facts

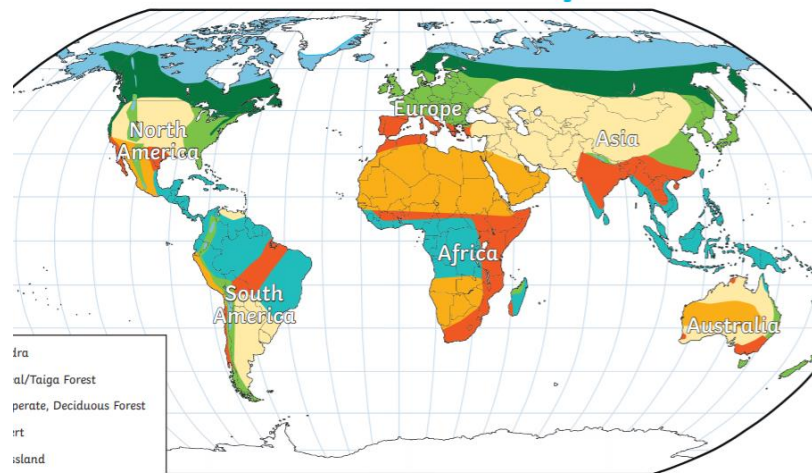
- There are 23 countries in North America with Canada being the biggest.
- Mexico City is the largest city with more than 9 million people living there.
- Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans.
- The Missouri River is the longest in North America and flows through seven US states. Denali is the highest mountain in North America.

Key Vocabulary

Biome	A large region of the Earth that has a certain climate and certain living things e.g. forests, grasslands, deserts and tundra.
Cherokee	A member of an American indigenous people.
Climate zone	An area of the world that has it's own distinct climate, e.g. polar, temperate, arid, tropical
Continent	A large area of land. The world has 7 continents.
Denali	The highest mountain peak in North America, located in Alaska.
Missouri River	The longest river in North America, located in the United States.
Native Americans	A member of the first groups of people to live in North America.
United States of America	The world's third largest country. It is made up of 50 states.
Water cycle	The water cycle is the journey that water takes as it moves from the land to the sky and back to land again.



World Biomes Map



- Tundra
- Boreal/Taiga Forest
- Temperate, Deciduous Forest
- Desert
- Grassland
- Tropical Rainforest
- Savannah/Tropical Grassland
- Ice



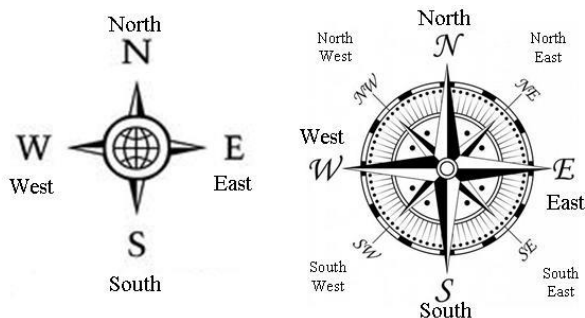
Geography Knowledge Organiser : Year 5 – Explorer Skills

Key Facts

- A compass can be used to identify eight compass points.
- Ordnance Survey (OS) is the national mapping service for Great Britain. It was originally used for military mapping.
- Ordnance survey maps are used to navigate and locate key features and facilities using symbols.
- Ordnance survey maps can identify hills and mountains using contour lines.
- An Ordnance survey map is divided into a grid of squares to help find places on the map.

Key Vocabulary

compass point	a direction on a compass: North, East, South, West, North-East, North-West, South-East and South-West
Ordnance Survey	the national mapping survey for Great Britain
navigate	to plan and direct a journey using a map
locate	to discover the exact position of something
symbols	a mark or character used to represent an object or purpose
grid reference	a map reference using letters or numbers which identifies a particular position



OS Map Symbols

Railway Station	Level Crossing	Motorway	Trunk or main road	Footpath	Bridleway	National Trail/Long Distance Route; Recreational Route
Camp site/caravan site	Viewpoint	Picnic site	Access information point	Building of historic interest	Recreation/leisure/sports centre	Museum
Site of battle	Castle/fort	Cadw: Welsh Historic Monuments	Historic Scotland	English Heritage	National Park boundary	Nature reserve
Access land in woodland area	Access land boundary and tint	Cycle trail	Information centre	Telephone	Parking	Garden/arboretum
Place of worship with spire, minaret or dome	Place of worship with tower	Place of worship	Youth hostel	School	Post office	Public convenience
Bus or coach station	Cliff	Wind pump; wind generator	Electricity transmission line	Quarry	Footbridge	Well; spring
Non-coniferous trees	Coniferous trees	Marsh, reeds or saltings	Orchard	Bracken, heath or rough grassland	Scrub	Contours
Scree	Sand; sand & shingle	Mud				

1:25 000 scale Explorer™

OS Map Symbols Explorer - 10000
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Geography Knowledge Organiser : Year 5 – Greece

Greece – Key Facts

- Greece is the most southern country in Europe.
- Greece has the longest coastline in Europe.
- The capital city of Greece is Athens.
- The official language of Greece is Greek.
- The mainland of Greece is made up of rugged mountains, forests and lakes.
- There are thousands of islands dotting the Aegean Sea to the east, the Mediterranean sea to the south and the Ionian sea to the west.
- The currency used in Greece is the Euro.

Key Vocabulary

Europe	the continent in which Greece belongs - the UK is also in Europe
coastline	the area of land next to the sea
islands	areas of land which are completely surrounded by water
Aegean sea	a part of the Mediterranean sea which is between Europe and Asia
Ionian sea	a part of the Mediterranean sea between Italy and Greece
mainland	the largest area of land which includes the greatest part of a country

Greece Flag



The white and blue of the flag represents the Greek sky and sea. The cross represents the Eastern Orthodox Christianity, which is a main religion in Greece.

Maps of Greece



Geography Knowledge Organiser : Year 6 – Jurassic Coast

Jurassic Coast – Key Facts

- The 'Jurassic Coast' extends from from Exmouth in East Devon to Old Harry Rocks in Purbeck. The Jurassic Coast was awarded World Heritage Site status by UNESCO for being a place of 'outstanding universal value'.
- The Jurassic Coast is located in the south of England. Its coastline has examples of many erosional and depositional landforms. For example: Swanage is an example of a headland and bay, Old Harry Rocks is an example of caves, stacks and stumps and at Chesil Beach there is a bar

Key Vocabulary

Jurassic	from the Jurassic era 200 – 145 million years ago
headland	a narrow piece of land that projects from a coastline
bay	a broad inlet of the sea where the land curves inwards
caves	a natural underground chamber in a hillside or cliff
stack	a column of rock standing in a sea after erosion of cliffs
bar	a ridge of sand or shingle that joins two headlands
erosion	the gradual destruction of something

Old Harry Rocks



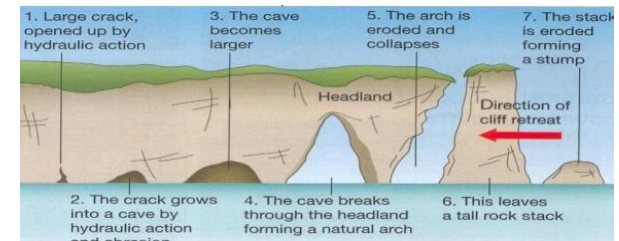
Old Harry Rocks are located on the headland between Swanage and Studland Bay. The headland is made out of chalk, a hard rock. The headland juts out into the sea, so it is more vulnerable to high-energy waves. This caused the formation of Old Harry, a stack. Over time Old Harry will collapse to form a stump.

Chesil Beach



Chesil Beach is an example of a bar. Sediment has been deposited over time to form a spit. The spit has continued to join to the Isle of Portland. Behind the spit there is The Fleet, a lagoon.

Durdle Door



Durdle Door is an example of an arch.



Geography Knowledge Organiser : Year 6 – South America

South America – Key Facts

- South America is a continent.
- It has 12 countries plus 2 regions that belong to European countries: (1) The Falkland Islands which is a British territory, and (2) French Guiana which is owned by France.
- The equator runs through the north of the continent. The country Ecuador literally means equator in Spanish. Most of the continent is in the southern hemisphere.
- All countries in South America speak Spanish apart from Brazil, where they speak Portuguese.

Key Vocabulary

equator

hemisphere

tropics

latitude

longitude

tropic of Cancer

tropic of Capricorn

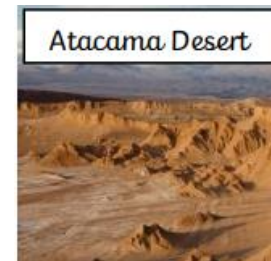
Map of South America



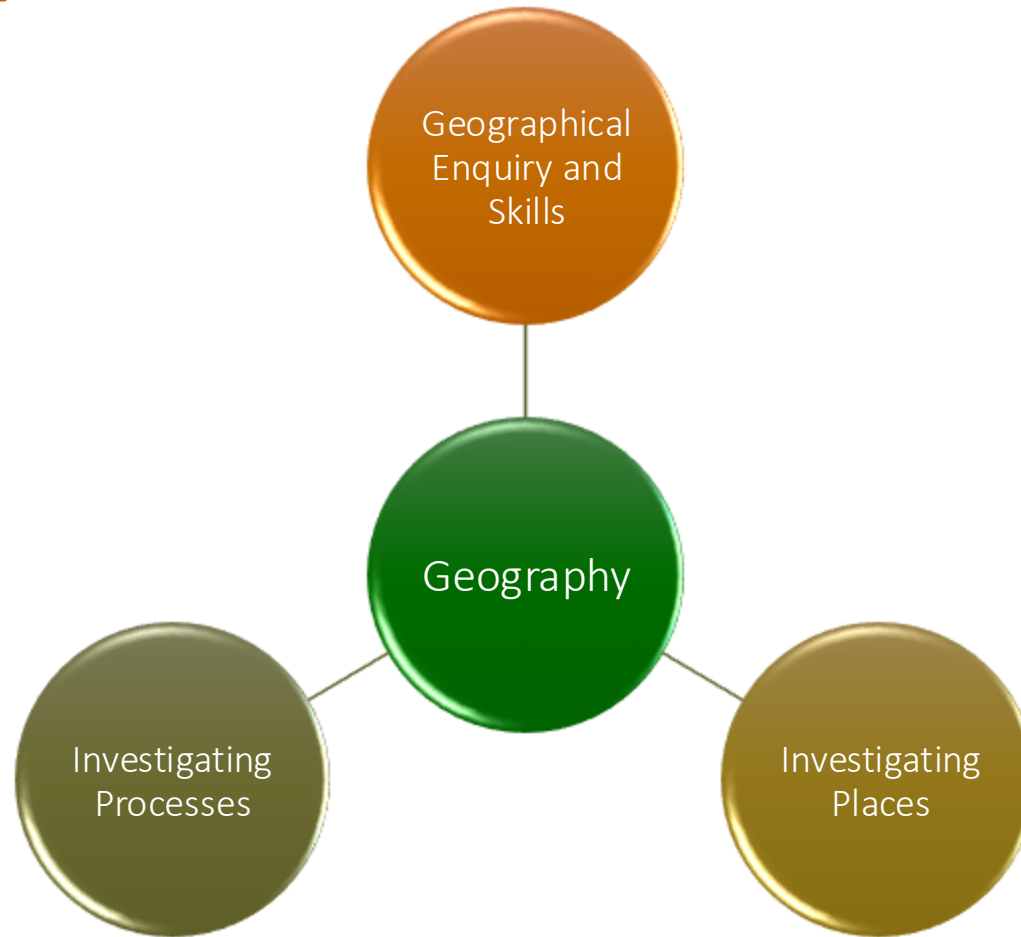
Human Geographical Features



Physical Geographical Features



Geography Key Concepts



Geography Progression Map – Geographical Enquiry and Skills

Year 1

Collecting evidence	• draw pictures or take photographs of places I have studied
Identify features	• describe places in relation to another (e.g. far, near, north, south)
Fieldwork	• use aerial photographs and maps to identify features in the local area
Mapping	• draw a map of the classroom, school or local area

Year 2

Collecting evidence	• describe a places physical appearance (e.g. natural, built) using visits, photographs or videos
Identify features	• identify and draw pictures of features that I like or dislike and explain why
Fieldwork	• explore areas being studied through real or virtual visits
Mapping	• mark known locations on a map of the British Isles or a map of the local area • make a map of a place I am learning about, using geographical words and symbols

Year 3

Collecting evidence	• use an Atlas and other sources efficiently to find information about a locality
Identify features	• use the terms physical and human accurately and give examples of these features
Fieldwork	• plan a route using four points of a compass
Mapping	• look at maps of areas and identify geographical features



Geography Progression Map – Geographical Enquiry and Skills

Year 4

Collecting evidence

- use globes and maps to explore places around the world
- develop a list of geographical terms to use in my own work (e.g. biomes)

Identify features

- make detailed sketches of the physical and human features of a location

Fieldwork

- plan a route using eight points of a compass

Mapping

- draw maps and plans of places being studied including keys, grid references and symbols

Year 5

Collecting evidence

- know that globes are divided into latitude, longitude and time zones
- use a range of resources efficiently to find out about places around the world

Identify features

- describe physical and human features of a place being studied

Fieldwork

- make field sketches and label them with geographical terms

Mapping

- make detailed maps of places being studied
- understand scale of maps

Year 6

Collecting evidence

- use knowledge of time zones to work out journey times around the world

Identify features

- understand how physical features of a location can affect human activity

Fieldwork

- make detailed sketches of locations, showing layouts, patterns or movement

Mapping

- draw maps and plans of localities using keys, grid references, OS symbols, compass rose and scale



Geography Progression Map – Investigating Places

Year 1

Describing places	• describe people and places outside of the United Kingdom
Naming and linking locations	• name and locate the four countries in the United Kingdom • describe where somewhere is and how you might get there
Comparing places	• describe the similarities and differences between two different places

Year 2

Describing places	• decide whether a place is a city, town, village, coastal or rural area using knowledge of the features
Naming and linking locations	• identify parts of the coastline (e.g. beach, cliffs, caves) • describe where somewhere is using names of cities, countries or continents
Comparing places	• describe how a place has changed over time

Year 3

Describing places	• describe a place using geographical language
Naming and linking locations	• name significant places and features of Africa (e.g. the location of the river Nile)
Comparing places	• compare places where people live and give reasons for the differences



Geography Progression Map – Investigating Places

Year 4

Describing places	• describe where places are using compass points, cities, countries or other geographical features
Naming and linking locations	• name and locate major cities, seas, rivers and mountains in North America • identify the position of latitude, longitude, equator and hemispheres
Comparing places	• compare places using physical and human features for comparison

Year 5

Describing places	• describe places in terms of its economic development as well as other features • describe where places are in relation to other places and geographical features
Naming and linking locations	• name the significant places and geographical features of a place being studied • name and locate countries, capitals, mountains, seas and rivers within Europe
Comparing places	• compare places being studied with my home country

Year 6

Describing places	• confidently describe locations and features of places using a wide range of geographical vocabulary
Naming and linking locations	• name and locate human and physical features of places being studied (e.g. South America)
Comparing places	• compare and contrast places being studied and give reasons for these differences



Geography Progression Map – Investigating Processes

Year 1

Patterns	• make observations about where things are located
Physical Processes	• keep a class weather chart and discuss changes • understand that different parts of the world have different weather
Environmental Change	• suggest ways to improve the local area

Year 2

Patterns	• recognise some changes in physical and human features (e.g. flooding)
Physical Processes	• understand that weather changes according to seasons and localities
Environmental Change	• suggest solutions to different points of view as to how a locality can be improved

Year 3

Patterns	• describe settlements and land use of localities studied
Physical Processes	• describe natural resources and how these have changed over time
Environmental Change	• summarise an environmental issue in the local area or an area being studied



Geography Progression Map – Investigating Processes

Year 4

Patterns	• describe a settlement and its land use, including economic activity and trade links
Physical Processes	• demonstrate an understanding of earthquakes and volcanos
Environmental Change	• to understand that different localities have different biomes and climates

Year 5

Patterns	• identify ways in which human activity can affect the physical features of a locality
Physical Processes	• describe climate zones and biomes in areas being studied
Environmental Change	• summarise an environmental issue, its possible causes and solutions in a locality being studied • suggest several ideas on how a locality being studied could be improved

Year 6

Patterns	• identify the parts of a coastline (e.g. river mouth, beach, cliffs, stacks, caves)
Physical Processes	• explain the process of erosion and deposition and how these can affect human activity
Environmental Change	• describe and show an understanding of change in climate within localities studied • summarise ways that people are trying to manage an environment



Religious Education

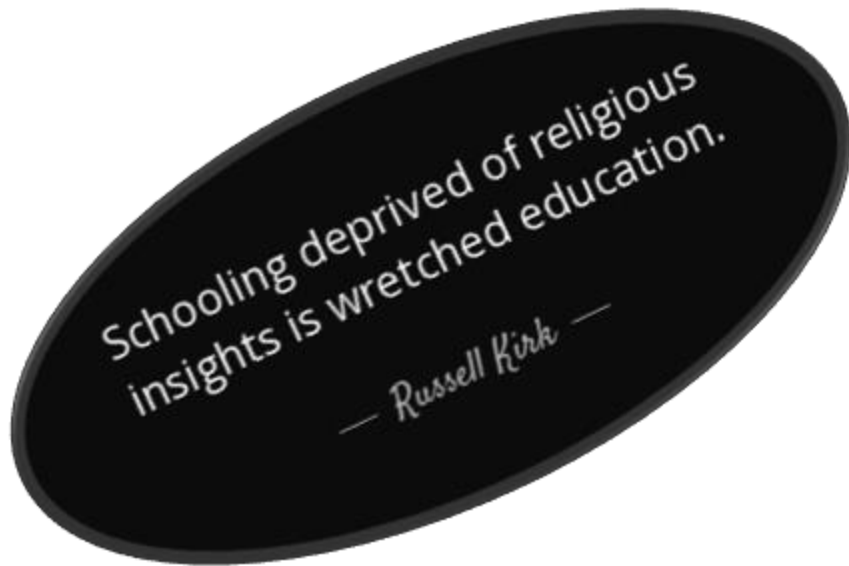
[Intent and Implementation](#)

[Content Spine](#)

[Knowledge Organisers](#)

[Key Concepts](#)

[Progression Maps](#)



RE Intent and Implementation

Why do we teach RE?

The purpose of RE is to promote religious literacy, beginning in the foundation years. This requires pupils to gain knowledge and understanding of a range of religions and worldviews and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. In addition to learning about religions and worldviews, RE offers pupils the opportunity to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, enabling them to develop discernment about the many attitudes and opinions which they will encounter within a diverse community.

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE gives varied opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

What is our curriculum aim?

Pupils should:

- Know about and understand a range of religions and worldviews (both globally and within the local community)
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews
- To achieve these aims, RE provokes challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human.
- RE plays an important role in preparing pupils for life in a modern world and should enable them to flourish as citizens in a diverse global society.



RE Intent and Implementation

How is RE taught at Nine Mile Ride?

- To enable children to gain knowledge and understanding of a range of religions and world views and to use that knowledge to engage in informed and balanced conversations about them, RE is taught regularly and consistently across all year groups. RE is delivered through an enquiry based approach enabling children to consider a 'Big Question' based on a particular faith group. This is done through the 'Discovery' scheme of work, using a comprehensive set of medium term plans for every year group from Foundation Stage to Year 6. (This scheme supports the Pan Berkshire agreed syllabus for RE).
- 59 different enquiry modules are used throughout the 7 years to support the teaching, providing engaging and challenging lessons covering Christianity, Islam, Judaism, Hinduism, Sikhism & Buddhism.
- Christianity is taught in every year group with Easter & Christmas modules being taught in each year to give a progressive approach to learning.
- As well as Christianity, children will encounter one other faith group in each year; either Islam, Judaism, Sikhism, Hinduism or Buddhism.
- Each module is based on a particular faith, using an enquiry question and taught using a 4 -step process of Engagement, Investigation, Evaluation & Expression. Each module also indicates links to Key British Values which are woven through the learning.



RE Intent and Implementation

How is RE taught at Nine Mile Ride?

- **Step 1 – Engagement:** The human experience underpinning the key question is explored within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience).
- **Step 2 - Investigation:** The children are guided through the enquiry, using a range of appropriate resources for experiential learning, allowing the children to 'step into' the subject using a wide range of learning styles. For example, this may be through watching relevant videos, listening to stories, discussion & recording, handling artefacts & meeting people from different faith groups by either inviting them to school or visiting places of worship.
- **Step 3 - Evaluation:** This draws together the children's learning, allowing them time to reflect on their own lives and to reach their own conclusions about the key question of that enquiry. This can be through a formal assessment task if appropriate using the age-related expectation descriptors at the end of each enquiry. However, this may be done through other expressive methods such as creative art allowing children to express their 'learning about' and 'learning from' the subject.
- **Step 4 - Expression:** Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.



RE Content Spine

	Autumn	Spring	Summer
Year 1	<u>Christianity : The creation story</u> <u>Christianity: The Christmas story</u>	<u>Christianity : Jesus as a friend</u> <u>Christianity : Easter – Palm Sunday</u>	<u>Judaism : Shabbat</u> <u>Judaism : Chanukah</u>
Year 2	<u>Christianity : What did Jesus teach?</u> <u>Christianity : Christmas – Jesus as a gift from God</u>	<u>Islam : Prayer at home</u> <u>Christianity : Easter - resurrection</u>	<u>Islam : Community and belonging - Mosque</u> <u>Islam : Hajj</u>
Year 3	<u>Hinduism : Hindu beliefs – Diwali</u> <u>Christianity : Christmas - Incarnation</u>	<u>Christianity : Jesus' miracles</u> <u>Christianity : Easter - forgiveness</u>	<u>Hinduism : Brahman</u> <u>Hinduism : Prayer and worship</u>
Year 4	<u>Judaism : Rites of Passage</u> <u>Christianity : Symbolism in the Christmas story</u>	<u>Judaism : Passover</u> <u>Christianity : Easter – forgiveness</u>	<u>Judaism : Commitment to God</u> <u>Christianity : Prayer and worship</u>
Year 5	<u>Sikhism : Belief into action</u> <u>Christianity : The Christmas story – is it true?</u>	<u>Sikhism : Beliefs and moral values</u> <u>Christianity : Easter – crucifixion</u>	<u>Sikhism : Prayer and Worship</u> <u>Christianity : Commitment to God</u>
Year 6	<u>Islam : Commitment to God</u> <u>Christianity : Christmas – Jesus the Messiah</u>	<u>Christianity : Eternity</u> <u>Christianity : Easter – resurrection</u>	<u>Islam : Beliefs and moral values - Akhirah</u>



RE Knowledge Organiser : Year 1 – Christianity : The Creation Story

Key Question

Does God want Christians to look after the world?

Key Vocabulary

create	to make something
creation	something that has been made
Earth	the planet that we live on
positive	something good
negative	something bad
treat	to behave toward in a particular way

Key Beliefs

- Christians believe that God created the world and everything in it.
- God made the world in seven days:
 - Day 1: God made light and dark.
 - Day 2: God made water.
 - Day 3: God made dry land and plants.
 - Day 4: God created the sun, moon and stars.
 - Day 5: God created birds and fish.
 - Day 6: God created animals and people.
 - Day 7: God sat down to have a rest.
- Christians believe God created humans in His image.
- God wants people to look after the world as He has created it for them and gave it to people to enjoy and to look after for Him.

Links with other Religions

- God as a creator (Judaism). Jewish people also believe that God created the world and everything in it in six days and rested on the seventh day.
- Waheguru (Sikhism). Sikhs believe that Waheguru (God) created the universe, the world and every life form within it. There are no creation stories in Sikhism.
- Brahma (Hinduism). Hindus believe the universe was created by Brahma, the creator who made the universe out of himself. They believe it is the power of Vishnu which looks after the world and human beings.
- Allah (Islam). Muslims believe Allah (God) is the Creator of the Universe and the world and that all people have a responsibility to care for the world and all that is on it. They believe Allah created the world in six days.



Light
&
Dark



Clouds
&
Oceans



Land,
Plants,
&
Trees



Sun,
Moon,
&
Stars



Fish
&
Birds



Man
&
Animals



God
Rested



RE Knowledge Organiser : Year 1 – Christianity : The Christmas Story

Key Question

What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?

Key Vocabulary

Jesus	Christians believe Jesus is the son of God
God	Christians believe God is the creator of the universe
Bethlehem	a small town in Jerusalem where Jesus was born
bible	a book of holy writings accepted by Christians as coming from God
Christian	someone who believes in the teachings of Jesus
advent	the arrival of something or someone
Mary / Joseph	Jesus's mother and her husband
Nazareth	a city in Israel where Jesus lived
stable	a building where animals were kept
manger	a long trough from which horses or cattle feed
shepherds	a person who herds, tend or guards sheep
angels	a spiritual being serving God
census	an official count of the people who live in an area
nativity	the birth of Jesus

Key Beliefs

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible says that his birth showed that he was extraordinary and that he came to bring good news. Christians celebrate Jesus' birth.
- Advent for Christians is a time of getting ready for Jesus' coming.
- Christians believe that God came to Earth to be with people and show them how to live.
- God came to earth to bring good news to everyone.
- The good news was about God and how to be close to him.
- Christmas is a time when many Christians thank God that Jesus came to earth to show and tell people how to live.
- Gospel of Luke: The Angel Gabriel told Mary that she would have a son and call him Jesus. Mary and Joseph travelled to Bethlehem to be counted in the census. While they were there, Jesus was born. Mary laid him in a manger because there was no room at the inn. An angel appeared to some shepherds and told them about Jesus' birth. The shepherds found Mary, Joseph and Jesus in the manger. They praised God and thanked him for what they had seen.

Links with other Religions

- Chanukkah (Judaism). Both are winter festivals, celebrated by retelling the story and giving gifts, special foods and customs, and remember God giving gifts to his people.
- Jesus (Judaism). Jews do not believe Jesus was the Son of God.
- Jesus (Islam). Muslims believe Jesus is a messenger of Allah (God). They do not believe Jesus is the Son of God.



RE Knowledge Organiser : Year 1 – Christianity : Jesus as a Friend

Key Question

Was it always easy for Jesus to show friendship?

Key Vocabulary

friend	someone with who you have a bond or you care for.
Zacchaeus	A tax collector who wasn't liked by most people
tax	a sum of money that you have to pay
Lazarus	a man who was brought back from the dead
bible	the Christian holy book

Links with other Religions

- Islam – members of the Muslim community refer to each other as brothers and sisters to reinforce the brotherhood and friendship of mankind.
- Draupadi and Krishna – Hinduism. Draupadi and Krishna were best friends and displayed mutual love and respect for each other.
- Judaism – Judaism defines friendship as one of the primary relations in life.

Key Facts and Beliefs

- Christians believe that Jesus showed many examples of being a friend and helping others in need:

Story of Zacchaeus

Zacchaeus was hated because he was a tax collector. He wanted to see Jesus so he climbed up a tree. Jesus saw him and asked to visit his house. This made people very unhappy. After seeing Jesus Zacchaeus said that he would give money to the poor!

Mary, Martha and Lazarus

Lazarus was very sick, so Mary and Martha (his sisters) asked for Jesus' help. He loved them and so said that he would. Unfortunately Lazarus died, but Jesus was able to bring him back to life!

Calming the Storm

Jesus and his friends needed to travel by boat across the lake. During the trip, Jesus fell asleep, but then a fierce storm developed. Jesus' friends woke him up – Jesus was able to calm the storm.



RE Knowledge Organiser : Year 1 – Christianity : Easter

Key Question

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Key Vocabulary

Welcome	A way of greeting someone in a polite or friendly way.
Palm leaf or palm cross	A leaf thrown in front of Jesus and a cross made in church.
Disciple	A personal follower of Jesus.
Hosanna	An expression of joy or praise shouted at Jesus.

Links with other Religions

- Lulav (Judaism). The date palm is one of the Four Species used in the daily prayers on the feast of Sukkot. It represents the victory of the Jewish people.
- Hinduism – the palm leaf is often used in religious ceremonies as a symbol of good fortune. They are sometimes used in rituals to bring good luck.
- Buddhism – the palm leaf can often be found on Buddhist temples in Southeast Asia, where it represents purity and piety.
- Islam – the palm represents rest and hospitality in many cultures of the Middle East. The presence of palm trees around an oasis showed that the water was a gift from Allah (pbuh).

Key Facts and Beliefs

- Palm Sunday is the story of when Jesus travelled into Jerusalem on a donkey. Jesus chose a donkey because they are gentle and peaceful.
- Crowds started to come out to greet Jesus. People waved and screamed and treated him like a king. They shouted 'Hosanna' and laid **palm leaves** down for him to travel over. The palms were a sign that Jesus was a king.
- Jesus entered the temple at Jerusalem and healed the blind and the lame. The Jewish leaders were jealous that Jesus was so popular.

• Why was Jesus welcomed like a king?

The people welcomed Jesus like this because they had heard about all the amazing things He did e.g. healing people, calming the storm etc.

They believed He would be the 'Messiah', the one who would save them from the Roman occupation.

• Why is Jesus special to Christians?

He is special to Christians because they believe He is the Son of God.

• What happened to Jesus after Palm Sunday?

Jesus was put to death on a cross but he came back to life again on Easter Sunday.



RE Knowledge Organiser : Year 1 – Judaism : Chanukah

Key Question

Is Chanukah important to Jewish children?

Key Vocabulary

celebration	anything that is planned or done in order to honor or remember something
menorah	a special candleholder with nine candles
dreidel	a four-sided top that children play with during Chanukah
hymns	a song or poem written in praise of G_d or a country
festival	a ceremony or celebration that repeats often once a year and involves special activities.

Links with other Religions

- Jesus (Christianity). Jesus was Jewish.
- Christmas (Christianity). Both are winter festivals, celebrated by retelling the story and giving gifts, special foods and customs, and remember God giving gifts to his people.
- Diwali (Hinduism). Diwali is another festival of lights that lasts for 5 days. Both festivals are celebrated with the lighting of candles (diyas/menorahs) and the giving of presents. They both celebrate the triumph of good over evil.

Key Facts and Beliefs

- Chanukah is also spelled Hanukkah.
- It is an 8-day, 'festival of lights.' celebrated with a nightly menorah lighting, special prayers and fried foods.
- It is usually celebrated in December.
- Many families celebrate by giving each other gifts each night of the 8-day celebration.
- There are Jewish songs and hymns that are special for Chanukah.
- Jewish people enjoy special foods like potato pancakes, doughnuts stuffed with jam and fritters.
- The traditional food is fried in olive oil to represent the miracle of the burning oil lamp.
- Some Jewish people go to the synagogue to celebrate Chanukah. In the synagogue, there are special masses and readings. A special prayer is said to thank God.
- Psalms of praise are recited during the 8 days of Chanukah and the Torah is read every day.
- Synagogues will also light the menorah.



More than 2,000 years ago, the Jewish people fought against an enemy who would not allow them to practice their religious traditions. Their enemy destroyed the Temple in Jerusalem, which contained many holy objects including a special lamp called the menorah. One small group of people, called the Maccabees, was led by a brave man named Judah. He led them in a fight against their enemies. Even though they were outnumbered, the Jewish people were brave and won the battle. When Judah returned to the Temple in Jerusalem the first thing he did was light the sacred lamp but there was almost no oil left - only enough for one day. The lamp was filled with this oil and lit. Instead of burning for only 1 day, it burned for 8 days. This is called the miracle of the oil and is where the 8 days of celebration comes from.



RE Knowledge Organiser : Year 1 – Judaism : Shabbat

Key Question

Is Shabbat important to Jewish children?

Key Vocabulary

kippah	skull cap
Sabbath	a day of rest
synagogue	a building in which Jews meet for worship
challah	braided bread



Key Facts and Beliefs

- Shabbat is the day of rest in the Jewish religion.
- The Jewish Holy books contain the Creation Story which says that God created the world in six days
- and rests on the seventh – the Sabbath. For Jews, Saturday is the day of rest – Shabbat.
- Shabbat is celebrated both in the home and the synagogue.
- No work is done from sunset on Friday until sunset on Saturday so food is prepared before the
- Sabbath starts.
- The start of Shabbat is marked with a special meal and ceremony in the home.
- When worshipping, Jews wear a skull cap called a kippah. It is worn by men as a sign of respect to God.
- Making sure you are prepared for the Sabbath is important to Jews.
- On the day of rest, Jews take time to focus on God and what God has done for them.
- Shabbat is a time when families come together in the presence of God in their own home.
- Shabbat candles are lit at sunset on a Friday by Jewish women.
- Jewish families drink wine because it symbolises joy and celebration.
- Challah bread is eaten on the Sabbath. A prayer is said before the bread is eaten.
- The whole family will go to the synagogue on Saturday.

Links with other Religions

- The 10 Commandments (Christianity/Judaism). The fourth commandment is: “remember the Sabbath day, to keep it holy.”
- Easter (Christianity). Jesus was taken down from the cross on Friday because of Shabbat. Women didn’t visit the tomb until Sunday because Saturday was a day of rest. Jesus wasn’t resurrected until Sunday as God rested on the Saturday.
- Sabbath (Sikhism and Buddhism). Sikhs and Buddhists do not consider any particular day of the week as a holy day.
- Sabbath (Christianity). The Christian Sabbath is Sunday, and on this day many Christians go to church and spend time with their families.
- Jumah (Islam). Muslims have a special day for congregational prayer on Fridays at noon (Jumah) but they do not have a Sabbath.
- Deities (Hinduism). There is no set day for worship in Hinduism but different deities (gods/goddesses) are linked to different days of the week and may be remembered on those days.



RE Knowledge Organiser : Year 2 – Christianity : What did Jesus teach?

Key Question

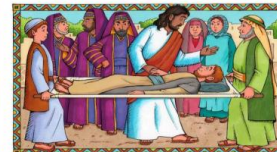
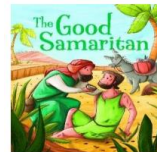
Is it possible to be kind all of the time?

Key Vocabulary

moral	the lesson about right or wrong learned from a story or event
parable	a very short story told to teach a moral or religious lesson
paralysed	you cannot move or feel a part of the body
Christian	one who believes in Jesus Christ and follows his words and teachings
priest	a person who leads prayers and religious services
levite	a legal expert
Samaritan	someone from Samaria (in Israel)
neighbour	a person who lives next door or close by
enemy	one who hates another person

Key Facts and Beliefs

- Jesus' most important teaching was to 'Love your neighbour as yourself.'
- Jesus tells Christians to be kind to everyone.
- Christians try to follow Jesus' example of being kind to people.
- The story of The Good Samaritan teaches Christians that they should be kind to others. The priest and the Levite didn't help the injured Samaritan – they were not 'loving their neighbours as themselves.'
- The Samaritan is the only person who helps the man. At that time, Jews and Samaritans were enemies but the Samaritan 'loves his neighbour' and helps the injured man.
- Jesus showed kindness when he healed the paralysed man.
- In these stories, the Bible shows Christians that Jesus taught that everybody is their neighbour and that they should show love and kindness to everyone.



Links with other Religions

- Christmas (Christianity). Christians celebrate Jesus' birth.
- Easter (Christianity). Christians remember when Jesus died for their sins on the cross.
- SEWA (Sikhism). SEWA means 'selfless service'. It involves helping others without any reward.
- Torah (Judaism). Jews aim to show kindness to others as the Torah teaches that people should love others in the same way that they love themselves. (Love your fellow as yourself - Leviticus 19:18).
- Dana (Hinduism). Dana (giving) in Hinduism is about giving generously to those in need.
- Metta (Buddhism). Metta (loving-kindness) means showing kindness to others so that they will be well and happy. One way to show loving-kindness is to help other people.
- Good Deeds (Islam) Muslims believe they must be kind because everyone is a special creation of Allah (God). Giving to charity and helping others are considered good deeds and there should be no expectation of anything in return.



RE Knowledge Organiser : Year 2 – Christianity : Christmas

Key Question

Why do Christians believe God gave Jesus to the world?

Key Vocabulary

incarnation	'in the flesh'
wise men	men of great learning
kingship	being a king
gold	a precious yellow metal
frankincense	a scented resin used in perfume
myrrh	natural resin used as perfume
carol	a religious song or hymn linked to Christmas
magi	another word for the wise men
Messiah	'anointed one' – a name given to person believed to be the savior.
worship	love and devotion shown to a holy being or object
King Herod	a king of Judea

Key Facts and Beliefs

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible says that his birth showed he was extraordinary and that he came to bring good news.
- Christians celebrate Jesus' birth.
- Advent for Christians is a time of getting ready for Jesus' coming.
- Christians believe Jesus was God on earth.
- Jesus brought good news to very poor people.
- Christmas is a time for giving – the wise men gave presents when Jesus was first born.
- It's also a time to remember that poorer people (shepherds) visited Jesus, who came for both rich and poor people.
- As Christmas is a time for both giving and thinking of the poor, lots of Christians like to give presents and help those in need at Christmas time.
- Gospel of Matthew After Jesus was born in Bethlehem, Wise Men came looking for the King of the Jews. When King Herod heard this, he was worried. King Herod sent the Wise Men to find the child so that he could worship him. The Wise Men followed the star until they found Jesus. They bowed down and worshiped him; giving him gifts of gold, frankincense and myrrh. They were warned in a dream not to return to Herod.

Links with other Religions

- Chanukkah (Judaism). Both are winter festivals, celebrated by retelling the story and giving gifts, special foods and customs, and remember God giving gifts to his people.
- Jesus (Judaism). Jews do not believe Jesus was the Son of God.
- Jesus (Islam). Muslims believe Jesus is a messenger of Allah (God). They do not believe Jesus is the Son of God.



RE Knowledge Organiser : Year 2 – Islam : Prayer at Home

Key Question

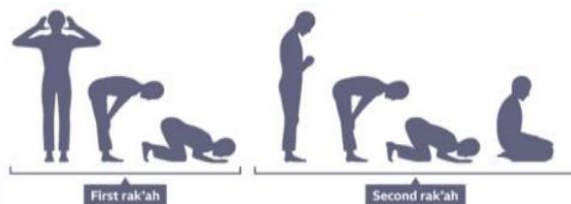
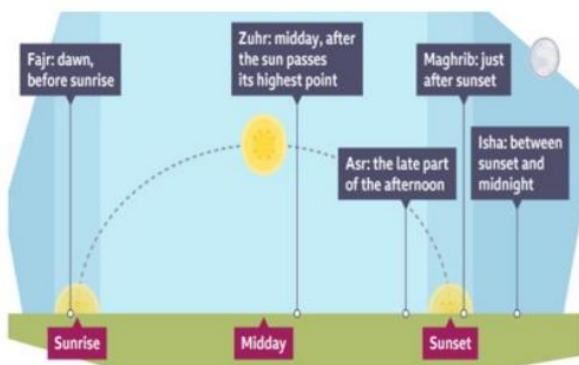
Does praying at regular intervals help a Muslim in his/her everyday life?

Key Vocabulary

commitment	being dedicated to something
obligation	something that you must do
five pillar of Islam	the five obligations that every Muslim must carry out to live a good life according to Islam
Salat	performing ritual prayers five times each day
Kaaba	first mosque built to worship Allah
Mecca	a city in Saudi Arabia where the Kaaba is found

Links with other Religions

- In Christianity, prayer at home is called private worship. A cross or a crucifix can be used as a symbol to pray to or with.
- For Hindus, most prayer is said at home, including first thing in the morning. Hindus consider prayer at home to be as important as prayer at the Mandir (temple) and that there is power in the words of a personal mantra.
- In Judaism, the home is often considered the most important place of worship and that praying at home helps build their relationship with God.



Key Facts and Beliefs

- The most important Muslim practices are the Five Pillars of Islam and Salat is the second pillar.
- Praying keeps Muslims in close contact with Allah.
- Praying helps Muslims remain committed to living a good and purposeful life.



RE Knowledge Organiser : Year 2 – Christianity : Easter

Key Question

How important is it to Christians that Jesus came back to life after his crucifixion?

Key Vocabulary

forgive	to stop being angry with someone
sin	bad things that people do
salvation	the saving of someone from sin or evil
reunite	to come together again
crucifix	a representation of a cross with a figure of Christ on it
chalice	a large cup or goblet
paten	a plate, typically made of gold or silver

Links with other Religions

- Passover (Judaism). Jesus celebrated Passover with his disciples at The Last Supper.
- Teshuva (Judaism). Jews believe if they make a wrong choice, they must ask for forgiveness. Forgiveness can only be given from the person they have wronged (the victim). Jews repent (say sorry) and try to make up for the wrongs they have done.
- Allah (Islam). The Qur'an strongly encourages Muslims to forgive wrongdoing. Muslims believe they should forgive others, just as Allah (God) will forgive people on the Day of Judgement for the wrong things they have done.
- Gurus (Sikhism). Sikhs believe in forgiveness because this was the teaching and example of the Gurus. The Guru Granth Sahib encourages Sikhs to be forgiving;
- Forgiveness (Hinduism). Hindus believe that forgiveness is essential to a Hindu's life and that it brings about good, peace and happiness.

Key Facts and Beliefs

- Christians believe Jesus builds a bridge between God and humans.
- Christians believe Jesus did more than teach people how to live; he also showed how to live.
- Christians say that Jesus died to 'save' us, to pay the price of sin in the world and reunite people with God.
- Christians believe that God has the power to forgive sins.
- Jesus showed that he was willing to forgive all people, even for putting him on the cross.
- Jesus shows what God is like and his example of forgiveness reminds Christians that God will forgive them and that they should forgive others.
- On Maundy Thursday, Jesus celebrated Passover with his disciples. It was called The Last Supper because it was the last meal Jesus had with his disciples before he died. They ate bread and wine which Jesus said was his body and blood. Jesus washed his disciples' feet to show that everyone is a servant of God.
- Even though Jesus was good there were people who hated him. They did not like it when he said he was the King of the Jews. Some people hated Jesus so much that they found a way to have him put on trial and sentenced to die on a cross.



RE Knowledge Organiser : Year 2 – Islam : Community and Belonging

Key Question

Does going to a Mosque give Muslims a sense of belonging?

Key Vocabulary

Muhammad (pbuh)	The last and most important prophet of Islam.
Qur'an	The Islamic holy book.
Allah	The Arabic word referring to God.
mosque	The Islamic place of worship.
minaret	A tall thin tower in a mosque.
mihrab	An alcove that shows the direction of Mecca.
minbar	A place in the mosque where the prayer leader stands.
musalla	An open space used for prayer outside a mosque.

Links with other Religions

- Christians worship in a church.
- Hindus worship in a temple called a Mandir.
- Sikhs worship in a Gurdwara.
- Jews worship in a synagogue.
- Buddhists worship in a temple, but any place where there is an image of Buddha can be a shrine where people can worship together.



Key Facts and Beliefs

- Mecca is in Saudi Arabia and is the birthplace of the prophet Muhammed (pbuh). It is home to the **Kaaba**, which is the cube shaped building at the centre of the **Grand Mosque**.
- Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammad said, 'Prayer at home is counted once, prayer at the local mosque is equivalent to twenty-five prayers.'
- Hajj is an annual Islamic **pilgrimage** to Mecca, which is the holiest city for Muslims. Muslims wear special **haji robes**.
- Wudu is A washing routine conducted before Islamic prayers:
 - Wash hands three times
 - Wash mouth three times
 - Wash nose, face and arms three times
 - Wet head and wash feet



RE Knowledge Organiser : Year 2 – Islam : Hajj

Key Question

Does completing Hajj make a person a better Muslim?

Key Vocabulary

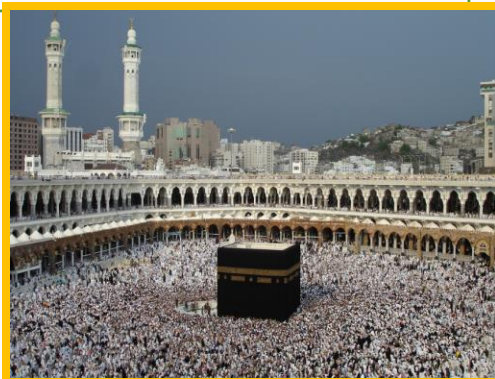
Salah	Muslims must pray five times a day. Before prayer , they must wash themselves.
Shahadah	This Pillar is believing and saying the words. "There is no god except Allah.
Pilgrimage	A special journey to a place of (religious) significance.
Five Pillars	The five things that Muslims are expected to do: Salah (Prayer), fasting, have faith, give charity and Hajj.
Haji robes	Special clothes worn during the pilgrimage to Mecca.

Links with other Religions

- Pilgrimage is not compulsory in Christianity, but many Christians choose to undertake journeys to holy sites to deepen their connection with God.
- The Hebrew bible instructs all Jews to make a pilgrimage to Jerusalem three times a year: in spring for Passover, in summer for Shavuot and in autumn for Sukkot.
- One of the most important pilgrimages in Hinduism is the Kumbh Mela, where millions of people attend and bathe in the Ganges.
- Sikhism discourages pilgrimages.

Key Facts and Beliefs

- Muslim people have five duties which are called the Five Pillars of Islam. Every Muslim tries to carry out these five things, and it helps them to feel that they are members of the worldwide Muslim community.
- Mecca is the heart of Islam and is a very special place to all Muslims. Every day, Muslims pray in the direction of this city no matter where they are in the world.
- Every Muslim is expected to make the journey (pilgrimage) to Mecca at least once in their life (as long as they are well enough and are able to afford it). This is known as Hajj. They gather at **Mount Arafat** for Hajj prayers.
- In Mecca there is a huge mosque called **Grand Mosque**. Inside the mosque is a stone building covered in black cloth which is seen as the holiest place in the world for Muslims. Muslims face the Kaaba when praying, no matter where they are in the world.



RE Knowledge Organiser : Year 3 – Hinduism : Diwali

Key Question

Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

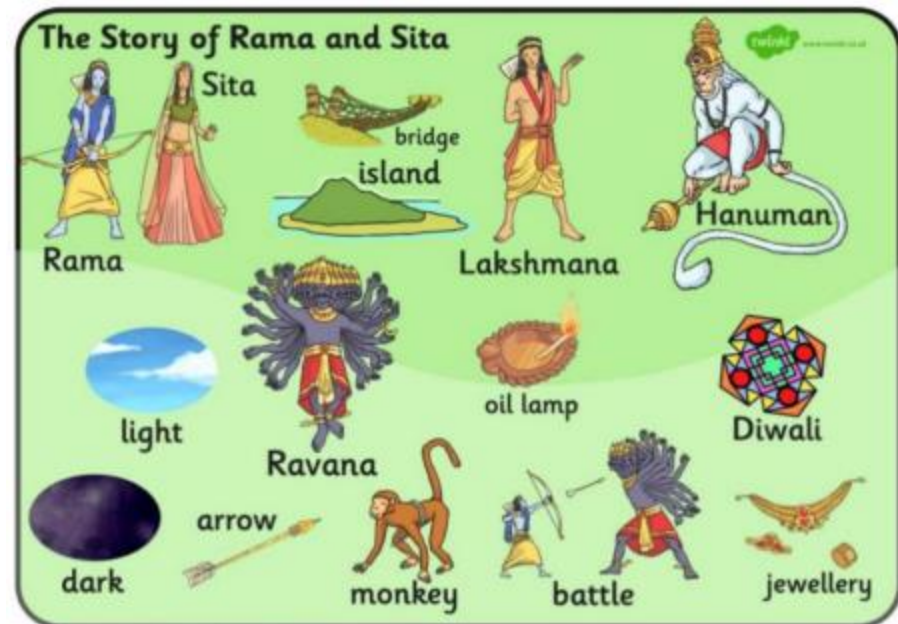
Key Vocabulary

Hindu	A member of the Hindu faith
Diwali	The Hindu festival of lights.
Rama and Sita	Key characters in one of the main Hindu stories
Ganesha	A Hindu god with the head of an elephant
Temple	A symbolic place where Hindus worship together
Diva lamp	A type of lamp used during Diwali
Lotus flower	A flower that has symbolic meaning in the Hindu faith
Rangoli pattern	Patterns used during Diwali to bring luck.



Key Facts and Beliefs

- Diwali is the celebration of light. It originates in India.
- Diwali takes place every year and lasts for five days. The exact dates of Diwali depend on the position of the moon, but it is usually celebrated between October and November.
- For many, Diwali honors Lakshmi, the Hindu goddess of wealth. The lights and lamps lit are said to help Lakshmi find her way into peoples' homes to bring good luck in the year to come.
- During Diwali people exchange gifts, have delicious feasts, watch firework displays and wear new clothes.



RE Knowledge Organiser : Year 3 – Christianity : Incarnation

Key Question

Has Christmas lost its true meaning?

Key Vocabulary

trinity	the belief that there is One God, who is Father, Son and Holy Spirit
incarnation	the Christian belief that God took on human form by becoming Jesus
gospel	'Good News' – in Christianity, "good news" refers to story of Jesus Christ's birth, death and resurrection.
carol	a religious song or hymn, usually associated with Christmas

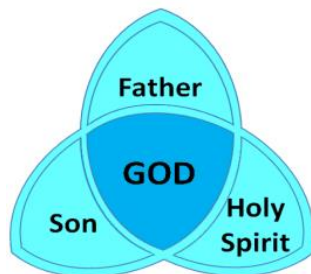
Key Facts and Beliefs

- Christians believe that God is Trinity: God as three in one - Father, Son and Holy Spirit.
- Christians worship God as a Trinity.
- Christians believe the God the Father is the creator: he sent his Son (Jesus) who saved his people; the Son send the Holy Spirit to his disciples.
- Christians find that understanding God is challenging: people spend their whole lives learning more and more about God.
- Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, supporting them to follow Jesus.



Links with other Religions

- Many religions believe in one God. Belief in the Trinity is unique to Christianity.
- Allah (Islam): Muslims believe in one God (Allah). They believe Allah has no shape or form and that he has no children or parents.
- God (Judaism). Jews do not believe in the Trinity. They believe that God alone should be worshipped.
- Waheguru (Sikhism). Sikhs believe that there is only one God. They believe God is without form or gender.
- Brahman (Hinduism): Hindus believe in one God called Brahman. Brahman takes on many forms that some Hindus worship as gods or goddesses. Hindus also believe in the 'trimurti' – three Gods who are responsible for the creation, upkeep and destruction of the world: Brahma, Vishnu and Shiva.



RE Knowledge Organiser : Year 3 – Christianity : Jesus' Miracles

Key Question

Could Jesus heal people? Were these miracles or is there some other explanation?

Key Vocabulary

miracle	an extraordinary event that happens outside the usual rules of science
heal	to make free from injury or disease
incarnation	to become flesh
new testament	the second part of the Christian Bible, recording the life of Jesus Christ
trinity	the belief that God is Father, Son and Holy Spirit
paralysed	unable to move
preach	to give a religious speech
sin	an act of disobedience against God
forgive	to stop blaming someone

Key Facts and Beliefs

- Christians believe Jesus is God in a human body so has the power of God and can do anything, including healing people.
- Christians believe Jesus is the incarnation of God and that he had a special ability to heal people.
- As part of his ministry (described in the New Testament), Jesus performed many miracles.
- The Blind Man Jesus and his disciples saw a man who had been blind since birth. Jesus spit on the ground, made some mud with the saliva and put it on the man's eyes. He told him to wash the mud off and when he did, the man could see.
- The Paralysed Man Jesus was preaching the word of God to a large crowd of people. Some men came, bringing a paralysed man with them but they could not get him to Jesus. They made an opening in the roof and lowered the man into the room. Jesus told the paralysed man his sins were forgiven. He told the man to get up and go home. The paralysed man got up and walked home.



Links with other Religions

- Trinity (Christianity). Christians believe there is one God who is the Father, Son and Holy Spirit.
- The Qur'an (Islam). Muslims believe that Jesus performed miracles. The Qur'an mentions several of Jesus's miracles, including giving sight to the blind.
- Allah (Islam). Miracles are important in Islam and there are many examples of miracles recorded in the Qur'an, for example when the Prophet Muhammad was taken through the heavens to meet Allah. Muslims believe that Allah (God) can perform miracles.
- Chanukkah (Judaism). When the Maccabees returned to the Temple, they lit a lamp which had enough oil for one day. The oil lamp burned for 8 days. This can be considered a miracle.
- Miracles (Hinduism). There are many examples of miracles in Hindu scripture. Miracles related to the gods, for example Lord Shiva bringing his beheaded son back to life with an elephant's head. Some Hindus believe that these events actually happened. Others interpret miracles as a way to express messages.



RE Knowledge Organiser : Year 3 – Christianity : Easter

Key Question What is 'good' about Good Friday?

Key Vocabulary

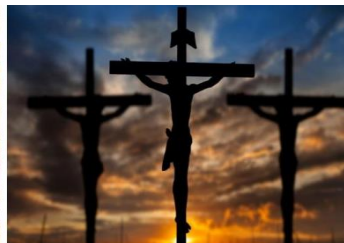
Holy Week	the week before Easter, starting on Palm Sunday
resurrection	the rising of Jesus from the dead
disciples	followers of Jesus
salvation	the act of delivering (or keeping away) from evil or saving from sin
gospels	tell the life and teachings of Jesus. There are four gospels: Matthew, Mark, Luke and John
Mary	the mother of Jesus
Palm Sunday	the day Jesus arrived into Jerusalem on a donkey
Good Friday	the day Jesus was crucified and died
Easter Sunday	the day of Jesus' resurrection

Key Facts and Beliefs

- Christians see Holy Week as the end of Jesus' earthly life, leading to his death and resurrection.
- The events of Holy Week were important in showing the disciples what Jesus came to earth to do.
- Christians today trust that Jesus really did rise from the dead and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.
- For Christians, Palm Sunday, Good Friday and Easter Sunday are times to remember the joy, sadness or despair and hope felt by the followers of Jesus, and Jesus himself.
- Christians believe Good Friday was necessary as it allowed the resurrection to happen – good came from the crucifixion as Jesus died for people's sins.
- Christians believe Jesus was resurrected to be with his Father, God. This gives Christians hope that when they do things wrong they can be forgiven, and that when they die they will go to heaven.

Links with other Religions

- Bilal (Islam). Bilal listened to the words of the prophet and believed that there was only one God. He stood up for his beliefs even when he was punished.
- Guru Arjan (Sikhism). The fifth Guru was sentenced to death by Emperor Jahangir after refusing to stop teaching Guru Nanak's message.



RE Knowledge Organiser : Year 3 – Hinduism : Beliefs - Brahman

Key Question How can Brahman be everywhere and in everything?

Key Vocabulary

Brahman	the Hindu name for the Universal Spirit that is everywhere and part of everything
Atman	Eternal self. Often referred to as 'spirit' or 'soul' It indicates our true self which underpins who we are.
universal	relating to or affecting all
deity	a god or goddess
essence	the basic or most important idea or quality of something
Chadogya Upanishad	one of the Hindu holy books
Trimurti	having three forms : refers to the main aspects of Brahman

Links with other Religions

- Allah (Islam): Muslims believe in one God (Allah) and worship only Allah. They believe Allah has no shape or form. Muslims believe Allah is eternal – He has always existed and will always exist.
- God (Judaism). Jews believe that there is only one God and God alone should be worshipped. They believe that God is eternal – He has always existed and will always exist.
- Waheguru (Sikhism). Sikhs believe that there is only one God who is eternal. They believe that a part of Waheguru is within all beings. There are no images of Waheguru.
- Omnipresence (Christianity/Islam/Judaism). Christians, Jews and Muslims believe God/Allah is omnipresent – he is present everywhere in the world, at all times.

Key Facts and Beliefs

- Hindus believe in a universal soul or God called Brahman.
- They believe that there is a part of Brahman in everyone and this is called the Atman.
- Hindus believe that Brahman takes on many forms which some Hindus worship as gods or goddesses.
- The essence of each god is Brahman.
- These gods are sent to help people find/understand the universal God (Brahman).
- There are three main Hindu deities (the trimurti): Brahma – creator, Vishnu – preserver and Shiva – destroyer.
- Most Hindus have a personal god or goddess to whom they pray to regularly.
- Hindus believe that Brahman is present in all things.
- They believe that Brahman is eternal and everywhere at once.
- Hindus use images and objects to portray God. Hindus do not worship these, but worship Brahman through them.
- Hindus are free to worship God in a variety of forms.
- Salt in Water You know the salt is in the water but you can't see it. Brahman is present everywhere although you don't see him.
- The Fig Seed You cannot see Brahman, as you cannot see the inside of the tiny seed of a fig, but Brahman is there and gives life to all, as the seed produces the fig tree.



RE Knowledge Organiser : Year 3 – Hinduism : Prayer and Worship

Key Question

How can Brahman be in everywhere and everything?

Links with other Religions

- Shrine (Buddhism). The most important part of a Buddhist temple is the 'shrine room.' Many Buddhists have shrines at home. They bring offerings of candles, flowers, incense, food and gifts.
- Worship (different religions). For most religions, worship can take place privately (at home) or publicly (in a place of worship).
- Islam: Both the mosque and the home are important places of worship for Muslims. The Qur'an teaches that the whole world is a mosque, so people can pray anywhere.
- Pilgrimage (different religions). Going on pilgrimage is a sacred duty for many faiths. For example: Jerusalem (Judaism), Bethlehem and Lourdes (Christianity), The Golden Temple (Sikhism), Bodh Gaya (Buddhism) and Makkah/Hajj (Islam). *Pilgrimage is not compulsory for Christians or Sikhs.

Key Vocabulary

commitment	a willingness to give your time and energy
Vedas	knowledge
Puja	worship
Dharma	teachings
pilgrimage	a special religious journey

Key Facts and Beliefs

- For many Hindus, religion is more a matter of practice than of beliefs,
- What you do may be considered more important than what you believe.
- Hindus are committed to God and show their commitment in different ways.
- **Puja**
Worship can take many forms and is a very personal aspect of daily life. Most Hindus will worship every day, mostly at home, using a private shrine where offerings are made and prayers (mantras) are said. A shrine can be part of a room, a small altar or simply pictures or statues of the deity. Worship can be performed alone at home or in a temple with others. Family members often worship together. Hindu worship is primarily an individual act rather than a shared one as it involves making personal offerings to the deity. Worshippers repeat the names of their favourite deities and repeat mantras. Water, fruit, flowers and incense are offered to God.
- **Pilgrimage**
A pilgrimage can help Hindus by connecting them with Brahman. Through pilgrimage, they can show their belief in God. The River Ganges is one of the most sacred rivers in the world and is important as it is where Hindus bathe in the hope they can wash their sins away. Hindus believe that bathing in the river helps to cleanse the soul - people are baptised in the river and the ashes of people who have died are poured into the river.
- **Vedas**
Hindus are given guidance as to how to live their lives through the Vedas which are the oldest religious texts in Hinduism and are the law. Dharma is the code for leading one's life. Hindus believe they have a duty to act in the right way that God teaches. How Hindus live their lives is as important as worship.



RE Knowledge Organiser : Year 4 – Judaism : Rites of Passage

Key Question

How special is the relationship Jews have with God?

Key Vocabulary

Bar Mitzvah	'Son of Commandment' – the coming of age ceremony for a boy
Bat Mitzvah	'Daughter of Commandment' – the coming of age ceremony for a girl
Mitzvoth	doing good deeds and helping others
Mitzvah day	a day when Jewish people give their time to help others
Tu	

Links with other Religions

- Jesus (Christianity). Jesus was Jewish.
- Shabbat, Chanukah, Rosh Hashanah, Yom Kippur and Passover (Judaism). These are all ways Jews show commitment to God.
- The Covenant (Judaism). After the coming of age ceremonies, Jewish children are expected to follow the commandments set out in the Covenant.
- The 5Ks and the Amrit Ceremony (Sikhism). Sikhs often display their commitment to the religion by joining the Khalsa and wearing the 5Ks.
- Ceremonies (different religions). Lots of religions have coming of age ceremonies to show a believer committing themselves to God/their beliefs, for example: First Holy Communion and Confirmation (Christianity) and the Sacred Thread ceremony/(Upanayana (Hinduism).

Key Facts and Beliefs

- Jews show their commitment to God in lots of different ways.
- They show their commitment because of the covenant they have made with God.

The Synagogue

The main place for community worship is the synagogue. It is a place to meet, worship and pray. Jews listen to and think about readings from the Torah.

Tu B'Shevat

Jews believe that God created the world and everything in it. Because of this, Jews believe the environment is something they should look after. One festival which remembers this is Tu B'Shevat. Jews show respect by planting new trees.

Bar/Bat Mitzvah

These coming of age ceremonies are times where a child becomes an adult in the Jewish community. After these ceremonies, Jewish boys or girls become responsible for living according to Jewish Law. This means that the child is responsible for their own spiritual actions and for following the commandments. The children will prepare for the ceremony by studying the Torah and they will read from it during the ceremony.

Mitzvah Day

This day is dedicated to doing good things for other people. Jews do good things on this day because they believe it's what God would want them to do - to be kind and loving. These good things usually focus on helping people or the local environment, for example litter picking, beach cleaning and volunteering to help different charities.



RE Knowledge Organiser : Year 4 – Christianity : Christmas

Key Question What is the most significant part of the nativity story for Christians today?

Key Vocabulary

incarnation	“in the flesh”
Christingle	a symbolic object
symbol	a sign or object with a special meaning
frankincense	a scented resin used in perfume
myrrh	a natural resin used in perfume
Jesus	Christians believe he is the son of God
wise men	men of great learning
embalming oil	oil used on a person who has died

Links with other Religions

- Many religions use symbols to represent their beliefs.
- The Seder Plate (Judaism). The Seder plate traditionally holds five or six items, each of which symbolises a part of the Passover story.
- The 5Ks (Sikhism). The 5 Ks symbolise that the Sikh who wears them has dedicated themselves to a life of devotion and submission to the Guru. Easter (Christianity). There are lots of symbols associated with Easter, for example Easter Eggs and Hot Cross Buns.

Key Facts and Beliefs

In the Christmas story, there are lots of important symbols which show the birth of Jesus was a special event:

- The angels symbolise that Jesus wasn't an ordinary man. Angels aren't everyday occurrences and were there to show people that Jesus was a special gift from God.
- The star guided the Wise Men just as Jesus is the light that guides people to God.
- The Wise Men and the Shepherds show the difference between rich and poor, symbolising that Jesus is a gift to everyone.
- The gifts from the Wise Men: gold is a precious metal symbolising how precious Jesus is and represents his Kingship. Frankincense is used in perfume and incense and represents Jesus' priestly role, Myrrh is also used in perfumes and incense and in Jesus' day was an embalming oil which symbolises his death.
- A Christingle is another important symbol for Christians.
- It is a symbol of the Christian faith and reminds Christians of 'Christ's light.'
- The orange represents the world. The candle reminds us of Jesus as Christians believe Jesus is the light of the world
- The red ribbon goes all around the 'world' and reminds Christians that Jesus died – it symbolises His blood.
- The four cocktail sticks have two meanings; the four seasons or the four corners of the world.
- The sweets or dried fruit symbolise God's gifts to the world, including kindness and love.



RE Knowledge Organiser : Year 4 – Judaism : Relationship with God

Key Question How important is it for Jewish people to do what God asks them to do?

Key Vocabulary

respect	a positive feeling or action shown towards someone
covenant	a special relationship based on shared promises
Seder meal	a meal remembering the events of the Exodus
Torah	the Jewish holy book
commandments	an order
Passover	a festival to remember the Israelites freedom from slavery

Links with other Religions

- Jesus (Christianity). Jesus was Jewish.
- Shabbat, Chanukah, Rosh Hashanah and Yom Kippur (Judaism). These are all ways Jews remember and celebrate the special relationship they have with God.
- The 10 Commandments (Christianity). Both Jews and Christians believe God gave Moses 10 rules that they should follow.
- The Easter Story (Christianity). Jesus celebrated Passover with his disciples at The Last Supper.

Key Facts and Beliefs

- Jews have a special relationship with God. They believe that God will take special care of them if they do the things He asks them to do. They try to respect this relationship and show this respect in their lives by doing as God asks.
- Every year, Jewish families celebrate Passover and have a special meal called the Seder meal.
- The Seder plate is divided up into sections. Each section has a different item to remind Jews of the Passover story.
- Chazeret: bitter herbs represent the bitterness of slavery.
- Beitzah: a hard boiled egg. Eggs become harder when they are cooked – a symbol of the Jews' determination to keep their faith.
- Charoset: a sweet brown paste made of fruit and nuts, representing the mortar that the Israelites used for building bricks when they were slaves.
- Maror: bitter herbs symbolising the bitter suffering of the Israelites when they were slaves.
- Karpas: celery or parsley dipped into a bowl of salty water, representing the salty tears the Israelites cried when they were slaves.
- Z'roa: a lamb bone which represents the lamb that was sacrificed and brought to the temple the night before the Israelites left Egypt.
- There are also four small glasses of wine to remind Jews of the four times G_d promised freedom to the Israelites.
- Matzah: unleavened (flat) bread. The Pharaoh told Moses and the Israelites to go at once - they left in such a rush that their bread didn't have time to rise.



RE Knowledge Organiser : Year 4 – Christianity : Easter

Key Question Is forgiveness always possible for Christians?

Key Vocabulary

symbol	something that represents or stands for something else
Passover	a festival every year celebrated by Jewish people
betray	to be false or disloyal to
parable	a simple story used to illustrate a moral or lesson
servant	someone that serves others
salvation	the saving of human beings from sin
communion	Christians have bread and wine at church to remember Jesus
paten	a plate, typically made of gold or silver used to hold communion bread
chalice	a large cup or goblet containing communion wine

Links with other Religions

- Passover (Judaism). Jesus was celebrating Passover with his disciples at the Last Supper.
- Yearly Celebrations (different religions). Most religions celebrate the same festivals every year to remember significant events in their religion, for example: Channukah, Tu B'Shevat, Passover, Rosh Hashanah and Yom Kippur (Judaism), Advent and Christmas (Christianity), Vaisakhi and Diwali (Sikhism), Holi and Diwali (Hinduism) and Ramadan and Eid (Islam).
- Shabbat (Judaism). Jewish people celebrate Shabbat weekly to remember God resting on the seventh day after he created the world and the 10 Commandments given to Moses by God. Jews also share meals together during Shabbat.

Key Facts and Beliefs

- Christians see Holy Week as the end of Jesus' earthly life, leading to his death and resurrection.
- The events of Holy Week were important in showing the disciples what Jesus came to do.
- Christians today trust that Jesus really did rise from the dead and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.
- Remembering the events of the Last Supper is so important for most Christians that they take Communion regularly.
- **The Last Supper**
 - Jesus celebrated Passover with his disciples. It was called The Last Supper because it was the last meal Jesus would eat before he died. Jesus and the disciples ate bread and wine. Jesus said the bread was his body and the wine was his blood.
 - While they were eating, Jesus said that one of his disciples (Judas) would betray him.
 - During the meal, Jesus washed the disciples' feet. The disciples didn't want Jesus to wash their feet because it was a lowly task that would normally have been performed by a servant. Jesus washed his disciples' feet to show them the importance of selfless service. It showed how he was going to be a servant for all when he was crucified.



RE Knowledge Organiser : Year 4 – Judaism : Commitment to God

Key Question

What is the best way for a Jew to show commitment to God?

Key Vocabulary

agreement	a decision between two or more groups of people
promise	a statement by a person that they will or will not do something
trust	firm belief in something or someone
covenant	a special promise
mezuzah	a small case placed on Jewish doorposts containing the Shema
Shema	an important prayer for Jews
descendent	a person who is related to you and who lives after you

Links with other Religions

- Jesus (Christianity). Jesus was Jewish.
- The 10 Commandments (Christianity). Both Jews and Christians believe God gave Moses 10 rules that they should follow.
- Passover (Judaism). During Passover, Jews remember how God helped them escape from slavery in Egypt. This is one example of how God looked after Jews.
- The Five Pillars of Islam (Islam). Muslims believe they must carry out five duties in order to live a good and responsible life and be closer to God.
- The Noble Eight-Fold Path (Buddhism). This is the way the Buddha taught that Buddhists should live their lives.
- Khalsa (Sikhism). Khalsa Sikhs must follow the Rahit Maryada, which is the Sikh code of conduct.

Key Facts and Beliefs

- Jews believe there is one G_d who every Jew can have a special relationship with.
- Jews believe that they are the 'chosen people' of G_d. Jewish history begins with the Covenant between G_d and Abraham around 1812 BC.
- G_d made a special promise that He would look after Abraham and all his descendants. He showed this by giving him and his wife a son, even though he was 99!
- Jewish people believe that G_d has always kept His promise to look after them, for example when G_d helped the Jews escape from slavery in Egypt.
- After leaving Egypt, the Jews were in need of rules and order to help them live life in the way G_d wanted.
- Moses was given the Ten Commandments and G_d asked the Jewish people to live by these as their promise to him.
- These rules still impact on Jewish life today.
- Many Jews have a mezuzah on the doorpost in their home. Inside the mezuzah is a scroll with Hebrew writing called the Shema. The Shema is a declaration of faith in one G_d. It says that Jewish people should love G_d and keep His rules.
- The mezuzah and Shema are a daily reminder of the covenant and the fact that the rules need to be followed.



RE Knowledge Organiser : Year 4 – Christianity : Prayer and Worship

Key Question

Do people need to go to church to show they are Christians?

Key Vocabulary

bible	the Christian holy book
Old Testament	the first part of the bible, before Jesus' birth
New testament	the second part of the bible which tells the stories of Jesus
ark	the ship built by Noah to save his family and animals from the Flood

Links with other Religions

- The 10 Commandments (Judaism). Jews believe God made a covenant with Moses. God gave Moses a set of rules that Jewish people should live by (The 10 Commandments).
- The People of God (Judaism). Jews believe that they are the 'chosen people of God' and that He will take special care of them if they do the things He asks them to do.
- Noah (Judaism). The story of Noah is an important Jewish story because the covenant promises were made to the Jewish people.
- Noah (Islam). Noah is an important figure in Islamic tradition. Muslims believe Noah is a prophet sent by Allah (God).



Key Facts and Beliefs

- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe he promises to stay with them and Bible stories show how God keeps his promises.
- In the story of Noah, God sent the flood to bring good into the world and wipe out evil.
- After the flood, he promised to stick with people — even though people often make mistakes; God keeps on forgiving.
- The story shows that people have responsibilities given by God — part of being the People of God is trying to live by God's commands.
- When God gives rules in the Noah story, he is making a covenant.
- There is an emphasis on promises and a covenant between God and his people in the Old Testament.
- The covenants show people correct beliefs, attitudes and behaviours that are appropriate for being in a caring relationship with God, but they also show what they can expect from God.
- In the same way as Noah, some Christians give up things to follow God because they believe that everyone can be one of the People of God.
- Christians try to follow God's directions in order to do this.
- Lots of Christians dedicate their lives to acting in ways that they think will please God.
- Whilst they may give up some things, they think loving God is more important and more rewarding.
- A Christian wedding is like a covenant because both parties make promises — to each other and to God.
- Christians say following God includes trusting God, obeying God, believing that God promises to stay with them, forgiving others and believing that God will do this too.



RE Knowledge Organiser : Year 5 – Sikhism : the Khalsa

Key Question

How far would a Sikh go for his / her religion?

Key Vocabulary

belong	to be a member of a particular group
ceremony	a formal religious or public occasion
guru	'teacher' or 'leader'
Khalsa	pure
Guru Gobind Singh	the last of the ten Gurus
Guru Granth Sahib	the holy scriptures of Sikhism

Links with other Religions

- Baptism (Christianity). Baptism marks the start of Christian life. Some Christians believe that baptism makes someone a member of God's family.
- Confirmation (Christianity). A baptised person confirms the promises made at baptism. It is a sign of full membership to the Christian community.
- Bar/Bat Mitzvah (Judaism). After these ceremonies, Jewish boys or girls become responsible for living according to Jewish Law.
- Sacred Thread ceremony/Upanayana (Hinduism). A ceremony for boys in some Hindu communities to confirm they are of an age to take on religious responsibility.

Key Facts and Beliefs

- Some Sikhs choose to take part in a joining ceremony as part of their religion - the Amrit Ceremony.
- Sikhs who have completed the sacred Amrit Ceremony are called Khalsas.
- The Amrit Ceremony is part of a Sikh's own personal spiritual development.
- They take part in the ceremony when they believe they are ready to live up to the high expectations of Guru Gobind Singh.
- The Amrit Ceremony is a choice to make a commitment and can help some Sikhs keep their promises to God. This is because they spoke their promises in public so other people will expect them to keep them.
- Through making these promises, it shows Sikhs have made a commitment to God.
- The promises include: You shall never remove any hair from any part of the body. You shall not use tobacco, alcohol or any other intoxicants. You shall not eat Halal meat. You shall not commit adultery.
- The 5Ks serve as a physical reminder of the promises they have made and helps Sikhs keep them.
- They are physical signs to themselves, others and the world that they are a member of the Khalsa.
- They are an outward symbol of an inner commitment.



RE Knowledge Organiser : Year 5 – Christianity : The Christmas Story

Key Question

Is the Christmas story true?

Key Vocabulary

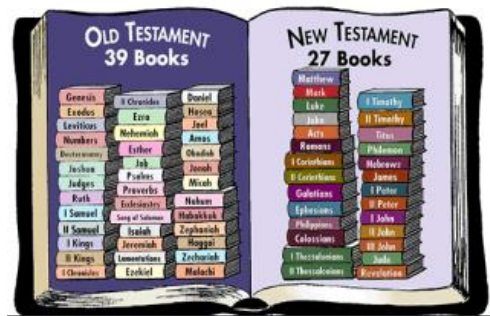
restore	to put back to an earlier or original state
messiah	a 'rescuer' or 'appointed one'
People of God	a description of those who follow Christ
prophecy	a prediction of what might happen in the future
advent	a season marking the preparation for the celebration of the birth of Jesus

Links with other Religions

- Messiah (Judaism). Jewish people believe that a Messiah will come to save them. They do not believe that Jesus is the Messiah. They are still waiting for the Messiah prophesied in the Tanakh (Old Testament).
- Messiah (Islam). Muslims accept the Jewish belief that there were prophecies about the coming of the Messiah. They also accept the Christians claim that Jesus was the expected Messiah. Muslims, however, do not believe that Jesus was the Son of God. In the Qur'an, Jesus is recognised as a Messiah as well as a prophet or messenger of God.
- Mahdi (Islam). The Mahdi is another messianic figure in Islam. Some Muslims believe the Mahdi will change the world into a perfect and just Islamic society.

Key Facts and Beliefs

- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a messiah. Some texts talk about what this 'messiah' would be like. A special person sent by God. Someone to make Israel a great nation and bring peace to the world. A king for Israel to bring the country back to God. A military leader to fight and defeat the enemy. Someone descended from King David. A great leader like David. Someone born in Bethlehem.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah.
- Christians see Jesus as their Saviour.
- For Christians, Christmas is a time of celebration of the arrival of the Messiah.



RE Knowledge Organiser : Year 5 – Sikhism : Belief and Moral Values

Key Question

Are Sikh stories important today?

Key Vocabulary

share	to divide food, money, goods etc
Guru Granth Sahib	the Sikh holy book
Gurdwara	Sikh place of worship
injustice	lack of fairness
Karah Prashad	A kind of special pudding served to the congregation at the end of a service
Guru Hargobind	The sixth Guru
Nishan Sahib	The orange flag outside of a Gurdwara

Links with other Religions

- Jesus' Teachings (Christianity). Jesus taught that Christians should be kind to others.
- Holy Communion (Christianity). In communion, many Christians eat bread and drink wine together in memory of how Jesus died on the cross. They remember Jesus' last meal which he shared with his disciples before he died.
- Lots of religions celebrate festivals by the giving and receiving of gifts, for example: Christmas (Christianity), Chanukah (Judaism), Diwali and Pancha Ganapati (Hinduism), and Eid (Islam).
- Zakat (Islam). Zakat is the third Pillar of Islam. Muslims share their money with others by donating 2.5% of their earnings to charity.
- Tzedakah (Judaism). Tzedakah means 'charity.' Giving Tzedakah is one of the most important commandments for Jews. Many Jews keep a tzedakah box in their homes where they collect money for a charity.

Key Facts and Beliefs

- Sharing is an important part of the Sikh faith.
- The Guru Granth Sahib gives three rules to live by.
- One of these is share with the needy whatever you can spare.
- These rules are important, as God gave them the rules and they will be pleasing/respecting God by doing these things.
- Vaisakhi Festival This festival remembers the beginning of the Khalsa. Sikh communities celebrate festivals by holding public processions and sharing their joy with other communities. The Nishan Sahib is taken down and replaced with a new flag, the flagpole is taken down and washed in milk and yoghurt, and then water to symbolise cleanliness and purity. They share in community activities such as processing through their local town, singing hymns and serving langar.
- The example set by the Gurus in the two festivals inspires Sikhs to take part in SEWA – selfless service.
- Sikhs believe they have a responsibility to live a good life and challenge injustice like the Gurus did.
- The Langar The Langar is a shared meal offered free to anyone after each service of worship at the Gurdwara. It is provided for by the community who take it in turns to prepare and serve people. Everyone is seen as equal through the sharing of Karah Parshad and the Langar.



RE Knowledge Organiser : Year 5 – Christianity : Easter

Key Question

How significant is it for Christians to believe God intended Jesus to die?

Key Vocabulary

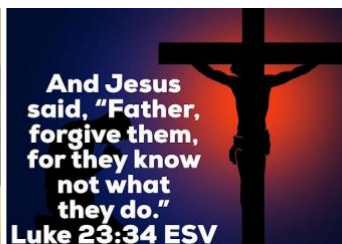
stations of the Cross	a series of images showing Jesus on the day of his crucifixion
symbolism	the use of symbols to represent something
salvation	the saving of humans
martyr	a person who is killed because of their beliefs

Links with other Religions

- Abraham (Judaism). According to the Torah, God commanded Abraham to offer his son Isaac as a sacrifice as a test of his faith.
- Eid ul-Adha (Islam). Eid ul-Adha is a festival which remembers the prophet Ibrahim's willingness to sacrifice his son when ordered to by Allah (God). By taking part in this festival, Muslims show that they too are prepared to sacrifice their lives for God.
- The Khalsa (Sikhism). The Khalsa remembers five volunteers who were prepared to offer their lives for Waheguru (God) and Guru Gobind Singh. Their commitment is an example of SEWA – a willingness to serve others without thought for their own wellbeing.
- Guru Arjan and Guru Tegh Bahadur (Sikhism). Both Guru Arjan and Guru Tegh Bahadur sacrificed their lives for what they believed in. Guru Arjan was killed for refusing to stop preaching Guru Nanak's message and Guru Tegh Bahadur was killed while standing up for the rights of Hindus.

Key Facts and Beliefs

- The New Testament says that Jesus' death was 'for us'.
- They believe Jesus' death was a sacrifice – he gave his life for others.
- Jesus willingly sacrificed his own life for the greater cause of taking punishment for sins away from humans for all time.
- Christians believe that Jesus died to save people – to rescue them from their sins and to bring them back to God.
- Christians remember Jesus' sacrifice for them every time they take Holy Communion.
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
- Christians also believe that Jesus does not just show them the way to heaven, he actually is the way. Through Jesus' sacrifice, he opens the way to heaven.
- Christians believe that God loves them and that Jesus saves them from a terrible fate — life without God after they die. As a result, they want to please Jesus, and show gratitude for his sacrifice on the cross. This means that they want to follow Jesus' teachings.



RE Knowledge Organiser : Year 5 – Sikhism : Prayer and Worship

Key Question

What is the best way for a Sikh to show commitment to God?

Key Vocabulary

5Ks	Five symbols of faith worn by Sikhs
amrit	The ceremony for joining the Khalsa
khalsa	means 'pure'
Mool Mantra	a Sikh statement of belief
Gurdwara	Sikh place of worship
ritan	singing hymns
Waheguru	God
SEWA	Selfless service
langar	the shared meal at the Gurdwara



Links with other Religions

- Places of Worship (different religions). Lots of different religions will visit their place of worship to show their commitment to God/their beliefs, for example: the Church (Christianity), the Synagogue (Judaism), the Temple (Hinduism and Buddhism) and the Mosque (Islam).
- Rules (different religions). Many religions have rules which believers try to follow to show their commitment, for example: The 10 Commandments (Judaism/Christianity), The 5 Pillars of Islam (Islam) and The Five Precepts (Buddhism).
- Symbols (different religions). Some believers wear religious symbols or clothing to show their commitment, for example wearing a cross or crucifix (Christianity), wearing a kippah, tefillin or tallit (Judaism) or wearing a hijab (Islam).

Key Facts and Beliefs

- Sikhs are proud to visibly show commitment to their faith. This can be done in many ways, including:
- **Joining the Khalsa through the Amrit Ceremony and wearing the 5 Ks.** Sikhs make a commitment to God by making promises at the Amrit Ceremony and wearing the 5Ks to remind them to keep these promises.
- **Worshipping in the Gurdwara.** The main purpose of worship is to praise the one, true God. The Mool Mantar is recited daily in morning prayer. To show respect in the Gurdwara, Sikhs wash their hands, cover their heads and remove their shoes before they enter. Sikhs often sing kirtan because it helps them to feel connected to Waheguru and focus on Waheguru.
- **Reading and respecting the Guru Granth Sahib.** The Guru Granth Sahib is kept under a special canopy in the Gurdwara and when it is not used it is covered up. It is also kept in a separate bedroom overnight. Sikhs take off their shoes in the presence of the holy scriptures and make sure they never turn their back on them. They also in front of the Guru Granth Sahib and touch the floor to show respect. Sikhs sit on the floor, so the Guru Granth Sahib is higher than them, to show respect.
- **Following the three golden rules of Sikhism:** Meditation and prayer; earn an honest wage and share with others in need and treat everyone equally.
- **Serving the community through the Langar meal and other areas of SEWA.** Showing love for others shows love for Waheguru. This is because Waheguru is present in everyone, and so respecting and helping people means helping Waheguru. Examples of SEWA include: helping at the Gurdwara (e.g. cleaning, washing dishes or serving in the langar), teaching people how to read or understand the Guru Granth Sahib or sharing your wealth (e.g. giving money to charity).



RE Knowledge Organiser : Year 5 – Christianity : Commitment to God

Key Vocabulary

commitment	a willingness to give your time and energy to a job or activity
gifts of the Holy Spirit	the gifts are: wisdom, understanding, guidance, strength, knowledge, devotion and fear of the lord
prayer	the act of talking to God
the Lord's prayer	the prayer taught by Jesus to his disciples
confirmation	strengthening or deepening one's commitment to God
Holy Spirit	the third part of the Trinity
holy communion	a Christian ceremony in which bread and wine are consumed in memory of Jesus

Key Question

What is the best way for Christians to show commitment to God?

Key Facts and Beliefs

- Christians are committed to God and show their commitment in different ways.
- One way is through following the Ten Commandments.
- Many Christians show commitment to God by attending church every Sunday and worshipping God.
- Christians believe that praying to God shows commitment.
- Christians also show commitment through taking Holy Communion. It helps Christians to remember Jesus dying for them on the cross. By taking communion it shows their commitment to God.
- Christians show commitment to God by believing and trusting in Jesus and trying to be like Jesus.
- Some Christians have dedicated their lives to helping others in order to show their love and commitment to God, for example: Martin Luther King, Mother Teresa, Christian charities and even members of the local church.
- Many Christians will choose to be confirmed (received into the Church as an adult). It enables a baptised person to confirm the promises made on their behalf at baptism

Links with other Religions

- The Amrit Ceremony/Khalsa (Sikhism). Sikhs choose to go through the initiation of the Amrit Ceremony to show their commitment to their religion, just as Christians choose to be confirmed.
- Bar/Bat Mitzvah (Judaism). The Bar/Bat Mitzvah ceremony shows a commitment to Judaism.
- Shabbat (Judaism). Jewish people celebrate Shabbat weekly.
- Jumu'ah (Islam). Many Muslims (especially Muslim men) attend Friday prayer every week at the mosque to remember Allah (God).
- Salat (Islam). Salat is the second Pillar of Islam and is the compulsory Muslim prayers, performed five times each day by Muslims.
- Zakat (Islam). Zakat is the third Pillar of Islam. Muslims help others by donating 2.5% of their earnings to charity.
- SEWA (Sikhism). Sikhs help others by sharing their earnings and giving to Charity as part of SEWA . Many Sikhs donate one-tenth of their income to charity (daswandh).
- Dana (Hinduism). Dana (giving) in Hinduism is about giving generously to those in need.

The Seven Gifts of the Holy Spirit



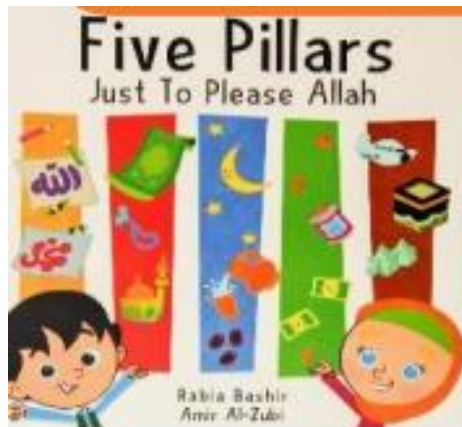
RE Knowledge Organiser : Year 6 – Islam : Commitment to God

Key Question

What is the best way for a Muslim to show commitment to God?

Key Vocabulary

Allah	the Arabic word for God
Qur'an	the holy book for Muslims
Ramadan	month of fasting
Hajj	the pilgrimage to the holy city of Mecca
Pillars of Islam	the five religious acts considered compulsory for Muslims
Mecca	The holiest city for Muslims



Key Facts and Beliefs

- The five pillars of Islam are central to Muslim life and worship.
- The first pillar of Islam is Shahadah. This is a statement which is repeated many times a day: There is one God, Allah and Muhammad is his prophet.
- The second pillar of Islam is Salat. Muslims believe it is their duty to pray to Allah five times each day to show their belief and be reminded of God so they do not forget about Him.
- Muslims believe they can worship God anywhere.
- Many Muslims choose to go to the Mosque for lunchtime prayers on a Friday, the Muslim holy day.
- The third pillar of Islam is Zakah – giving money to charity.
- Muslims think it is their duty to give to charity as everything they own belongs to God.
- The fourth pillar of Islam is Sawm.
- During the month of Ramadan every year, Muslims do not eat or drink at all during the hours of daylight.
- Fasting is a way of showing that they are living in the way that God wants and remembering people who are hungry.
- Muslims believe it shows that their religion is the most important thing in their lives – more important than eating or drinking.
- The fifth pillar of Islam is Hajj.
- Muslims are expected to visit Mecca at least once in their lifetime.

Links with other Religions

- Lent (Christianity). Christians fast during Lent to remember Jesus' sacrifice when he went into the desert to pray and fast for 40 days.
- Yom Kippur (Judaism). Jewish people fast for 25 hours during Yom Kippur so they can reflect and repent (apologise) for their sins.
- SEWA (Sikhism). Sikhs share their earnings and give to Charity as part of SEWA (selfless service). Many Sikhs donate one-tenth of their income to charity (daswandh).
- Rules (different religions). Many religions have rules which believers try to follow to show their commitment, for example: The 10 Commandments (Christianity/Judaism), The Three Golden Rules (Sikhism) and The Five Precepts (Buddhism).
- The Mool Mantra (Sikhism). The Mool Mantra means 'essential teaching' and gives a short description of what God is like. Sikhs frequently recite the Mool Mantra in worship, including their morning prayers. The first line is: 'There is only one God.'
- The Apostles' Creed/The Nicene Creed (Christianity). The Creeds are a summary of what the Church teaches and of what Christians together believe. The first line is: 'I believe in God, the father almighty.' One of the Creeds is usually recited during church services.



RE Knowledge Organiser : Year 6 – Christianity : Jesus the Messiah

Key Question

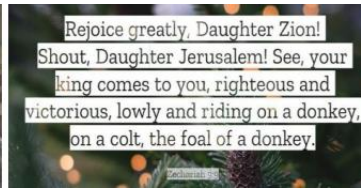
Do Christmas celebrations help Christians understand who Jesus was and why he was born?

Key Vocabulary

Old Testament	the first part of the bible, before the birth of Jesus Christ
New Testament	the second part of the bible, after the birth of Jesus Christ
messiah	a 'rescuer' or 'appointed one'
savior	one who saves someone else
transfiguration	transformation
prophecy	a prediction of what will happen in the future

Links with other Religions

- Messiah (Judaism). Jewish people believe that a Messiah will come to save them. They do not believe that Jesus is the Messiah. They are still waiting for the Messiah prophesised in the Tanakh (Old Testament).
- Messiah (Islam). Muslims accept the Jewish belief that there were prophecies about the coming of the Messiah. They also accept the Christians claim that Jesus was the expected Messiah. Muslims, however, do not believe that Jesus was the Son of God. In the Qur'an, Jesus is recognised as a Messiah as well as a prophet or messenger of God.
- Mahdi (Islam). The Mahdi is another messianic figure in Islam. Some Muslims believe the Mahdi will change the world into a perfect and just Islamic society.



Key Facts and Beliefs

- The Old Testament talks about a messiah. Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah.
- Although Jesus fulfilled the old prophecies, there are new twists to the story. The longed-for Messiah was not a warrior, but the son of a humble carpenter, who teaches his followers to love their enemies and offers to save not just the Jewish people, but the whole human race.
- Jesus was a surprising person who turned expectations on their head.
- For Christians, the belief that Jesus is more than the Messiah – but God in the flesh – means that faith in Jesus can transform people's lives now.
- Christians try to reach out to others as God reached out to them through Jesus.
- Christians believe Jesus was: A saviour who rescued through making peace with enemies. A humble, ordinary man yet the Son of God. Part of an older story, yet the first chapter of a new story.
- Christians need to learn that their Messiah was humble and a peacemaker.
- Christians try to demonstrate that they too are peacemakers like their Messiah.



RE Knowledge Organiser : Year 6 – Christianity : Eternity

Key Question

Is anything ever eternal?

Key Vocabulary

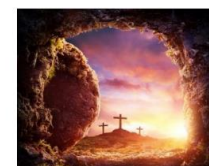
eternal	lasting or existing forever
unconditional	within limits
agape	a Christian word meaning 'universal and unconditional love'
parable	a story used to illustrate a moral or lesson
sacrifice	to give up something for something else considered to be more important

Links with other Religions

- Salvation (Christianity). Christians believe God sent Jesus to earth to die and to be resurrected to allow humans to have a pathway back to God where they can live with God for eternity.
- Samsara (Hinduism). Hindus believe that the soul (atman) is eternal and lives many lifetimes until the soul is freed from the cycle (moksha).
- Samsara (Sikhism). Sikhs believe the cycle of samsara repeats itself until the atma (soul) has been released from the cycle and is reunited with Waheguru (mukti).
- Samsara (Buddhism). The Buddha taught that humans are born an infinite number of times, unless they achieve Nirvana (enlightenment).
- Annica/Impermanence (Buddhism). Buddhists believe things in life are always changing. Nothing stays the same as everything is subject to change. Buddhists do not believe in an eternal or everlasting soul.
- Akhira (Islam). Muslims believe in everlasting life after death.
- Guru Granth Sahib (Sikhism). The Guru Granth Sahib is considered the Eternal Guru that guides Sikhs.
- God (different religions). Many religions believe in the eternality of their God(s). For example: Judaism (God), Christianity (God), Sikhism (Waheguru), Hinduism (Brahman) and Islam (Allah).

Key Facts and Beliefs

- Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them.
- Jesus portrayed love in the Bible; He taught that love should be eternal and unconditional.
- Christians believe that because of Jesus' resurrection, Christians will be able to have life after death (eternal life).
- They believe Jesus made forgiveness possible by His crucifixion.
- Christians believe it is Jesus' sacrifice of salvation that means they can enter heaven where they can live eternally being loved by and loving God.
- Christians believe that for eternal life they need to: believe in God, do their best to follow the Ten Commandments and the Two Great Commandments, and ask for forgiveness when they need it.
- In a Christian wedding, the bride and groom promise to love each other for their whole lifetime.
- They give each other rings which symbolise eternity.



RE Knowledge Organiser : Year 6 – Christianity : Easter (resurrection)

Key Question

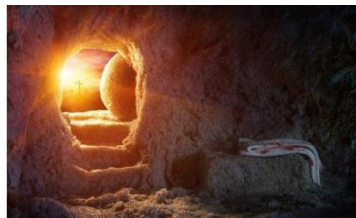
Is Christianity still a strong religion 2,000 years after Jesus was on Earth?

Key Vocabulary

gospels	the Gospels give accounts of Jesus' death – Matthew, Mark, Luke and John
incarnate	in human form
salvation	the saving of humans from sin
sacrifice	to give up something valuable to you in order to help someone
resurrection	the rising of Jesus from the dead
sin	purposely disobey the rules of God

Key Facts and Beliefs

- Christians believe Jesus willingly gave up his own life in order to take on the punishment for all sin, for all people. Because of sin, people need to be saved and Jesus brings salvation.
- The Gospel presents a number of witnesses to the resurrection.
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).
- Many Christians say that a belief in the resurrection of Jesus, and therefore that death is not the end, leads to hope.



Links with other Religions

- The Son of God (Judaism). Jews do not believe that Jesus is the Son of God.
- Eternity (Christianity). Because of Jesus' death and resurrection, Christians believe that after they die, they will have eternal life in Heaven with God.
- Life after Death (Judaism). While Jewish people believe there is a life after death, the details of this are unclear. Most Jews concentrate on living a good life today in the present, rather than what will happen when they die.
- Samsara (Sikhism). Many Sikhs believe that all beings have a soul (atma). The atma is a part of Waheguru within them. Through a series of reincarnations, Sikhs believe they will be purified and able to return to Waheguru.
- Samsara (Buddhism). The Buddha taught that humans are born an infinite number of times, unless they achieve Nirvana (enlightenment).
- Samsara (Hinduism). Most Hindus believe that humans are in a cycle of death and rebirth called samsara. When a person dies, their atman (soul) is reborn in a different body.
- Akhira (Islam). Muslims believe in everlasting life after death in Al-Jannah (Paradise) or Jahannam (Hell).



RE Knowledge Organiser : Year 6 – Islam : Akhirah

Key Question

Does belief in Akhirah help Muslims live good lives?

Key Facts and Beliefs

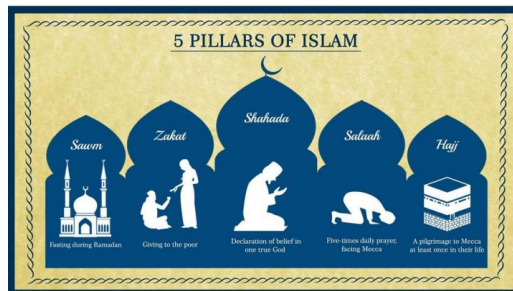
- Muslims try to live 'good' lives – lives they believe will show love and respect to Allah, for example: by following the Five Pillars of Islam.
- Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good.
- They believe that their daily thoughts, words and actions will be used as evidence.
- This belief encourages Muslims to live in the 'right way' and try to do the right thing.
- Every Muslim will have a judgement day which will determine whether they go to heaven after they die.
- It may also determine which tier/part of Heaven they are allowed to go to.
- Muslims believe Allah will be fair and just: their after life will be what they deserve.
- The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives is called 'Greater Jihad.'
- Greater Jihad is an individual's personal struggle against evil. This evil might prevent you from doing the will of Allah. This is a daily feature in the life of a Muslim as they try to ensure that every aspect of their life is lived in line with Allah's will.

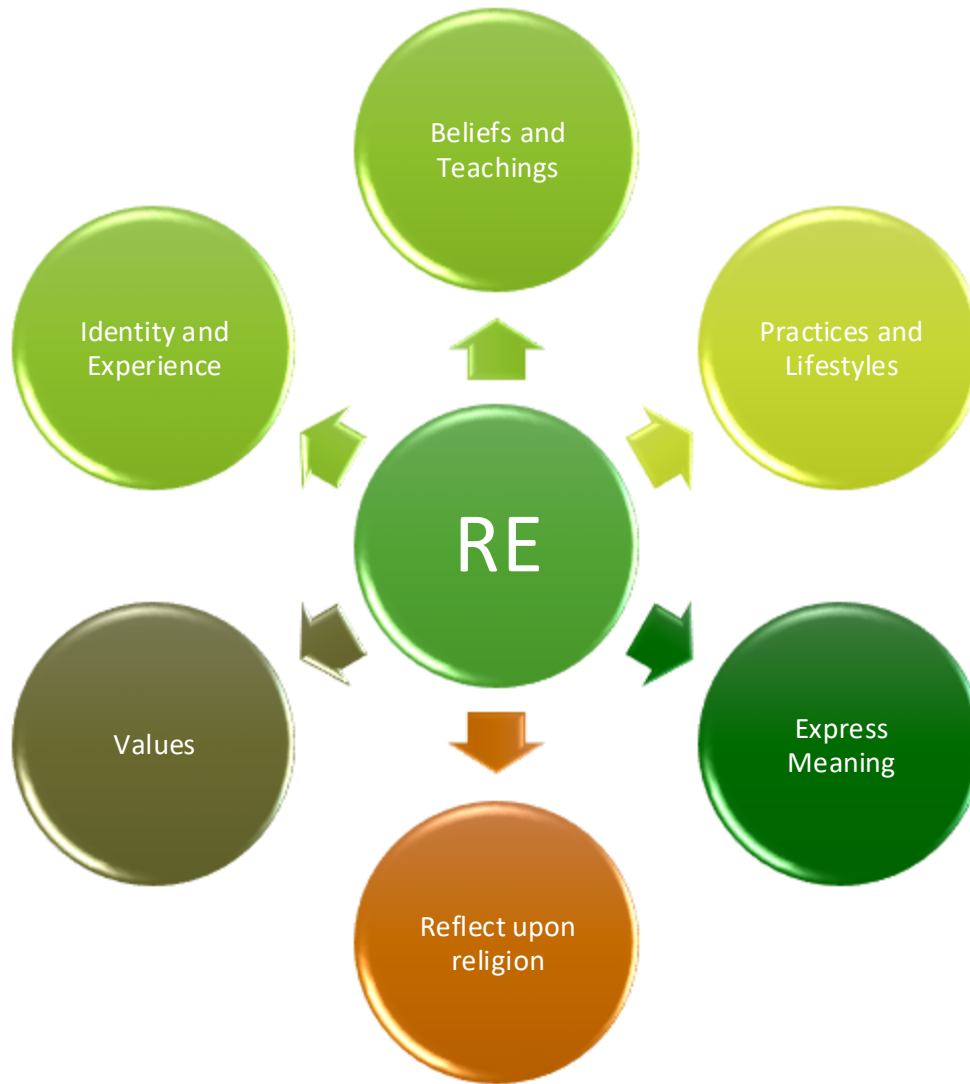
Key Vocabulary

Akhirah	life after death
motivation	a reason for acting in a particular way
judgement	to form an opinion by looking at evidence
Jihad	struggle or effort
Greater Jihad	personal individual struggle against evil
righteous	acting in accord with divine moral law

Links with other Religions

- Heaven (Christianity). Christians believe those who believe in Christ and live good lives will be given eternal life in Heaven with God and Jesus.
- Life after Death (Judaism). While Jewish people believe there is a life after death, the details of this are unclear. Most Jews concentrate on living a good life today in the present, rather than what will happen when they die.
- Samsara (Sikhism). Many Sikhs believe that all beings have a soul (atma). The atma is a part of Waheguru within them. Through a series of reincarnations, Sikhs believe they will be purified and able to return to Waheguru.
- Samsara (Buddhism). The Buddha taught that humans are born an infinite number of times, unless they achieve Nirvana (enlightenment).
- Samsara (Hinduism). Most Hindus believe that humans are in a cycle of death and rebirth called samsara. When a person dies, their atman (soul) is reborn in a different body.
- Yawm ad-Din (Judaism). Jews believe the Day of Judgement will occur after the coming of the Messiah. They believe that God will judge how good or bad people have been in order to decide their destiny in the afterlife.





Religious Education Key Concepts



RE Progression Map – Beliefs and Teachings

Year 1

- Retell some parts of religious stories.

Year 2

- Describe some religious ideas from stories.
- Describe some religious beliefs, teachings and events.
- Tell you about what concepts like belonging, commitment, kindness and forgiveness mean to me in my own world.
- Express my own thoughts.

Year 3

- Show what I know about religious beliefs, ideas and teachings.
- Tell you about the concept / belief e.g. belonging and how it relates to the faith group I am studying.
- Express own opinions and start to support them with rationale.

Year 4

- Explain my understanding of religious beliefs, ideas and teachings in a variety of ways.
- Compare stories from faith groups that I am studying with those of other religions I have studied.

Year 5

- Explain the significance of some religious beliefs, teachings and events for members of faith communities.
- Begin to describe some differences and similarities between religions.

Year 6

- Explain how some beliefs and teachings are shared by different religions.
- Explain how beliefs and teachings affect the lives of individuals and communities.
- Explain how the concept / belief (e.g. forgiveness) resonates in my own life and see how this might be different for others because of their religion / belief.
- Express my thoughts having reflected on them in relation to other people's.



RE Progression Map – Practices and Lifestyles

Year 1

- Recognise religious objects.
- Recognise religious people.
- Recognise religious places.
- Know about some of the things that people of a religion do.

Year 2

- Describe some religious objects, places and practices.
- Start to use religious vocabulary to begin to describe the significance of facts and practices.

Year 3

- Show what I know about religious objects and places and how they are used.
- Show what I know about religious people and how they behave.

Year 4

- Explain the relevance and importance of objects, places and behaviours.

Year 5

- Explain the practices and lifestyles involved in belonging to a faith community.

Year 6

- Explain how religious life and practices affect the lives of individuals and communities.
- Recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.



RE Progression Map – Express Meaning

Year 1

- Name some religious symbols.
- Know what some religious words mean.

Year 2

- Know how religious beliefs can be expressed through the arts.
- Describe the messages or meanings of some religious symbols.

Year 3

- Identify religious symbolism in literature and in the arts.
- Verbalise and/or express own thoughts.

Year 4

- Understand the significance of religious symbolism to people of different religions.
- Express my own opinions and start to support them with rationale.

Year 5

- Explain some of the differing ways that believers show their beliefs, ideas and teachings.
- Use a range of sources to interpret information about a religion.

Year 6

- Explain, using the correct terminology, how religious beliefs and ideas can be shown in many different ways.
- Express my own thoughts having reflected on them in relation to other people's.



RE Progression Map – Reflect upon Religion

Year 1

- Talk about the parts of life I find interesting.

Year 2

- Ask a range of questions about puzzling aspects of life.
- Suggest answers, including religious ones.

Year 3

- Ask questions that have no universally agreed answers.
- Apply knowledge to an enquiry question and give an answer supported by one or more facts.

Year 4

- Take part in meaningful discussions about ultimate questions, forming my own opinions and ideas.
- Suggest answers to an enquiry question based upon knowledge and understanding that I have developed about a religion.

Year 5

- Ask questions and suggest answers about the significant experiences of others, including religious believers.
- Explain my own ideas and beliefs about ultimate questions.

Year 6

- Explain why there are differences between my own and others' ideas about ultimate questions.
- Weigh up evidence and different arguments/aspects relevant to the enquiry question, support by evidence.



RE Progression Map – Values

Year 1

- Know that I have to make my own choices in life.

Year 2

- Know the effect of actions on others when thinking about moral dilemmas.

Year 3

- Explain how shared beliefs about what is right and wrong affect people's behaviour.

Year 4

- Understand that religion and belief can have a significant impact on people's values.

Year 5

- Ask questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings.

Year 6

- Express own values.
- Respond to the values and commitments of others.
- Reflect upon sources of inspiration in my own and others' lives.



RE Progression Map – Identity and Experience

Year 1

- Say what is important in my life.
- Compare this to religious beliefs.

Year 2

- Describe my feelings to other people.
- Know that other people have feelings.
- Talk about how my feelings may be similar to those of characters in religious stories.

Year 3

- Reflect upon what it means to belong to a faith community.

Year 4

- Respond to the challenges of commitment in my own life, and within religious traditions.

Year 5

- Recognise that commitment to a religion can be shown in a variety of ways.

Year 6

- Recognise and express my feelings about my own identity and link this to my learning about religion.



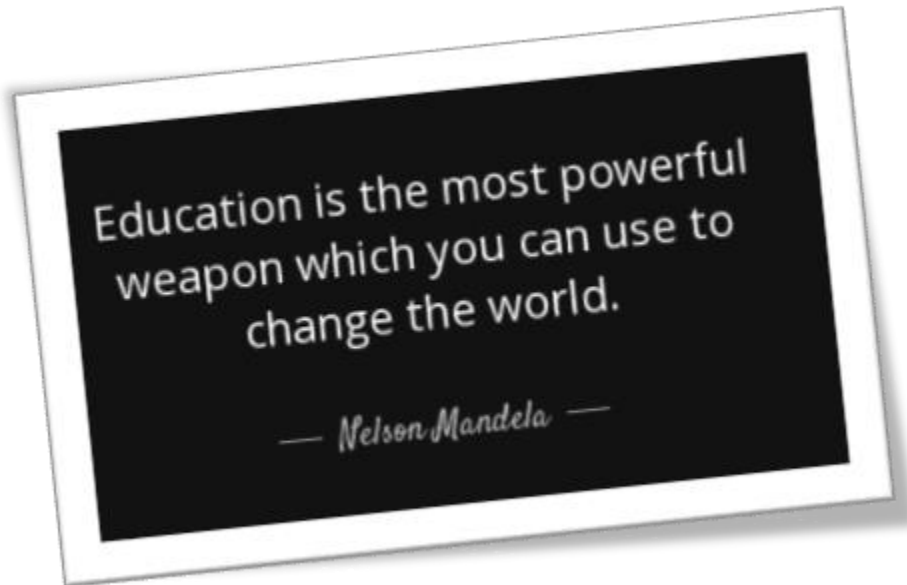
PSHE

Intent and Implementation

Content Spine

Key Concepts

Progression Maps



PSHE Intent and Implementation

Why do we teach PSHE?

Character Education is about development of our children's awareness of themselves as individuals, their role in society as well as their awareness of their own and other physical and emotional wellbeing.

This is primarily taught as part of their personal, social, health and economic lesson, which we feel that this is a vital part of all pupils' education. PSHE is taught to ensure children are well-rounded individual when they leave Nine Mile Ride.

What is our curriculum aim?

Our PSHE curriculum aims to help pupils understand how to play a positive and successful role within our society, both as a child and as an adult within the future.

We provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

How is PSHE taught at Nine Mile Ride?

- The teaching of PSHE is delivered using the Jigsaw scheme of work from year groups 1-6. Each half term is different unit. (Bring me in my world, Celebrating differences, Dreams and goals, Healthy me, Relationships and Changing me) The Changing me unit delivers Sex Education appropriate for each year group.
- Throughout the school we encourage children to adopt a 'growth mindset.' This is done through school and team assemblies throughout the year with a 'growth mindset' theme. Additionally, all staff use the language of growth mindset in their everyday teaching, marking and feedback, class displays and conversations with the children.



PSHE Content Spine

	Autumn		Spring		Summer	
	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	• Feeling special and safe. • Being part of a class. • Rights and responsibilities. • Rewards and feeling proud. • Consequences. • Owning the class charter.	• Similarities and differences. • Understanding bullying. • Making new friends. • Celebrating differences in everyone.	• Setting goals. • Identifying successes and achievements. • Learning styles. • Working well and celebrating achievement. • Tackling new challenges. • Identifying and overcoming obstacles. • Feelings of success.	• Keeping myself healthy. • Healthier lifestyle choices. • Keeping clean. • Keeping safe. • Medicine safety. • Road safety. • Linking health and happiness.	• Belonging to a family. • Making friends/being a good friend. • Physical contact preferences. • People who help us. • Qualities as a friend . • Self acknowledgement. • Being a good friend to myself. • Celebrating special relationships.	• Life cycles – animals and human. • Changes in me. • Changes since being a baby. • Differences between male and female bodies (correct terminology). • Linking growing and learning. • Coping with change. • Transition.
Year 2	• Hopes and fears for the year. • Rights and responsibilities. • Rewards and consequences. • Safe and fair learning environment. • Valuing contributions. • Choices. • Recognising feelings.	• Gender stereotypes. • Understanding bullying. • Standing up for yourself and others. • Making new friends. • Gender diversity. • Celebrating differences and remaining friends.	• Achieving realistic goals. • Perseverance. • Learning strengths. • Learning with others. • Group cooperation. • Contributing to and sharing success.	• Motivation. • Healthier choices. • Relaxation. • Healthy eating and nutrition. • Healthier snacks and sharing food.	• Different types of family. • Physical contact boundaries. • Friendship and conflict. • Secrets. • Trust and appreciation. • Expressing appreciation for special relationships.	• Life cycles in nature. • Growing from young to old. • Increasing independence. • Differences in male and female bodies (correct terminology). • Assertiveness. • Preparing for transition.



PSHE Content Spine

	Autumn		Spring		Summer	
	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	• Setting personal goals. • Self identity and worth. • Positivity in challenges. • Rules, rights and responsibilities. • Rewards and consequences. • Responsible choices. • Seeing things from others' perspectives.	• Families and their differences • Family conflict and how to manage it • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments	• Difficult challenges and achieving success. • Dreams and ambitions. • New challenges. • Recognising and trying to overcome obstacles. • Managing feelings. • Simple budgeting.	• Exercise. • Fitness challenges. • Food labelling and healthy swaps. • Attitudes towards drugs. • Keeping safe Respect for myself and others. • Healthy and safe choices.	• Family roles and responsibilities. • Friendship and negotiation. • Keeping safe online • Being a global citizen. • Awareness of how other children have different lives. • Expressing appreciation	• How babies grow. • Understanding a baby's needs. • Outside body changes. • Inside body changes. • Family stereotypes. • Challenging my ideas. • Preparing for transition.
Year 4	• Being part of a class team. • Being a school citizen. • Rights, responsibilities and democracy. • Rewards and consequences. • Group decision making. • Having a voice. • What motivates behaviour.	• Challenging assumptions. • Judging by appearance. • Accepting self and others. • Understanding influences. • Understanding bullying.. • Identifying how unique everyone is. • First impressions..	• Hopes and dreams. • Overcoming disappointment. • Creating new, realistic dreams. • Achieving goals. • Working in a group. • Celebrating contributions. • Resilience. • Positive attitudes.	• Healthier friendships. • Group dynamics. • Smoking. • Alcohol. • Assertiveness. • Peer pressure. • Celebrating inner strength.	• Jealousy. • Love and loss. • Memories of loved ones. • Getting on and falling out. • Girlfriends and boyfriends. • Showing appreciation for people and animals.	• Being unique. • Having a baby. • Girls and puberty. • Confidence in change. • Accepting change. • Preparing for transition. • Environmental change.



PSHE Content Spine

	Autumn		Spring		Summer	
	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	• Planning the forthcoming year. • Being a citizen. • Rights and responsibilities. • Rewards and consequences. • How behaviour affects groups. • Democracy, having a voice, participating..	• Cultural differences and how they can cause conflict. • Racism. • Rumours and name calling. • Types of bullying. • Material wealth and happiness. • Enjoying and respecting other cultures.	• Future dreams. • The importance of money. • Jobs and careers. • Dream job and how to get there. • Goals in different cultures. • Supporting others (charity). • Motivation..	• Smoking including vaping. • Alcohol. • Alcohol and anti-social behaviour. • Emergency aid. • Body image. • Relationship with food. • Healthy choices. • Motivation and behaviour.	• Self recognition and self worth. • Building self esteem. • Safer online communities. • Rights and responsibilities online. • Online gaming and gambling. • Reducing screen time. • Dangers of online grooming.	• Mental health. • Identifying mental health worries and sources of support. • Love and loss. • Managing feelings. • Power and control. • Assertiveness. • Technology safety. • Take responsibility with technology use.
Year 6	• Identifying goals for the year. • Global citizenship. • Children's universal rights. • Feeling welcome and valued. • Choices, consequences and rewards. • Democracy, having a voice. • Anti-social behaviour. • Role modelling.	• Perceptions of normality. • Understanding disability. • Power struggles. • Understanding bullying. • Inclusion/exclusion. • Differences as conflict. • Differences as celebration. • Empathy..	• Personal learning goals – in and out of school. • Success criteria. • Emotions in success. • Making a difference to the world. • Motivation. • Recognising achievements. • Compliments.	• Taking personal responsibility. • How substances affect the body. • Exploitation including 'county lines' and gang culture. • Emotional and mental health • Managing stress	• Self and body image. • Influence of online and media on body image. • Puberty for girls. • Puberty for boys. • Conception (including IVF). • Growing responsibility. • Coping with change. • Preparing for transition.	• Self image. • Body image. • Puberty and feelings. • Conception to birth. • Reflections about change. • Physical attraction. • Respect and consent. • Boyfriends/girlfriends. • Sexting. • Transition.



PSHE Key Concepts



PSHE Progression Map – Being Me in My World

Year 1

- Understand the rights and responsibilities as a member of my class.
- Know my views are valued and can contribute to the learning charter.
- Recognise the choices I make and understand the consequences.
- Understand my rights and responsibilities within our learning charter.

Year 2

- Identify some of my hopes and fears for this year.
- Understand the rights and responsibilities for being a member of my class and school.
- Listen to other people and contribute my own ideas about rewards and consequences.
- Understand how following the learning charter will help me and others learn.
- Recognise how democracy and having a voice benefits the school community.

Year 3

- Recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.
- Face new challenges positively, make responsible choices and ask for help when I need it.
- Understand why rules are needed and how they relate to rights and responsibilities.
- Understand that my actions affect myself and others and I care about other people's feelings.
- Make responsible choices and take action.
- Understand my actions affect others and try to see things from their points of view.



PSHE Progression Map – Being Me in My World

Year 4

- Know my attitudes and actions make a difference to the class team.
- Understand who is in my school community, the roles they play and how I fit in.
- Understand how democracy works through the school council.
- Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- Understand how groups come together to make decisions.
- Understand how democracy and having a voice benefits the school community.

Year 5

- Face new challenges positively and know how to set personal goals.
- Understand my rights and responsibilities as a citizen of my country and as a member of my school.
- Can make choices about my own behaviour because I understand how rewards and consequences feel.
- Understand how an individual's behaviour can impact on a group.
- Understand how democracy and having a voice benefits the school community and know how to participate in this.

Year 6

- Identify my goals for this year, understand my fears and worries about the future and know how to express them.
- Know that there are universal rights for all children but for many children these rights are not met.
- Understand that my actions affect other people locally and globally.
- Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
- Understand how an individual's behaviour can impact on a group.
- Understand how democracy and having a voice benefits the school community.



PSHE Progression Map – Celebrating Differences

Year 1

- Identify similarities between people in my class.
- Explain what bullying is.
- Know some people who I could talk to if I was feeling unhappy or being bullied.
- Know how to make new friends.
- Explain some ways I am different from my friends.

Year 2

- Start to understand that sometimes people make assumptions about boys and girls (stereotypes).
- Understand that bullying is sometimes about difference.
- Recognise what is right and wrong and know how to look after myself.
- Understand that it is OK to be different from other people and to be friends with them.
- Tell you some ways I am different from my friends.

Year 3

- Understand that everybody's family is different and important to them.
- Understand that differences and conflicts sometimes happen among family members.
- Know what it means to be a witness to bullying.
- Know that witnesses can make the situation better or worse by what they do.
- Recognise that some words are used in hurtful ways.
- Explain about a time when my words affected someone's feelings and what the consequences were.



PSHE Progression Map – Celebrating Differences

Year 4

- Understand that, sometimes, we make assumptions based on what people look like.
- Understand what influences me to make assumptions based on how people look.
- Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.
- Tell you why witnesses sometimes join in with bullying and sometimes don't tell.
- Identify what is special about me and value the ways in which I am unique.
- Recount a time when my first impression of someone changed when I got to know them..

Year 5

- Understand that cultural differences sometimes cause conflict.
- Understand what racism is.
- Understand how rumour-spreading and name-calling can be bullying behaviours.
- Explain the difference between direct and indirect types of bullying.
- Compare my life with people in the developing world.
- Understand a different culture from my own.

Year 6

- Understand there are different perceptions about what normal means.
- Understand how being different could affect someone's life.
- Explain some of the ways in which one person or a group can have power over another.
- Know some of the reasons why people use bullying behaviours.
- Give examples of people with disabilities who lead amazing lives.
- Explain ways in which difference can be a source of conflict and a cause for celebration.



PSHE Progression Map – Dreams and Goals

Year 1

- Set simple goals.
- Set a goal and work out how to achieve it.
- Understand how to work well with a partner.
- Tackle a new challenge and understand this might stretch my learning.
- Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.
- Explain how I felt when I succeeded in a new challenge and how I celebrated it.

Year 2

- Choose a realistic goal and think about how to achieve it.
- Carry on trying (persevering) even when I find things difficult.
- Recognise who I work well with and who it is more difficult for me to work with.
- Work well in a group.
- Tell you some ways I worked well with my group.
- Know how to share success with other people.

Year 3

- Tell you about a person who has faced difficult challenges and achieved success.
- Identify a dream/ambition that is important to me.
- Enjoy facing new learning challenges and working out the best ways for me to achieve them.
- Feel motivated and enthusiastic about achieving our a challenge.
- Recognise obstacles which might hinder my achievement and can take steps to overcome them.
- Evaluate my own learning process and identify how it can be better next time.



PSHE Progression Map – Dreams and Goals

Year 4

- Talk about some of my hopes and dreams.
- Understand that sometimes hopes and dreams do not come true and that this can hurt.
- Know that reflecting on positive and happy experiences can help me to counteract disappointment.
- Know how to make a new plan and set new goals even if I have been disappointed.
- Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.
- Identify the contributions made by myself and others to the group's achievement.

Year 5

- Understand that I will need money to help me achieve some of my dreams.
- Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.
- Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.
- Describe the dreams and goals of young people in a culture different to mine.
- Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.
- Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this

Year 6

- Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal).
- Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.
- Identify problems in the world that concern me and talk to other people about them.
- Work with other people to help make the world a better place.
- Know what some people in my class like or admire about me and can accept their praise.



PSHE Progression Map – Healthy Me

Year 1

- Understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.
- Know how to make healthy lifestyle choices.
- Know how to keep myself clean and healthy, and understand how germs cause disease/illness.
- Know that all household products including medicines can be harmful if not used properly.
- Understand that medicines can help me if I feel poorly and I know how to use them safely.
- Know how to keep safe when crossing the road, and about people who can help me to stay safe.
- Explain why I think my body is amazing and can identify some ways to keep it safe and healthy.

Year 2

- Know what I need to keep my body healthy.
- Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.
- Understand how medicines work in my body and how important it is to use them safely.
- Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
- Make some healthy snacks and explain why they are good for my body.
- Decide which foods to eat to give my body energy.

Year 3

- Understand how exercise affects my body and know why my heart and lungs are such important organs.
- Know that the amount of calories, fat and sugar I put into my body will affect my health.
- Explain my knowledge and attitude towards drugs.
- Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.
- Identify when something feels safe or unsafe.
- Understand how complex my body is and how important it is to take care of it.



PSHE Progression Map – Healthy Me

Year 4

- Recognise how different friendship groups are formed, how I fit into them and the friends I value the most.
- Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.
- Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.
- Understand the facts about alcohol and its effects on health, particularly the liver
- Recognise when people are putting me under pressure and can explain ways to resist this when I want.
- Know myself well enough to have a clear picture of what I believe is right and wrong.

Year 5

- Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
- Know and can put into practice basic emergency aid procedures (including recovery position) and understand how the media, social media and celebrity culture promotes certain body types.
- Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.
- Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.

Year 6

- Take responsibility for my health and make choices that benefit my health and well-being.
- Know about different types of drugs and their uses and their effects on the body particularly the liver and heart.
- Understand that some people can be exploited and made to do things that are against the law.
- Know why some people join gangs and the risks this involves.
- Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.
- Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.



PSHE Progression Map – Relationships

Year 1

- Identify the members of my family and understand that there are lots of different types of families.
- Identify what being a good friend means to me.
- Know appropriate ways of physical contact to greet my friends and know which ways I prefer.
- Know who can help me in my school community.
- Recognise my qualities as person and a friend.
- Explain why I appreciate someone who is special to me..

Year 2

- Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- Identify some of the things that cause conflict with my friends.
- Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- Recognise and appreciate people who can help me in my family, my school and my community.
- Express my appreciation for the people in my special relationships.

Year 3

- Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.
- Know and can use some strategies for keeping myself safe online.
- Explain how some of the actions and work of people around the world help and influence my life.
- Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
- Know how to express my appreciation to my friends and family.



PSHE Progression Map – Relationships

Year 4

- Recognise situations which can cause jealousy in relationships.
- Identify someone I love and can express why they are special to me.
- Explain about someone I know that I no longer see.
- Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friend.
- Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.
- Know how to show love and appreciation to the people and animals who are special to me.

Year 5

- Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- Understand that belonging to an online community can have positive and negative consequences.
- Understand there are rights and responsibilities in an online community or social network.
- Know there are rights and responsibilities when playing a game online.
- Recognise when I am spending too much time using devices (screen time).
- Explain how to stay safe when using technology to communicate with my friends.

Year 6

- Know that it is important to take care of my mental health.
- Know how to take care of my mental health.
- Understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
- Recognise when people are trying to gain power or control.
- Judge whether something online is safe and helpful for me.
- Use technology positively and safely to communicate with my friends and family.



PSHE Progression Map – Changing Me

Year 1

- Start to understand the life cycles of animals and humans.
- Tell you some things about me that have changed and some things about me that have stayed the same.
- Tell you how my body has changed since I was a baby.
- Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.
- Understand that every time I learn something new I change a little bit.
- Tell you about changes that have happened in my life.

Year 2

- Recognise cycles of life in nature.
- Tell you about the natural process of growing from young to old and understand that this is not in my control.
- Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
- Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.
- Understand there are different types of touch and can tell you which ones I like and don't like.
- Identify what I am looking forward to when I move to my next class.

Year 3

- Understand that in animals and humans lots of changes happen between conception and growing up
- Understand how babies grow and develop in the mother's uterus and I understand what a baby needs to live and grow.
- Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.
- Identify how boys' and girls' bodies change on the outside during this growing up process.
- Identify how boys' and girls' bodies change on the inside during the growing up process
- Start to recognise stereotypical ideas I might have about parenting and family roles..



PSHE Progression Map – Changing Me

Year 4

- Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
- Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.
- Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
- Know how the circle of change works and can apply it to changes I want to make in my life.
- Identify changes that have been and may continue to be outside of my control that I learnt to accept.

Year 5

- Show awareness of my own self-image and how my body image fits into that.
- Explain how a girl's body changes during puberty and understand the importance of looking after yourself
- Describe how boys' and girls' bodies change during puberty.
- Understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.
- Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities

Year 6

- Show awareness of my own self-image and how my body image fits into that.
- Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
- Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.
- Show awareness of the importance of a positive self-esteem and what I can do to develop it.
- Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.



Languages

Intent and Implementation

Content Spine

Key Concepts

Progression Maps



Languages Intent and Implementation

Why do we teach Languages?

The purpose of our languages education at Nine Mile Ride is to foster pupils' curiosity and deepen their understanding of the world. The teaching of French through years 3 to 6 should enable pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing.

It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read examples of literature in French. Language teaching should provide the foundation for learning further languages as children progress to their secondary schools, eventually equipping pupils to study and work in other countries.

What is our curriculum aim?

Our French curriculum offers a carefully planned sequence of lessons, ensuring progressive coverage of the skills required by the national curriculum. Our chosen themes - Time Travelling, Let's Visit a French Town and This Is France - provide an introduction to the culture of French-speaking countries and communities. It aims to foster children's curiosity and help deepen their understanding of the world.

A linear curriculum has been chosen to allow opportunity for children to gradually build on their skills. French enables children to express their ideas and thoughts in French and provides opportunities to interact and communicate with others both in speech and in writing. At the heart of Our curriculum for French is the desire to expose children to authentic French, so the scheme offers regular opportunities to listen to native speakers.

Through our French scheme, we intend to inspire pupils to develop a love of languages and to expand their horizons to other countries, cultures and people. We aim to help children grow into curious, confident and reflective language learners and to provide them with a foundation that will equip them for further language studies.



Languages Intent and Implementation

How is languages taught at Nine Mile Ride?

At Nine Mile Ride we follow the Twinkl PlanIt scheme of work for French. Lessons are sequenced so that prior learning is considered and opportunities for revision of language and grammar are built in. Lessons occur weekly in years 3-6, taking 30-45 minutes.

Our lessons and resources help children to build on prior knowledge alongside the introduction of new skills. A series of lessons are suggested, providing structure and context as well as offering an insight into the culture of French-speaking countries and communities. The introduction and revision of key vocabulary and grammatical structures is built into each lesson. This vocabulary is then included in display materials and additional resources so that children have opportunities to repeat and revise their learning. PlanIt French has been designed by our language specialist teaching team, including French native speakers, so that teachers feel confident and supported. All of our lesson packs contain adult guidance, accurate language subject knowledge and accompanying audio materials.

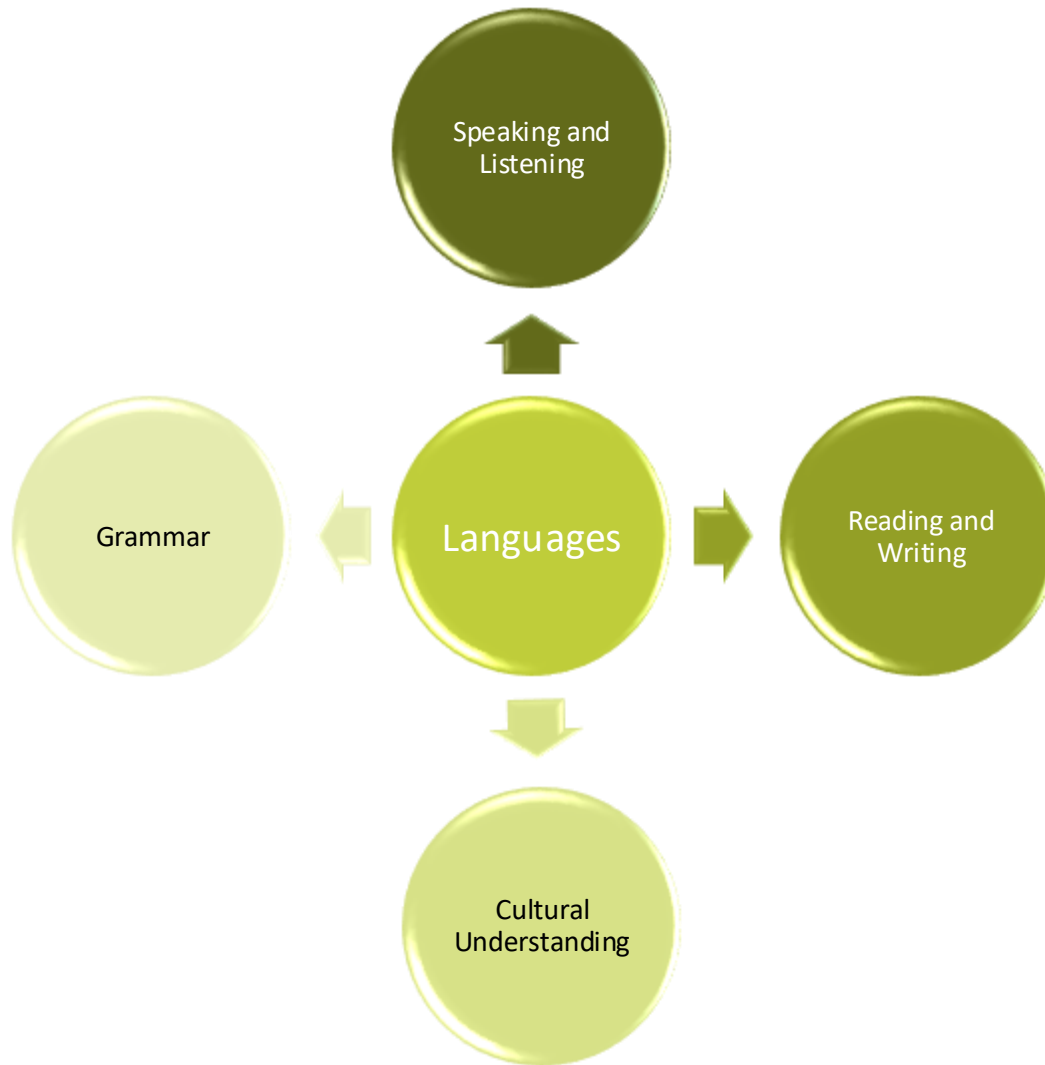


Languages Content Spine

	Autumn		Spring		Summer	
Year 3	Getting to Know You Greet each other, exchange names, ask how someone is and say how old they are.	All About Me Understand instructions, name parts of the body, clothes and colours.	Food Glorious Food Name a range of foods, express likes and dislikes, count and use plural nouns	Family and Friends Identify and introduce family and pets and spell their names.	Our School Name key phrases around the theme of school.	Time Learn the days of the week, months and dates and count from 11 – 31.
Year 4	All Around Town Describe places in town, count to 100 and give their address in French.	On The Move New topics: transport, directions and movement. Conjugate 'to go'.	Going Shopping Name fruit, vegetables and clothes. Asking questions in shops.	Where in the World? Key vocab related to countries, continents and animals.	What's The Time? How to tell the time – o'clock, half past, quarter past and quarter to.	Holidays and Hobbies Vocab related to holidays, weather, sports and hobbies.
Year 5	Getting to Know You Express emotions and talk about the future using different tenses.	All About Ourselves Describe their own appearance and learn grammatical features of French.	That's Tasty Name drinks, breakfast fillings for sandwiches and pizza toppings.	Family and Friends Expand vocabulary and consolidate understanding of descriptive language.	School Life Objects, subjects and prepositional language. 2D shapes.	Time Travelling Numbers, dates and key events in French history
Year 6	Let's Visit a French Town Places in a town, directions, homes and numbers.	Let's Go Shopping Describe colours of clothes and use of prepositional language.	This Is France Key vocabulary related to France and Paris. Name French landmarks and describe what people do when they visit Paris.		All In A Day Tell the time to 5-minute intervals. Use 24-hour times. Use of airport arrival boards and a school timetable to practice skills.	



Languages Key Concepts



Languages Progression Map – Speaking and Listening

Year 3

- repeat modelled words
- listen and show understanding of single words through physical response
- recognise a familiar question and respond with a simple rehearsed response
- name objects and actions and may link words with a simple connective
- present simple rehearsed statements about themselves, objects and people to a partner

Year 4

- repeat modelled short phrases
- listen and show understanding of short phrases through physical response
- ask and answer a simple and familiar question with a response
- use familiar vocabulary to say a short sentence using a language scaffold
- speak about everyday activities and interests
- say one or two short sentences that may contain an adjective to describe people, places, things and actions.

Year 5

- listen and understand the main points from short, spoken material in French
- engage in a short conversation using a range of simple, familiar questions
- ask and answer more complex questions with a scaffold of responses
- pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules
- manipulate familiar language to present ideas and information in simple sentences

Year 6

- listen and understand the main points and some detail from short, spoken material in French.
- express a wider range of opinions and begin to provide simple justification;
- converse briefly without prompts.
- appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;
- start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;
- adapt intonation, for example to mark questions and exclamations.



Languages Progression Map – Reading and Writing

Year 3

- read and show understanding of familiar single words
- use strategies for memorisation of vocabulary
- use context to predict the meaning of new words
- write single familiar words from memory with understandable accuracy
- copy simple familiar words to describe people, places, things and actions using a model

Year 4

- read and show understanding of simple phrases and sentences containing familiar words
- make links with English or known language to work out the meaning of new words
- write familiar short phrases from memory with understandable accuracy
- replace familiar vocabulary in short phrases written from memory to create new short phrases
- write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold

Year 5

- read and show understanding of simple sentences containing familiar and some unfamiliar language
- use a bilingual dictionary to identify the word class
- write a simple sentence from memory using familiar language
- manipulate familiar language to describe people, places, things and actions, maybe using a dictionary

Year 6

- read and understand the main points from short, written material
- use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English
- write several sentences from memory with familiar language with understandable accuracy
- use a wider range of descriptive language in their descriptions of people, places, things and actions



Languages Progression Map – Grammar

Year 3

- show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English
- show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use
- use simple prepositions in their sentences

Year 4

- name the gender of nouns
- name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns
- use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- recognise and use the first person possessive adjectives (mon, ma, mes)
- show awareness of subject-verb agreement
- use the third person singular and plural of the verb 'être' in the present tense

Year 5

- identify word classes
- name and use a range of conjunctions to create compound sentences
- recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed
- recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses)

Year 6

- demonstrate understanding of gender and number of nouns and use appropriate determiners
- use some adverbs
- recognise and use the simple future tense of a high frequency verb
- recognise and use a range of prepositions
- follow a pattern to conjugate a regular verb in the present tense
- choose the correct tense of a verb (present/perfect/imperfect/future) according to context



Languages Progression Map – Cultural Understanding

Year 3

- listen and identify specific words in songs and rhymes and demonstrate understanding
- join in with actions to accompany familiar songs, stories and rhymes

Year 4

- listen and identify specific phrases in songs and rhymes and demonstrate understanding
- join in with words of a song or storytelling

Year 5

- listen and identify rhyming words and specific sounds in songs and rhymes
- follow the text of familiar songs and rhymes, identifying the meaning of words
- follow the text of a familiar song or story

Year 6

- read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling
- follow the text of a familiar song or story and sing or read aloud
- understand the gist of an unfamiliar story or song using familiar language and sing or read aloud



The Arts are an essential ingredient in our education provision. The ways we have to express ourselves creatively and holistically are keys that unlock profound human understanding and accomplishment. The Arts, it has been said, cannot change the world, but they may change the human beings who might change the world.

In addition, physical education makes a positive impact on the lives of our community. It teaches children the value of staying active, what it means to work in a team, the importance of communication and focus.

Arts and Sport Faculty

Art

Music

PE

Outdoor
Education

"I DREAM MY
PAINTING, AND
THEN I PAINT MY
DREAM."

VINCENT VAN GOGH

Art

[Intent and Implementation](#)

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Art Intent and Implementation

Why do we teach art?

At Nine Mile Ride we offer a structure and sequence of lessons to ensure skills are covered that are required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work and have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.

Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as collage, printing, patterns and digital medias. Children will also develop their knowledge of famous artists. Children will also develop their interest and curiosity about art through a series of lessons offering skills progression, knowledge progression and allowing the children the opportunity to ask questions and demonstrate their skills in a variety of ways.

The lessons will allow children to develop their emotional expression through art to further enhance their personal, social and emotional development.

What is our curriculum aim?

At Nine Mile Ride we aim to develop children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

All children will use technical vocabulary and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world.

Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children will develop skills to speak confidently about their art and design work.



Art Intent and Implementation

How is art taught at Nine Mile Ride?

- At Nine Mile Ride we weave the arts into our core classroom curricula as well as teach specific artistic skills and abilities. We do not follow a scheme of work, instead we try to link our arts work to topics that the children are learning about and that build on prior learning and provide opportunities to develop visual literacy.
- Units of learning in art are start with an existing piece of art or style of art which represents the rich diversity of art throughout history and the globe. Techniques and styles are discussed, and skills used within the original artwork are explored and developed, with work being recorded in sketch books. Children will have the opportunity to express their artistic skills with a final piece of artwork inspired by the original piece.
- Teachers are encouraged to help children to think critically about images by asking open and closed questions, and giving them sentence starters as a way to talk about art. For example, “I like the way the artist has ...” or “In this artwork see ...” as well as developing their own. At Nine Mile Ride, we have created a map of expectations, skills, techniques and media for each year group and this is available for all staff to see, aiding them to plan their lesson accordingly. Each year, skills are developed, different media, techniques are used, and the children’s knowledge and interest in the subject grows. It is vital that staff use the map so that progression can develop and there are no overlaps. Great/cultural artists are suggested for each year group to follow, but flexibility is encouraged to allow the teachers to use their own and their classes’ interest as well.



Art Content Spine

	Autumn		Spring		Summer	
Year 1	Artist:	Pablo Picasso	Artist:	Albert Namatjira	Artist:	Piet Mondrian
	Concepts:	Painting	Concepts:	Painting	Concepts:	Collage
	Outcomes:	Self-Portraits	Outcomes:	Aboriginal Dot Pictures	Outcomes:	Geometric Design
Year 2	Artist:	Mary Cassatt	Artist:	Jackson Pollock	Artist:	Henry Moore
	Concepts:	Drawing and Painting	Concepts:	Painting	Concepts:	Sculpture
	Outcomes:	Impressionism	Outcomes:	Great Fire pictures	Outcomes:	Clay Fossils
Year 3	Artist:	Robert Delaunay	Artist:	Ancient Egyptians	Artist:	Frida Kahlo
	Concepts:	Drawing	Concepts:	Sculpture	Concepts:	Printing
	Outcomes:	Abstract Circles	Outcomes:	Canopic Jars	Outcomes:	Montage
Year 4	Artist:	Ancient Romans	Artist:	Georgia O'Keeffe	Artist:	Hans Holbein /Picasso
	Concepts:	Collage	Concepts:	Drawing and Painting	Concepts:	Painting
	Outcomes:	Mosaic Design	Outcomes:	Landscapes	Outcomes:	Self-Portraits
Year 5	Artist:	Vincent Van Gogh	Artist:	Ancient Greeks	Artist:	LS Lowry
	Concepts:	Drawing	Concepts:	Collage and Drawing	Concepts:	Painting
	Outcomes:	Starry Night	Outcomes:	Greek Vases	Outcomes:	War-time Landscapes
Year 6	Artist:	William Morris	Artist:	Ancient Civilisations		
	Concepts:	Printing	Concepts:	Sculpture		
	Outcomes:	Repeating Design Motif	Outcomes:	Clay Pots		



Art Knowledge Organiser : Year 1 – Self-Portraits

Key Artist



Key Facts

Name:	Pablo Picasso
Born:	25 th October 1881 in Spain
Died:	8 th April 1973 in France
Style / Period:	Cubism, Modern Art
Famous works:	<i>Self Portraits, The Pipes of Pan, Three Musicians, Guernica, The Weeping Woman</i>

Work Examples

The Evolution of Picasso's self-portrait:



Cubism

Cubism takes real life, breaks it up and draws it from different angles. It does not look like real life (it is abstract). In short, cubism takes the 3D world and tries to make it 2D on canvas.

Key Vocabulary

portrait	a piece of work showing a person
self-portrait	a portrait that an artist creates of themselves
symmetry	the quality of being made up of similar parts facing each other
facial features	eyes, nose, mouth, ears, eyebrows, hair
profile	a representation (e.g. a face) seen in side view
abstract	art that does not represent external reality
realistic	art that does represent external reality
half	two equal parts
quarter	four equal parts
cubism	a way of painting where artists show more than one view of something in the same picture
Modern Art	Art of a style created in the late 19 th and 20 th centuries

Art Knowledge Organiser : Year 1 – Aboriginal Dot Pictures

Key Artist

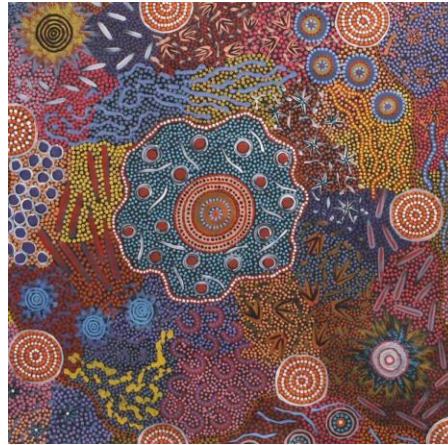


Key Facts

Name:	Albert Namatjira
Born:	28 th July 1902 in Australia
Died:	8 th August 1959 in Australia
Style / Period:	Watercolour, contemporary Indigenous Australian art
Famous works:	<i>Central Australian Landscape</i> , <i>Ajantzi Waterhole</i> , <i>Red Bluff</i>

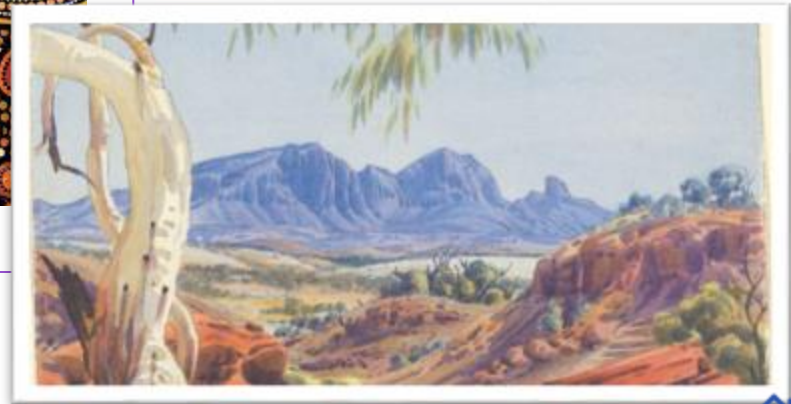
Work Examples

Examples of Aboriginal dot art:



Key Vocabulary

aboriginal	relating to the native people of Australia
indigenous	native to a particular country or region
rock art	the first evidence of aboriginal ethos is evident still in rock paintings
pointillism	a technique of painting in which small, distinct dots of colour are applied in patterns to form an image.
Aboriginal symbols	Aborigines had no written language so symbols were an alternative way of recording stories of cultural significance



Art Knowledge Organiser : Year 1 – Geometric Design

Key Artist

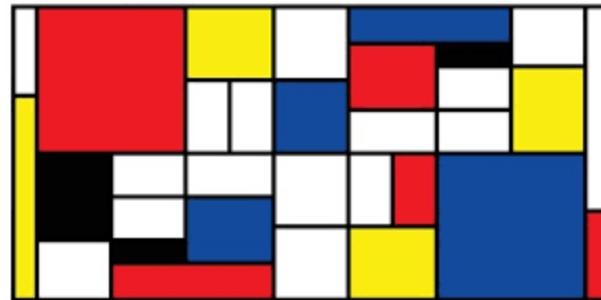
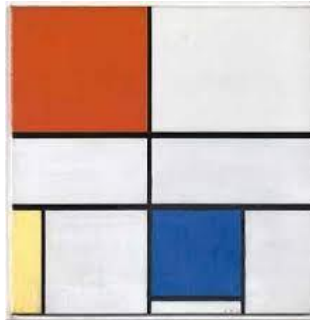


Key Facts

Name:	Piet Mondrian
Born:	7 th March 1872, Netherlands
Died:	1 st February 1944, US
Style / Period:	Abstract Art
Famous works:	<i>Evening, Red Tree, Gray Tree, Composition with Red, Blue and Yellow</i>

Work Examples

Geometric art by Piet Mondrian



Abstract Art

Abstract art is art that does not attempt to show reality in any way. It uses shapes, colours, forms and marks to achieve its effect.

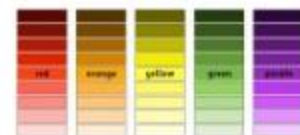
Key Vocabulary

primary colours	red, blue and yellow
secondary colours	colours that are mixed using primary colours
shade	colours can have shades that are darker or lighter. We can make different shades by adding black or white to a colour
abstract art	art that shows more ideas than pictures
geometric	pictures that are made using block shapes

Mixing colours



Making shades



Art Knowledge Organiser : Year 2 – Impressionism

Key Artist



Key Facts

Name:	Mary Cassatt
Born:	22 nd May 1844, US
Died:	14 th June 1926, France
Style / Period:	Impressionism
Famous works:	<i>Children on the Beach, Under the Horse Chestnut Tree, Summertime</i>

Work Examples

Impressionist paintings by Mary Cassatt

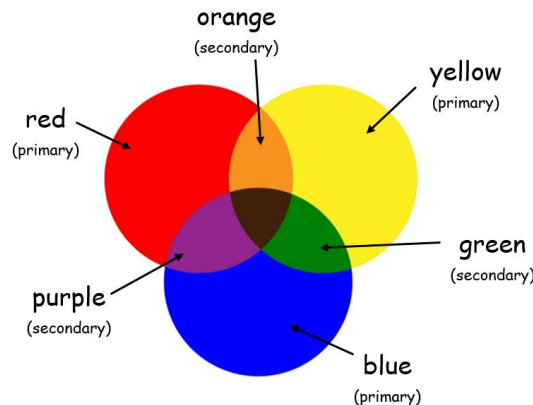


Key Vocabulary

impasto	brushing paint on thickly so that the strokes can be seen
quick strokes	moving the brush / pencil quickly
tint	adding white to make a colour lighter
shade	the lightness or darkness of a colour
tone	adding black to a colour to make it darker
open air	impressionists painted outside – 'en plein air' in French!

Impressionism

Impressionism developed in France in the late 1800s that uses colour to show the effects of light on things and to suggest an atmosphere rather than showing exact details. Impressionists painted outside and did not worry about sharp single lines but short flowing brushstrokes



Art Knowledge Organiser : Year 2 – Abstract Painting

Key Artist



Key Facts

Name:	Jackson Pollock
Born:	28 th January 1912, US
Died:	11 th August 1956, US
Style / Period:	Abstract Expressionism
Famous works:	<i>Convergence, Mural, Number 1 (Lavender Mist)</i>

Work Examples

Splatter art by Jackson Pollock



Key Vocabulary

abstract	art that doesn't look like an object
drip	when paint is allowed to drip off the paint brush
splatter	when paint is splashed onto the paper
layer	when more paint is added on top of each other
tint	adding white to make colour lighter
tone	adding black to make colour darker
warm colour	colours that are made from red, yellow and orange
cool colours	colours that are made from blue, green and purple

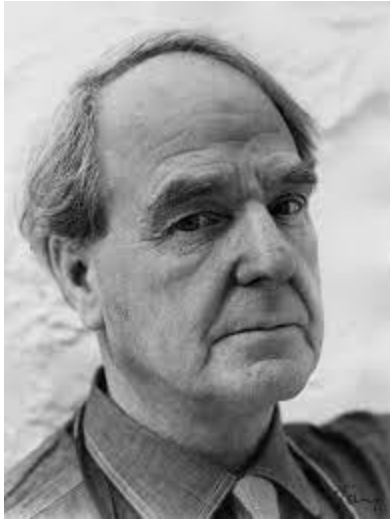


Abstract Expressionism

Abstract expressionism is the term applied to new forms of abstract art developed by American painters such as Jackson Pollock, Mark Rothko and Willem de Kooning in the 1940s and 1950s. It is often characterised by gestural brush-strokes or mark-making, and the impression of spontaneity.

Art Knowledge Organiser : Year 2 – Sculpture

Key Artist



Key Facts

Name:	Henry Moore
Born:	30 th July 1898, England
Died:	31 st August 1986, England
Style / Period:	Bronze Sculpture, Modernism
Famous works:	<i>Reclining Figures</i> (1930s – 1980s)

Work Examples

Examples of Henry Moore's sculptures:



Key Vocabulary

sculptor	an artist who creates 3D forms
bronze	metal that Moore used to create many sculptures
hollow	many of Moore's sculptures contain hollow spaces
figure	an image of the human form
clay	a stiff, sticky fine-grained earth that can be moulded when wet and is dried to make pottery and ceramics

Moore's Sculptures

Henry Moore is famous for his sculptures of people with bumpy forms and hollow spaces in their bodies. His sculptures also sometimes have holes right through them! As well as bumps and hollows he used flowing, abstract shapes in his sculptures.

Clay Techniques:

Rolling, creating holes, making balls, pulling, squeezing, adding, smoothing, using tools



Art Knowledge Organiser : Year 3 – Orphism

Key Artist



Key Facts

Name:	Robert Delaunay
Born:	12 th April 1885, France
Died:	25 th October 1941, France
Style / Period:	Cubism, Orphism, Abstract
Famous works:	<i>Eiffel Tower, Joy of Life, Simultaneous Windows on the City, Rhythm</i>

Work Examples

Works by Robert Delaunay



Simultaneous Windows on the City
1912



Joy of Life
1930



Eiffel Tower
1926



Rhythm
1934

Key Vocabulary

orphism	a form of abstract art created by Robert and Sonia Delaunay
warm colours	colours made using red, orange and yellow shades
cool colours	colours made using blue, green and purple shades
colour mixing	the creation of colours made by mixing primary and secondary colour
primary colour	red, yellow and blue. These colour cannot be made by colour mixing.
secondary colour	orange, green and purple. These colour are made by missing primary colour
tertiary colour	colours made by mixing primary and secondary colours

Orphism

Robert was married to Sonia Delaunay, and they often supported each other and worked together. As they thought of new ideas, they developed a new style of painting called Orphism. Orphism is a kind of abstract art that uses very bright colours and lots of simple shapes like circles, triangles and squares. The Delaunays wanted their work to express joy, movement and music.

Art Knowledge Organiser : Year 3 – Canopic Jars

Canopic Jars

The Canopic jars were used by the Ancient Egyptians to hold mummified body parts (organs).

The Canopic Jars were decorated with the heads of the four sons of Horus.

During the mummification process the organs of the human body were removed and preserved separately in the jars.

Main Designs

Imsety	human head and carried and protected the liver
Qebehsenhef	falcon's head and protected the intestines
Hapy	head of a baboon and protected the lungs
Duamtef	head of a jackal and protected the stomach

Work Examples

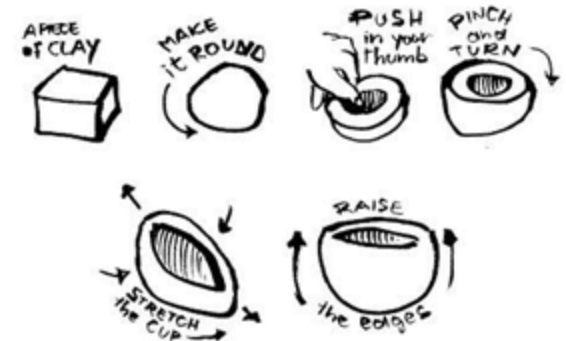
Example of Canopic jars



Key Vocabulary

Canopic jar	used by the ancient Egyptians during mummification
mummification	the process of preserving the body after death
viscera	the internal organs in the main cavities
sculpture	a type of art that creates things in 3D
pinch pot	a way of creating a clay pot by pinching the clay

Making a Pinch Pot



Tarak El Komi

- Tarak El Komi is a contemporary sculptor from Egypt.
- Komi's sculptures are inspired by the powerful Pharaohs identities during the Ancient Egyptian times.
- He works with the material bronze to create stunning figurative pieces.

Art Knowledge Organiser : Year 3 – Montage

Key Artist

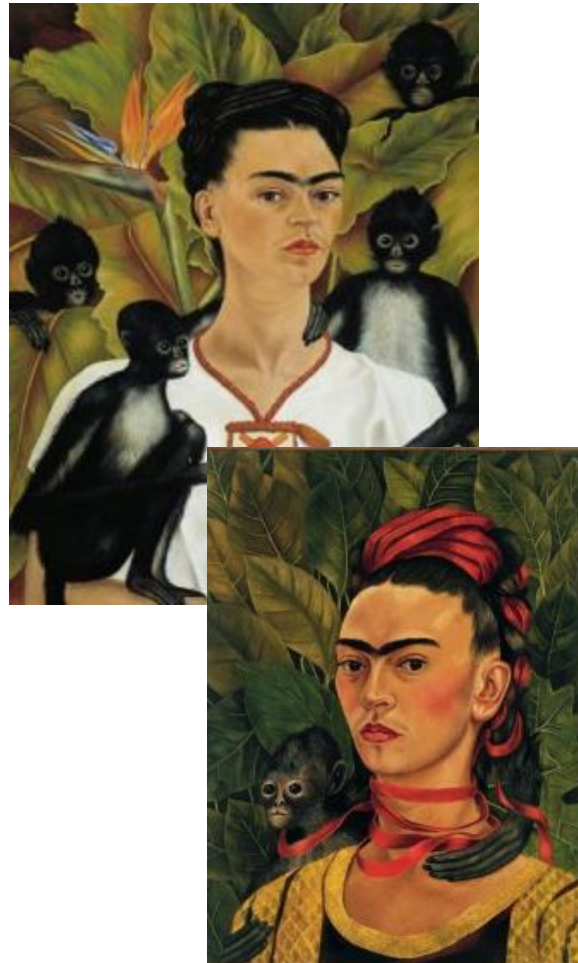


Key Facts

Name:	Frida Kahlo
Born:	6 th July 1907, Mexico
Died:	13 th July 1954, Mexico
Style / Period:	Surrealism
Famous works:	<i>Memory, The Heart; What the Water Gave Me; The Two Fridas; The Broken Column</i>

Work Examples

Works by Frida Kahlo



Key Vocabulary

self portrait	a portrait that an artist produces of themselves
bold	use of bright, strong colours in art
heritage	traditions, monuments, objects and culture from own background
montage	an assembly of images that relate to each other in some way to create single piece of art

Frida Kahlo

Mexican artist Frida Kahlo is remembered for her self-portraits, pain and passion, and bold, vibrant colours. She is celebrated in Mexico for her attention to Mexican and indigenous culture.

Surrealism

a 20th-century avant-garde movement in art and literature which sought to release the creative potential of the unconscious mind, for example by the irrational juxtaposition of images.

Art Knowledge Organiser : Year 3 – Montage

Key Artist



Key Facts

Name:	Henri Rousseau
Born:	21 st May 1844, France
Died:	2 nd September 1910, France
Style / Period:	Naïve or Primitivism
Famous works:	<i>The Dream; Tiger in a Tropical Storm; The Snake Charmer; The Equatorial Jungle; Exotic Landscape</i>

Henri Rousseau

Henri Rousseau's art captures a rich range of scenes, from lush jungles full of wildlife to calm Parisian views and symbolic self-portraits. He is best known for his bright, accurately detailed jungle scenes, imaginative landscapes, and exotic, often dreamlike, paintings created with flat colours and a child-like simplicity.

Key Artist



Key Facts

Name:	John Dyer
Born:	1968, Somerset
Style / Period:	Contemporary Naïve (landscapes)
Famous works:	<i>Daffodils, Choughs and Boats; Spring Walk to Lamorna Cove; Cycling through Paradise, Tresco; Music and Llamas at the Potato Harvest, Taquile Island, Peru</i>

John Dyer

John Dyer is celebrated for his lively, joyful paintings that capture the heart of the Cornish coast and other global landscapes while celebrating the beauty of life. His work is internationally recognised for its unique blend of art and environmental storytelling.

Key Vocabulary

bold	use of bright, strong colours in art
colour	the colours chosen by the artist can show feelings, emotion and atmosphere
contemporary artist	this is an artist who is alive now
landscape	a landscape painting shows natural scenery mountains, valleys, rivers, trees and forests
lines	lines are used to create shapes, make patterns and can be soft /hard, curved/straight, bold/soft
montage	an assembly of images that relate to each other in some way to create single piece of art
post impressionism	these artists had less focus on light than the Impressionist painters but liked to use clear forms and shapes to give more structure to their paintings. They used bright colours and sometimes bold brushstrokes or dots.
self portrait	a portrait that an artist produces of themselves



Naïve

a genre of visual art, emerging in the late 19th and early 20th centuries, characterised by a deliberate rejection of formal artistic training, perspective, and proportion in favour of simplistic, child-like vision and intense, vibrant colours.



Art Knowledge Organiser : Year 4 – Mosaic

Work Examples

Example of mosaic:



Key Vocabulary

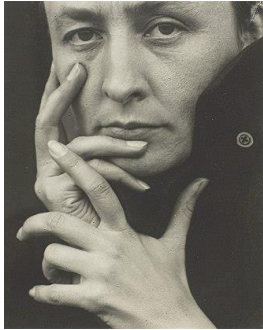
mosaic	a picture or pattern produced by arranging together small pieces of stone, tile or glass
tesserae	tiny coloured stones
pattern	repeated decorative design
mortar	a type of cement
bath house	where people go to wash
motif	a decorative image or design, especially a repeating one, forming a pattern
border	a strip forming the outer edge of something
geometric	a design made from rectangles, squares and circles

Roman Mosaic

- Mosaics were used to decorate Roman buildings. They were made from tiny stones which they called tesserae and were therefore not as brightly coloured as today's mosaics.
- Rich people had mosaic floors in their buildings. It was a symbol of how wealthy they were. Slaves would create the floors and use hard stones, sand and water to grind the stones down so they were smooth to walk on.
- Some of the tiny stones were as small as 1-2mm for very intricate patterns and as many as 10 000 pieces of tesserae could be used in a mosaic measuring 1m x 1m.
- Lots of mosaics in Britain were made from cut red brick or tile. Occasionally, they might use bits of glass for a particular effect.
- They created strong surfaces for walking on but they were also used for advertisements and signs.
- Mosaics featured geometric designs, as well as other images. Common themes were animals, fighting gladiators, romantic images and scenes from mythology and astronomy.
- Romans liked to keep dogs as companions and for protection. Many mosaics in the Roman city of Pompeii had the Latin words for 'Beware of the Dog' written into the design.

Art Knowledge Organiser : Year 4 - Landscapes

Key Artist



Key Facts

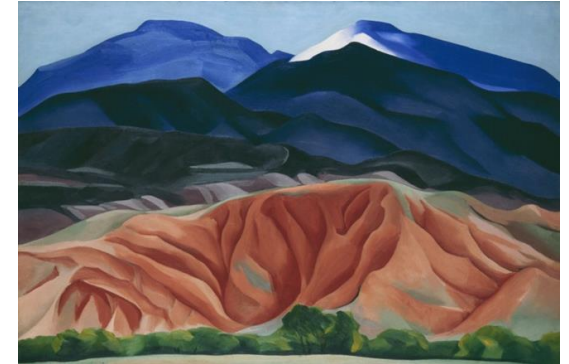
Name:	Georgia O'Keeffe
Born:	15 th November 1887, US
Died:	6 th March 1986, US
Style / Period:	American Modernism
Famous works:	<i>Black Mesa Landscape, Lake George Autumn, Poppy</i>

Key Vocabulary

composition	how you arrange the shapes and colour in your art
observational art	drawing what you see by looking closely
landscape	a image of scenery

Work Examples

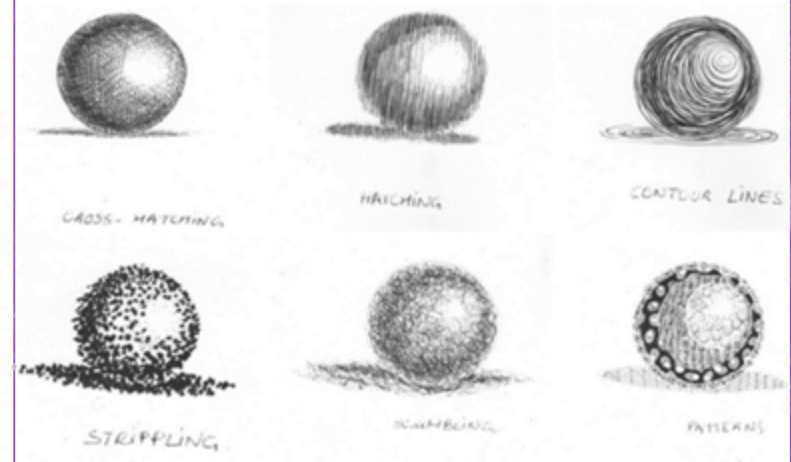
Works by Georgia O'Keeffe



Modernism

- Modernism is an art movement that took place in the late 1800s and early 1900s.
- Modernism was a new way of painting things.
- Before modernism, painters tried to make their paintings look exactly the same as the subject.
- Modernist painters didn't try to make their painting look like a copy of the real world. Instead, they used their own style, colours and shading for effect.
- O'Keeffe created simple paintings, that played with light and colour, to show what her emotions were about a place or thing.

Shading Techniques



Art Knowledge Organiser : Year 4 – Portraits

Key Artist



Key Facts

Name:	Hans Holbein
Born:	c1497, Augsburg
Died:	1543, England
Style / Period:	Northern Renaissance
Famous works:	<i>The Ambassadors</i> , Tudor Portraits, including Anne of Cleves and Henry VIII

Work Examples

Works by Hans Holbein



Key Vocabulary

portrait	a picture of a person's face
perspective	depicting 3D objects on 2D media to portray form
renaissance	the revival of European art and literature based on classical models in the 14 th – 16 th centuries

Hans Holbein

- A German artist and printmaker who worked in a Northern Renaissance style.
- He is best known as one of the greatest portraitists of the 16th century.
- By 1535, he was King's Painter to King Henry VIII, for whom he painted many portraits.
- He produced not only portraits and festive decorations, but designs for jewellery, plate, and other precious objects.
- His portraits of the royal family and nobles are a record of the court in the years when Henry VIII was asserting his supremacy over the English church.
- He quickly gained a reputation as having the ability to produce very accurate likenesses of people and including great detail in his images.

Art Knowledge Organiser : Year 5 – Starry Night

Key Artist



Key Facts

Name:	Vincent Van Gogh
Born:	30 th March 1853, Netherlands
Died:	29 th July 1890, France
Style / Period:	Post-Impressionism
Famous works:	<i>Sunflowers, The Starry Night, The Potatoe Eaters, Bedroom in Arles, Wheatfield with Crows</i>

Work Examples

The Starry Night by Vincent Van Gogh



Key Vocabulary

depth	the distance between the background and the foreground
texture	how something feels
impasto	thickly textured paints
sketch	a rough drawing or painting in which an artist notes down his preliminary ideas

Post-Impressionism

Impressionism was an art movement that happened between 1886 and 1905. This type of art often had abstract qualities. Post impressionism developed between 1886 and 1905 and used bolder colours and brush strokes.

Art Knowledge Organiser : Year 5 – Greek Vases

Work Examples

Example of Greek Vases:



Key Vocabulary

ancient	belonging to the very distant past and no longer in existence
components	a part or element of a larger whole
proportioned	having dimensions or a comparative relationship of parts of a specific type
silhouette	the outline of a person or object, normally depicted in black.

Greek Vases

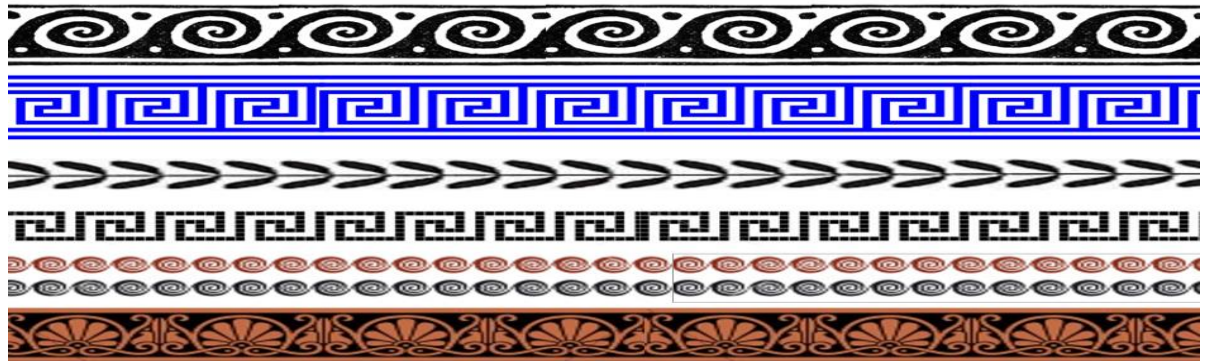
- Greek potters were constantly changing the shape of their famous vases and pots. In ancient Greece, it was not enough to create something that was beautiful. It also had to be comfortable. If the vase, pot, or pitcher had a handle, that handle had to be easy to hold and fit comfortably into the grip of your hand. The Greeks considered themselves scientists as well as artists. Everything had to be perfectly proportioned.
- The designs on their pottery told a story. Some told stories of daily life. Others told stories of wars and heroes. All designs, whatever they were, had to represent something that people would find pleasing. Geometric designs had to be familiar, a design perhaps that could be found in a temple or a fabric. The colours were soothing and comfortable.

Drawing Oval Figures

front view



side view



Art Knowledge Organiser : Year 5 – War-Time Depictions

Key Artist



Key Facts

Name:	LS Lowry
Born: Died:	1 st November 1887, England 23 rd February 1976, UK
Style / Period:	Naïve Art
Famous works:	<i>Going to Work, Going to the Match, Coming from the Mill</i>

Work Examples

Going to Work by LS Lowry



Naïve Art

Naïve art is usually defined as visual art that is created by a person who lacks formal education and training that a professional artist undergoes. It is recognised, and often imitated for its childlike simplicity and frankness.

Lowry's use of stylized figures (often referred to as 'Matchstick Men') which cast no shadows, and his lack of weather effects in many of his landscapes, led critics to label him as a naïve artist even though he studied art in private art lessons.

Key Vocabulary

industrial	designed or suitable for use in industry
urban	in or characteristic of a town or city
landscape	all of the visible features of an area of land
architecture	the art or practice of designing and constructing buildings

Art Knowledge Organiser : Year 6 – Repeating Design Motif

Key Artist



Key Facts

Name:	William Morris
Born:	24 th March 1834, England
Died:	3 rd October 1896, England
Style / Period:	Wallpaper and textile design
Famous works:	<i>News from Nowhere</i> , <i>The Well at World's End</i>

Work Examples

Designs by William Morris:



William Morris

William Morris was one of the most influential designers of the 19th century. His work included wallpaper design, print, stained glass windows, tiles and tapestries.

William Morris created designs of floral patterns that could be repeated many times.

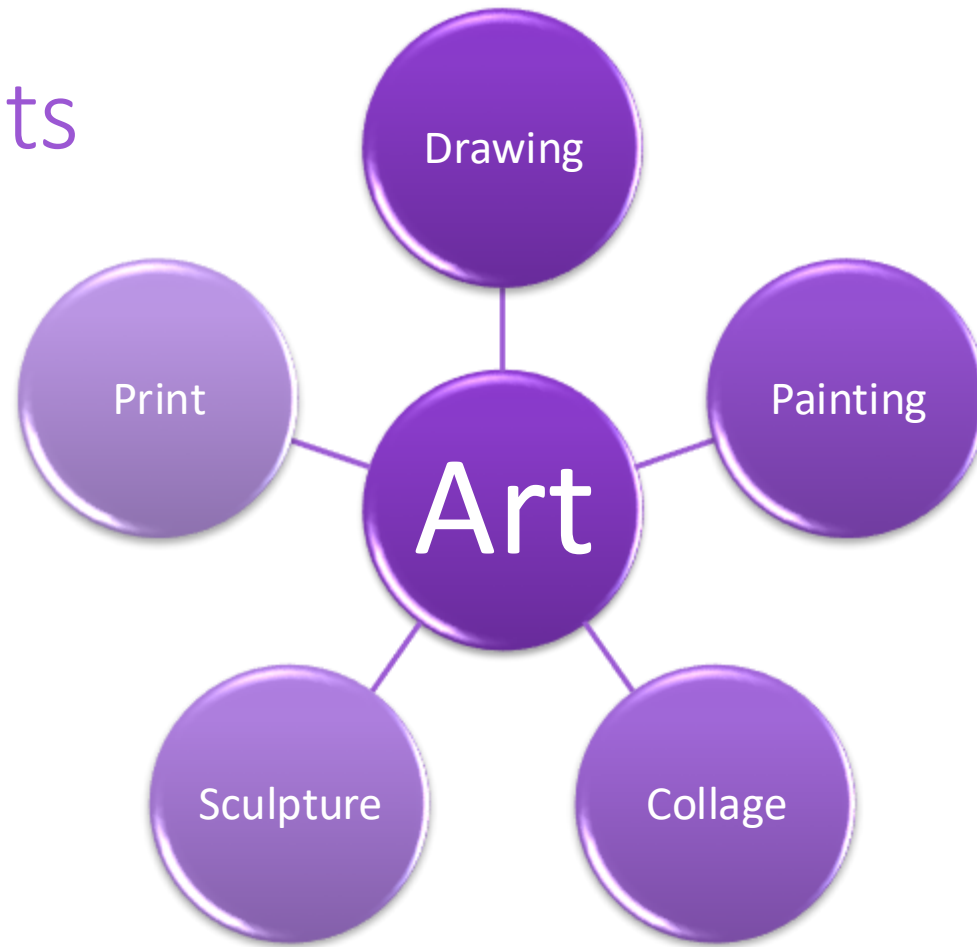
"Have nothing in your house that you do not know to be useful, or believe to be beautiful." - William Morris

Key Vocabulary

blocked repeated patterns	repetition refers to one object or shape repeated; pattern is a combination of elements or shapes repeated in a recurring and regular arrangement
symmetrical patterns	pattern that is repeated either side of a centre point
asymmetrical patterns	when you have different visual images on either side of a design
motif	a recurring pattern that repeats

Art

Key Concepts



Art Progression Map - Drawing

Year 1

- experiment with a variety of drawing materials
- begin to control the types of marks being made
- produce a range of patterns and textures
- colour in neatly, following the lines very carefully

Year 2

- use pencils, pastels and charcoal
- show patterns and textures in drawings by adding dots and lines
- show different tones using coloured pencils
- make a variety of lines of different sizes, thicknesses and shapes

Year 3

- create intricate patterns and marks with a variety of different media
- use different grades of pencils at different angles to show different tones
- use hatching and cross-hatching to show tone and texture
- annotate sketches in art sketchbook to explain ideas

Year 4

- select the most suitable drawing materials for the type of drawing
- use a variety of different shapes lines to indicate movement in drawings
- use shading to show shadows and reflections on 3D shapes
- compare own sketches with those of other artists

Year 5

- select appropriate drawing materials to create different effects
- explore texture, tone and shading in my drawings to create different effects
- communicate movement within my drawings
- explain the effect of own and other artists' chosen style

Year 6

- develop own artistic style using tonal contrast and mixed media
- develop an awareness of composition, scale and proportion in my drawings
- use shading to show some shadows and reflections on my drawings of people
- begin to create technical drawings (e.g. ancient architecture)



Art Progression Map - Painting

Year 1

- explore with a variety of media: different brush sizes and tools
- begin to control the types of marks made
- mix primary colours to make secondary colours

Year 2

- make tints by adding white to colours
- make shades by adding black to colours
- control the types of marks made with a range of media

Year 3

- use watercolour paint to produce washes for backgrounds
- experiment in creating mood and feelings with colour
- demonstrate an increasing control over the types of marks made
- produce different patterns, lines, effects and textures by using a range of different media

Year 4

- use different colours to create a mood
- use light and dark with in painting and show an understanding of complimentary colours
- work in the style of a selected artist
- understand how different artists use paint and techniques to produce pattern, colour, tone, shape , space, form and line

Year 5

- create paintings using colour and shapes to reflect feelings and mood
- start to develop my own style using tonal contrast and mixes media
- sketch lightly before painting so as to combine lines with colour to produce images that convey a purpose
- create paintings which show movement

Year 6

- control marks being made, experimenting with effects and textures
- mix colours, shades and tones to reflect the purpose of the work
- create paintings based on observations
- create paintings which convey realism or impression



Art Progression Map - Collage

Year 1

- explore and experiment with different collage techniques
- prepare collage materials by cutting and tearing to create shapes and patterns
- sort and arrange collage materials for a purpose
- begin to sort and use materials according to their properties (e.g. colour, shine, texture)

Year 4

- use precise cutting skills
- use montage, tessellation and mosaic to create images.
- develop skills of coiling and overlapping
- know the effect colour (e.g. a limited colour palette) can have on a piece of work

Year 5

- experiment with techniques that use contrasting textures, colours or patterns
- produce work which reflects a purpose
- base collages on observational drawings
- combine both visual and tactile qualities when producing a piece of work

Art Progression Map - Sculpture

Year 2

- experiment with a variety of malleable material, such as clay
- shape and model materials for a purpose
- continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading
- use tools and equipment safely and in the correct way
- add textures, lines and shapes to clay work

Year 3

- mould, sculpt and add details to clay models
- join clay to add further elements to clay models
- produce 3D work which has a well-thought out purpose

Year 6

- use a range of techniques such as slab to produce sculptures
- use slip to join pieces of clay together
- embellish and decorate final pieces
- produce 3D work that has both visual and tactile qualities

Art Progression Map - Printing

Year 2

- use a range of printing tools
- print simple pictures with hard and soft materials
- create a repeating pattern in print
- make a printing block (e.g. string patterns or plasticine shapes)
- print onto different materials (e.g. fabric or paper)

Year 3

- make own printing blocks and experiment with different materials
- explore printing from other cultures and time periods
- make a one-coloured print
- build up layers of colours to make prints of two or more colours

Year 6

- print work includes printing onto papers and using computer graphics
- use drawings and designs to bring fine details into my work
- build up colours to create different effects in my work
- produce prints based on the work of well-known artists and designers





Music

[Intent and Implementation](#)

[Content Spine](#)

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Music Intent and Implementation

Why do we teach music?

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement as they learn to compose, sing and listen critically to music.

What is our curriculum aim?

The national curriculum for music aims to ensure that all pupils:

- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Singing can be used across the whole curriculum to enrich children's learning, as well as forming part of school assemblies and singing for special occasions.

We aim to offer a range of additional music activities the children can be involved with including iRock, Peripatetic lessons, choir, together with one-off projects such as KS1 Summer Proms, Summer Music Concert, WASMA and end of term productions.

Music is integrated into all parts of society and by developing some understanding about the impact music has on us, the children will see the purpose and importance of music in our everyday lives.



Music Intent and Implementation

How is music taught at Nine Mile Ride?

- At Nine Mile Ride we broadly follow the Music Express scheme of work for music; which is complimented with additional material from a range of sources. Lessons are taught over a two week period, with children receiving 2-hours of music lessons within this time. In addition to the specific music lessons, which are designed to develop skills, children will be exposed to a range of diverse music and musical styles as part of their topic learning. Children will also be taught songs to sing, either as part of their collective worship or at other times as directed by their class teacher.
- Music lessons have a spiral approach to the curriculum. Skills are revisited throughout the key stages and are mastered over time.
- In music, progression can be shown by doing simple things better, as well as by doing more complex things.
- The lessons concentrate on 'making music', whether this is using voice, instruments or a combination of both. To develop musical understanding the skills needed to perform, listen critically to music, compose and improvise are taught in an integrated way, as these skills work best when they are combined.
- The children are taught to play a range of tuned and untuned percussion instruments during lessons, along with using their voice, with increasing accuracy, fluency, control and expression.
- Children in Year 4 are taught to play a musical instrument through partnership with Berkshire Maestros Music Hub. This gives every child the opportunity to learn an instrument whilst in primary education.

MUSIC
EXPRESS



Music Content Spine

	Autumn		Spring		Summer	
Year 1	Ourselves Explore ways of using voices expressively. Develop singing skills while performing actions. Seasons Develop vocabulary and understanding of pitch.	Number Develop a sense of steady beat. Weather Explore how music can be used to describe weather.	Travel Develop performance skills and learn about music from around the world. Animals Further develop understanding of pitch. Identify contrast of low and high pitch.	Pattern Develop an understanding of counting in beats of 2, 3 and 4 and introduction to score. Machines Explore beat and combine steady beat with word rhythms and explore tempo.	Story Time Learn how music can be used to tell a story. Identify contrasts of fast/slow, loud/quiet. Our Bodies Respond with movement to steady beat and rhythm.	Water Develop and further explore changes in pitch using tuned percussion. Our School Explore sounds in our environment. Investigate ways to produce and record sounds to stimulate ideas.
Year 2	Ourselves Discover ways to use their voices to describe feelings and moods. Create and notate sounds building to a performance. Water Sing and play a variety of pitch shapes.. Create a class composition which describes the sounds and creatures of a pond.	Travel Learn a Tanzanian game song and accompany using voices and instruments. Listen to and describe an orchestral piece using appropriate music vocabulary. Number Explore steady beat and rhythm. Create patterns with body percussion, voices and instruments to play beats and patterns.	Our Bodies Develop a sense of steady beat. Respond to music and play rhythm patterns using body percussion and instruments. Animals Develop understanding and recognition of pitch. Interpret pitch line notation using voices and tuned instruments/	Storytime Introduce famous pieces to stimulate composition. Interpret a storyboard with sound effects and develop own ideas using voices and percussion. Pattern Use simple notation to play, create and combine rhythms using body percussion and instruments.	Our Land Explore timbre and texture as they explore descriptive sounds. Listen to, and perform music inspired by myths. Weather Create descriptive sounds and word rhythms with raps and songs about weather. Create a descriptive class composition using voices and instruments.	Seasons Develop understanding of pitch through movement, songs and listening games. Become familiar with pitch shapes and perform them in a variety of musical arrangements. Toys Move and play to a steady beat and to sound sequences. Learn to control tempo.

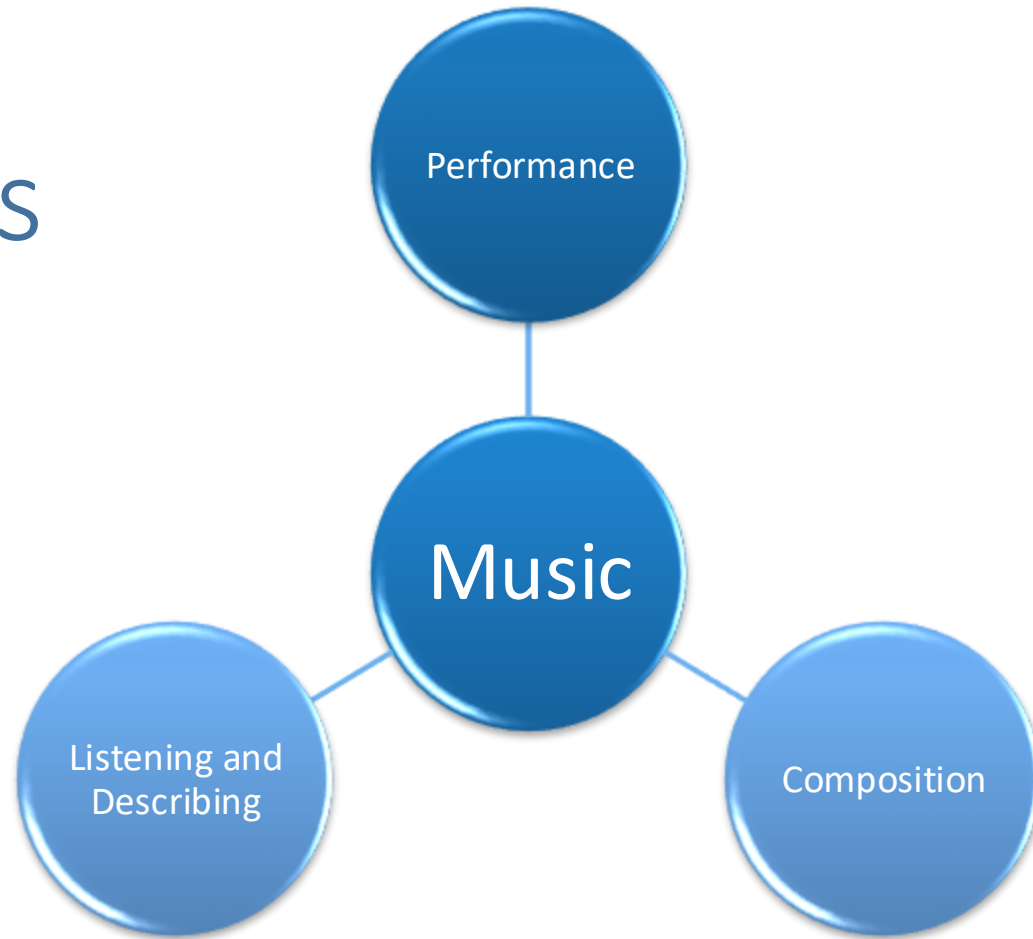
Music Content Spine

	Autumn	Spring	Summer
Year 3	Environment Composing – creating accompaniments and sound pictures. Building Beat – sing and compose to create a performance. Poetry Performing – using voice expressively and creatively.	China Pitch – explore the pentatonic scale and notation / graphic score. Time Beat – develop understanding of beat, metre and rhythm. In the Past Pitch –rhythmic ostinato, pitch and notation.	Communication Composing – graphic scores and using voice expressively. Human Body Structure – improvising and word rhythms. Food and Drink Performing – chants and songs using words rhythms.
Year 4	In2Music Project Sounds Exploring sound – looking at how sounds are made and use voice for beatbox sounds.	Building Beat – explore musical textures and structures. Ancient Worlds Structure – compose music using layers Communication Composing – compose and sing songs and raps.	Time Music featuring bells and clocks to understand rhythm and syncopation In the Past Notation - use variety of notation to build performances. Food and Drink Performing – chants and songs
Year 5	Solar system Singing in parts, explore elements of music, critical listening to musical At the Movies Use of graphic score, explore how music creates mood, compose and perform	Community Compose and perform music inspired by local community Life Cycles Structure – explore musical moods and styles; compose and perform.	Keeping hHalthy Exploring tempi & rhythm, syncopated rhythm, accompaniment. Celebrate Perform a lively celebration in song.
Year 6	Cats and Mice Singing in parts and untuned persussion to accompany Growth Pulses in different tempi, rhythmic and melodic ostinato, sing in parts, critical listening to musical extracts. Performance.	Samba Develop knowledge of Samba – history, carnival, instruments, rhythms and structure. Performance. Critical listening to related music. Journeys Sing in parts, performance.	World Unite Develop rhythm and pitch through song and body patterns & movement, performance. Moving On Leaver’s assembly performance.



Music

Key Concepts



Music Progression Map - Performance

Year 1

- take part in singing on my own or in a group
- make long and short sounds using my voice or an instrument
- know when to start and stop playing an instrument
- take account of musical instructions when rehearsing and performing

Year 2

- take part in singing and performing, following musical instruction
- make and control long and short sounds using my voice, body and instruments
- sing songs with simple patterns as accompaniments

Year 3

- understand the importance of pronouncing the words in a song well
- know that the sense of occasion affects the performance
- sing songs from memory with mostly accurate pitch
- play instruments with some control
- maintain a steady beat using body percussion or by copying simple word rhythm patterns
- follow musical instructions when rehearsing and performing
- begin to identify strengths and weaknesses in my music

Music Progression Map - Performance

Year 4

- understand the importance of pronouncing the words in a song well
- know that the sense of occasion affects the performance
- sing rounds and partner songs, maintaining an accuracy of pitch and showing awareness of different vocal lines
- demonstrate increasing accuracy and control of technique on an appropriate range of tuned and untuned percussion
- perform simple patterns and accompaniments keeping to a steady pulse, including ostinato
- make improvements to work, whether individual, in pairs or groups
- identify some strengths and weaknesses in my music

Year 5

- know that the sense of occasion affects the performance.
- show an awareness of expression and interpretation through the control of musical elements and phrasing when singing
- sing with confidence in two parts
- create a range of sounds on different instruments with accuracy
- control more complex rhythmic patterns and sequences
- develop an ability to rehearse and present performances in independent groups, showing awareness of their own part
- identify strengths and weaknesses in my music

Year 6

- know that the sense of occasion affects the performance.
- show an increased accuracy and awareness of expression and interpretation through the control of musical elements and phrasing
- use a wide range of instruments with confidence demonstrating knowledge of the correct technique to create a range of sounds with accuracy
- maintain ostinato patterns and sequences
- rehearse and present performances in independent groups, commenting on how intentions have been achieved
- identify strengths and weaknesses in my music

Music Progression Map - Composition

Year 1

Play tuned and untuned percussion instruments musically

- know when and how to start and stop playing an instrument.
- choose instruments to create a range of sounds
- discuss sounds

Experiment with, create, select and combine sounds using the inter-related dimensions of music

- make some sounds that are different- high/low, loud/quiet, slow/fast
- make a sequence of sounds with help
- recognise the beat

Year 2

Play tuned and untuned percussion instruments musically

- perform with others taking instruction from the leader
- explore how sounds can be made, changed and used to make musical patterns
- with help can structure sounds in an order appropriate to a specific purpose
- play (compose) accompaniments to songs using carefully chosen instruments

Experiment with, create, select and combine sounds using the inter-related dimensions of music

- make more sounds that are different- high/low, loud/quiet, slow/fast
- recall and create short rhythmic phrases.
- clap the beat

Year 3

improvise and compose music for a range of purposes using the inter-related dimensions of music

- use sound to create abstract effects
- compose and perform simple rhythms
- use melodies and accompaniments e.g. drones, ostinato, layers

use and understand staff and other musical notations

- recognise simple rhythm notation
- know how many beats in a crotchet, rest and quaver
- recognise a graphic score and some symbols

Music Progression Map - Composition

Year 4

improvise and compose music for a range of purposes using the inter-related dimensions of music

- explore the way sounds can be combined and used expressively to create 'mood/feeling
- compose rhythms and melodies and repeat them with increasing accuracy
- combine layers of sound with awareness effect
- use melodies and accompaniments e.g. drones, ostinato, layers

use and understand staff and other musical notations

- use a simple graphic score
- read a music stave and make out the notes EGBDF and FACE
- Know how many beats in a minim, crotchet, rest, quaver and semibreve and recognise their symbols
- draw a treble clef

Year 5

improvise and compose music for a range of purposes using the inter-related dimensions of music

- choose, order, combine and control sounds with awareness of their effect to create musical 'moods'
- compose more complex rhythms
- improve melodic and rhythmic phrases as part of a performance
- use texture to create musical 'moods'
- use a graphic score to support / recall a performance

use and understand staff and other musical notations

- use a graphic score to support/recall my performance
- know how many beats in a minim, crotchet and semibreve and recognise their symbols
- can draw a treble clef at the correct position on the stave

Year 6

improvise and compose music for a range of purposes using the inter-related dimensions of music

- carefully choose, order, combine and control more complex sounds with increasing awareness of their effect musical 'moods'
- compose rhythms with different layers
- improve my music

use and understand staff and other musical notations

- use a graphic score to record a composition
- know how many beats in a minim, crotchet and semibreve and recognise their symbols
- can draw a treble clef at the correct position on the stave

Music Progression Map – Listening and Describing

Year 1

- **pitch:** identify low and high sounds
- **duration:** recognise when there is a beat and short/long sounds
- **dynamics:** describe sound as loud, quiet or silent
- **tempo:** identify fast or slow
- **texture:** identify a single sound or a combination of sounds
- **timbre:** know different instruments make different sounds
- **structure:** recognise musical echoes and repeating patterns

Year 2

- **pitch:** identify lower and higher sounds; respond to shape of melodies
- **duration:** identify rhythm and beat; recognise long/short sound patterns
- **dynamics:** begin to understand when music gets louder or quieter
- **tempo:** begin to understand when music gets faster or slower
- **texture:** understand different combinations of sounds
- **timbre:** identify how sounds are made (blown, plucked, shaken etc)
- **structure:** understand and identify repetition and contrast in music

Year 3

- **pitch:** distinguish between steps, leaps and repeats in music
- **duration:** understand how rhythmic patterns fit to a beat
- **dynamics:** understand and identify sound getting louder/quieter
- **tempo:** identify the beat in music
- **texture:** identify the difference between solo and unison
- **timbre:** identify different families of instruments by their qualities
- **structure:** develop understanding of repetition and contrast

Year 4

- **pitch:** know a pentatonic scale is made from 5 notes
- **duration:** recognise and understand 2, 3 and 4 metre
- **dynamics:** identify different levels of volume
- **tempo:** identify different variations in speed
- **texture:** identify the difference between solo, unison, harmony and layers
- **timbre:** distinguish between different ways of playing percussion
- **structure:** understand a range of musical structures, including ostinato

Year 5

- **pitch:** identify how pitch creates mood
- **duration:** understand how different rhythmic patterns affect feel
- **dynamics:** understand how dynamics can be manipulated
- **tempo:** understand how a range of tempo can be manipulated
- **texture:** understand types of harmony can be manipulated
- **timbre:** understand choice of instruments to create mood
- **structure:** further develop the understanding of musical structure

Year 6

- **pitch:** identify with increasing accuracy how pitch creates mood
- **duration:** describe how music uses patterns to affect the feel and effect
- **dynamics:** describe how dynamics can be used for expressive effect
- **tempo:** describe how tempo can be manipulated for expressive effect
- **texture:** describe different textures and chord patterns for effect in music
- **timbre:** understand how instruments are played can affect mood
- **structure:** further develop understanding of musical structures





PE

[Intent and Implementation](#)

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PE Intent and Implementation

Why do we teach PE?

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

What is our curriculum aim?

Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy active lives.



PE Intent and Implementation

How is PE taught at Nine Mile Ride?

- The class teacher will mainly focus on curriculum PE areas; Gym, Dance, Striking and fielding, Invasion and Net and Wall Games.
- The sports workshops will be divided into two areas.
 - 1) In order to offer a greater range of activities and skills and open up different opportunities for the pupils, the workshops will include less main stream sports, for example, golf, lacrosse, katakanuing, orienteering, handball and the Sports Leader Award.
 - 2) To continue to build upon class teaching and develop PE skills and knowledge in curriculum PE areas and include the expertise of teaching for subjects such as swimming and athletics.
- In class PE the Val Sabin schemes of work will be used as a basis for Gym, Dance, Striking and fielding, Invasion and Net and Wall Games. From these the long and medium term overviews ensure a balance of units for all areas of PE in all year groups and demonstrate progression across the whole school. In lessons they can be used as a basic weekly lesson plan and be adapted to meet the needs of the pupils as appropriate. There is flexibility within the units to allow for cross curricular teaching where appropriate, for example relating dance to class topic work.
- Across the school, sports initiatives are used to keep pupils active, Run the World, Go Noodle, lunchtime play. Additional sports events are planned for example School Games Day, Golf Day, Sport Relief and national initiatives supported, Walk to School week, Bikeability.
- Pupils will develop their individual and team skills and work in differing groups to enable skill and knowledge sharing, co-operation and social interaction on different levels. They are given the opportunity to become Sports leaders and develop this role within the school environment.
- Within other curriculum lessons there is an aim for greater physical activity.



PE Intent and Implementation

How is PE taught at Nine Mile Ride?

Class PE

Each lesson will consist of:

- a) warm up, appropriate to the skills within the unit
- b) main body of the lesson to develop skills and then to incorporate them into games/activities (small sided if appropriate)
- c) cool down/plenary- review of skills developed, things that went well, things to improve

There should be an emphasis on pupils being active for the majority of the session.

Key objectives are set out at the start of the unit and each lesson will build from the last. KS1 focuses on core skills and KS2 will build and develop on these.

To differentiate, as each skill or activity is being practised the teacher will set further challenges to those more able and reinforce or make simpler as necessary for those less confident.

These will include acquiring, developing, selecting and applying skills, knowledge and understanding and elements of fitness and health.

PE Intent and Implementation

How is PE taught at Nine Mile Ride?

Workshops

- Sports Workshops (KS2) will introduce a new skill set to many of the pupils via less popular sports.
- To familiarise with the sport the introduction to any session will often include a video showing the nature of the learning and what the outcome of a proficient player within that sport would look like.
- For Lower KS2, the focus may be on the entry level to the activity and will be built upon in Upper KS2. These will include developing skills, K & U and elements of fitness and health.
- Workshops will include visits to community facilities and clubs to enhance learning by using specialist equipment and resources.
- Where necessary or appropriate a specialist coach may be used to teach, for example Martial Arts.
- Workshops will continue to develop skills that are taught in class PE.
- Lesson plans are developed from a variety of sources. These may be from sports specific governing body documents, school games plans, Val Sabin, specialist coaches, community coaches from sports clubs.
- Club links will aid the teaching of class PE and workshops and develop pathways via after school or community clubs.
- KS1 will have selected one-off workshops throughout the school year to introduce them to a greater range of activities, some related to school sports clubs.

PE Content Spine

	TERM 1		TERM 2		TERM 3	
Year 1 <i>Cherry, Sycamore</i>	Fundamentals Dance	Net and Wall Games Invasion Games	Sending and Receiving Gymnastics	Target Games Fitness	Athletics Team Building	Striking and Fielding Games Yoga
Year 2 <i>Tulip Tree, Willow</i>	Fundamentals Dance	Net and Wall Games Invasion Games	Sending and Receiving Gymnastics	Target Games Fitness	Athletics Team Building	Yoga Striking and Fielding Games
Year 3 <i>Elm, Maple</i>	OAA Ball Skills Y3/4	Gymnastics Indoor Athletics	Netball Dance	Tag Rugby Tennis	Athletics Hockey	Cricket Handball
Year 4 <i>Poplar, Oak</i>	OAA Fundamentals Y3/4	Ball Skills Y3/4 Dance Indoor Athletics	Gymnastics Tag Rugby	Football Yoga	Athletics Basketball	Rounders Golf
Year 5 <i>Chestnut, Beech</i>	Gymnastics OAA	Indoor Athletics	Sports Leaders Dance	Fitness Tag Rugby	Athletics Dodgeball	Swimming Rounders
Year 6 <i>Lime, Hawthorn</i>	OAA Tag Rugby	Dance Football	Netball Gymnastics	Fitness Basketball	Athletics Handball	Cricket Dodgeball

Physical Education Key Concepts



PE Progression Map - Games

Year 1

Understanding Space	• Pass and receive a ball to a partner with hands and feet. • Begin to move into a space to catch. • Begin to understand where to stand to make a game more difficult for an opponent.
Working with Others	• Develop some simple tactics for the relevant game. • Begin to work co-operatively as a pair. • Follow simple rules of a game.
Bat and Ball Skills	• Balance and control a ball on a bat and on floor and move to receive. • Begin to hit a ball in varying directions along and with a partner. • Hit a ball with a bat from a static base.
Throwing Skills	• Understand the difference and use the underarm and overarm throw.

Year 2

Understanding Space	• Throw and bounce pass and pass with the feet accurately. • Move into a space to catch a ball. • Develop ideas of where to stand to make a game more difficult for an opponent.
Working with Others	• Develop some group tactics for the relevant game. • Being to work co-operatively in a team. • Change the rules of a simple game to make is simpler / more challenging.
Bat and Ball Skills	• Begin to hit a ball towards a target. • Develop hitting a ball in varying directions alone and with a partner. • Hit a ball with a bat from a static base in different directions.
Throwing Skills	• Use the underarm and overarm throw in a game.

PE Progression Map - Games

Year 3

Understanding Space	• Show control in a range of different throws / passes. • Find space and keep possession of a ball within a team game. • Develop ideas for attack and defence.
Working with Others	• Select and apply simple tactics individually. • Work co-operatively in small groups. • Follow rules of a game.
Bat and Ball Skills	• Strike a ball with relative accuracy. • Aim a ball to make it more difficult for an opponent. • Hit a ball with a range of different bats / racquets.
Throwing Skills	• Develop feeding / bowling skills.

Year 4

Understanding Space	• Pass a ball accurately with hands or feet when moving around in a game. • Pass and move to retain possession and progress down the pitch. • Begin to develop marking and interception.
Working with Others	• Understand, use and adapt simple tactics individually and in a group. • Work co-operatively in a competitive game. • Invent rules for a game to make it easier or more complex.
Bat and Ball Skills	• Hit to develop accurately over a net or at a target. • Move to hit a ball. • Strike with control from a static base or from a bowled ball aiming into spaces.
Throwing Skills	• Begin to field / bowl with control, making accurate throws.

PE Progression Map - Games

Year 5

Understanding Space	• Reinforce and develop passes and movements. • Dodge / move, receive, pivot and pass. • Mark a player or space to intercept and pass..
Working with Others	• Begin to organize a team to enhance performance. • Work with others to organise and manage games. • Use a more complex rules in a game.
Bat and Ball Skills	• Try to hit into a space on opponents court to score a point. • Understand how to position their body to receive a ball. • Strike using a bat to a target area.
Throwing Skills	• Further develop and extend catching (high, low, bounce, to one side, directly) and fielding (towards, chase, support another fielder) skills.

Year 6

Understanding Space	• Select the most appropriate person to pass to within a game and the most appropriate pass for accuracy. • Work with a team or alone to gain possession. • Use a range of attacking and defending skills within team games.
Working with Others	• Identify how a team's tactics can improve their performance to increase scores. • Work with others to organize and manage games for younger pupils. • Describe and use rules appropriately within different games.
Bat and Ball Skills	• Develop a small sided scoring game. • Move to hit and return a ball accurately. • Use a range of shots or strokes appropriate to the game.
Throwing Skills	• Bowl in a competitive situation. • Field and return the ball accurately.

PE Progression Map - Gymnastics

Year 1

Movements and Transitions	- Investigate combinations of 1/2 foot take off / landings / jumps and safe landing technique. - Copy 2 or 3 simple linked turns, balances or jumps on the floor. - Travel in different directions in different ways.
Shapes and Balances	- Investigate straight, star, pike, straddle and tuck shapes. - Show wide and narrow shapes and balances.
Rolls	Begin directed log roll on wedge and supported forward roll.
Team Gym	Start to use team gym format to compete from bench/springboard using straight/star dismount.
Using Equipment	- Begin to use ladders to climb up/down on equipment. - Start to move across units using differing heights. - Understand safety of use and dismount.

Year 2

Movements and Transitions	- Develop $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ turns on the floor. - Copy and repeat 2 or 3 simple turns, balances, jumps on the floor. - Travel in different directions in different ways creating curved and straight line patterns.
Shapes and Balances	- Develop straight, star, pike and straddle shapes, improving body tension on floor and equipment. - Link wide and narrow shapes and balances.
Rolls	- Develop independent log roll and (supported) forward roll. - Investigate technique for teddy bear roll.
Team Gym	Developing team gym format, compete from bench / springboard / box using correct run up, straight / star dismount and line up.
Using Equipment	- Use ladders confidently and safely to climb up/down on equipment. - Move across units confidently using differing heights.

PE Progression Map - Gymnastics

Year 3

Movements and Transitions	• Develop $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and full turn on floor and $\frac{1}{4}$ and $\frac{1}{2}$ turn on equipment. • With guidance, link 3 or 4 moves in a floor routine including a balance, jump and turn. • Travel in different ways creating curved and straight line patterns using high and low positions.
Shapes and Balances	• Use tuck shape on floor and equipment. • Explore body shapes in balances improving body tension. • Balance at different levels using sequences.
Rolls	• Develop forward and teddy bear roll. • Develop independent log roll with tension.
Team Gym	• Using team gym format perform competition using bench/springboard/box improving body tension and timing in correct run up, straight/star dismount and line up.
Using Equipment	• Investigate shapes to movement across and around the units safely changing from 4 to 2 or 3 points of contact.

Year 4

Movements and Transitions	• Use symmetrical and asymmetrical shapes to spin and turn. • Independently link 3 or 4 moves in a floor routine including a balance, jump and turn. • Develop working with a partner to travel in different ways creating curved and straight line patterns, high/low positions and stretched and curled shapes.
Shapes and Balances	• Jump, travel and hold positions using a variety of shapes. • Move into balance and out using different directions and levels.
Rolls	• Begin to understand how to link teddy bear rolls to move through 360°. • Develop log roll with body tension and direction. • Develop unsupported forward roll
Team Gym	• In team gym competition use identically identifiable shaped jumps in each routine (springboard, box).
Using Equipment	• Start to use 2/3 points of contact to explore shapes within and from the bars.

PE Progression Map - Gymnastics

Year 5

Movements and Transitions	• Include more complex spins and rotations in routines, showing variations in speed, shape and direction. • Develop a sequence showing two jumps, a roll, travelling and a balance. • Develop jumping in different directions using linking movements to continue travelling or return to a start point.
Shapes and Balances	• Practice straight, star, pike, straddle and tuck shapes improving body tension on floor and equipment using three contact points. • Use feet apart and feet together and wide and narrow shapes to develop flight from feet-hands-feet.
Rolls	• Link 2 teddy bear rolls to move through 360°. • Continue to develop forward roll with thought to standing at end without hands.
Team Gym	• Improve speed of run up and timing to compete in team gym format routines (box, springboard).
Using Equipment	• Climb on wall bars, moving around units at varying heights investigating shapes and balances using various numbers of points of contact.

Year 6

Movements and Transitions	• Adapt and transfer rotational skills and sequences onto the equipment used. • Develop own team routine and repeat as a team using travel, turns, balances, jumps and rolls on the floor. • Plan a sequence with a partner and perform it side by side and one behind the other in sync.
Shapes and Balances	• Practise straight, star, pike, straddle and tuck shapes, improving body tension on floor and equipment using two contact points. • Move into and out of bridges and balances with control, using jumps or travelling movement in different directions..
Rolls	• Link 2 or more teddy bear rolls fluidly. • Practise unsupported forward roll to standing without using hands and presenting.
Team Gym	• Design and perform own team gym floor routine using balances, turns , jumps (roll) with identically identifiable shapes. • Compete 2 routines from spring board in team gym format routines.
Using Equipment	• Climb confidently on wall bars, moving around units at varying heights investigating shapes and balances with increased body tension using various numbers of points of contact.



PE Progression Map - Athletics

Year 1

Running	• Begin to run at speed over a short distance. • Begin to run over longer distances. • Begin to understand how to run a relay race. • Begin to run over hurdles.
Jumping	• Understand 1 to 2 footed take off. • Understand technique required for scissors jump on ground.
Throwing	• Begin to throw using under and over arm throws.

Year 2

Running	• Maintain speed over a short distance. • Develop running over a longer distance. • Begin to understand how to run a relay race using a baton. • Develop running over hurdles.
Jumping	• Develop 1 to 2 footed jump from a short run up. • Understand technique required for scissors jump on to mats with no bar.
Throwing	• Being to use the correct stance for throwing a range of equipment.

PE Progression Map - Athletics

Year 3

Running	• Begin to understand techniques for efficient sprinting. • Begin to understand the need for pacing for different distances. • Begin to use techniques for relay racing. • Understand the footwork pattern used to hurdle.
Jumping	• Begin to use 1 to 2 footed technique for a running jump using take off board. • Begin to use scissors technique on high jump equipment.
Throwing	• Begin to understand the range of throwing actions required for a variety of equipment.

Year 4

Running	• Develop efficient sprinting techniques. • Develop pacing for different distances. • Develop techniques for relay racing. • Develop the footwork pattern for efficient hurdling.
Jumping	• Develop 1 to 2 footed technique for a running jump with use of take-off board. • Develop scissors technique and demonstrate a safe landing.
Throwing	• Develop throwing action required for a variety of equipment.

PE Progression Map - Athletics

Year 5

Running	• Record and analyse own springing techniques and discuss how it can be improved. • Maintain a pace for either a short or long distance running. • Understand body positioning and baton changing for efficient relay racing. • In conjunction with the correct pacing, develop the speed of running required for hurdles.
Jumping	• Understand how to use speed and technique to maximize distance. • Understand how pacing can affect jump.
Throwing	• Develop accuracy of direction with a range of throwing equipment.

Year 6

Running	• Improve sprinting techniques by using the techniques learned from analysis of recordings. • Select the appropriate pacing to improve performance over a distance. • Develop body positioning and baton changing for maximum speed whilst relay racing. • Design hurdles courses according to groups requirements to achieve the correct pacing and speed.
Jumping	• Develop speed and technique to improve distance. • Develop scissors technique and pacing for a running high jump.
Throwing	• Improve correct stance, accuracy of direction and transference of weight from back to front foot to maximize throw.

PE Progression Map - Dance

Year 1

Movement and Choreography	• Use a variety of basic actions, travelling, jumping, turning, gestures and shapes. • Select movements from those they practise to create a short sequence.
Performance and Impact	• Copy simple rhythms and patterns. • Create movements appropriate to a stimulus or music.
Describing Dance	• Observe and describe each other and themselves.

Year 2

Movement and Choreography	• Begin to use control and co-ordination when practicing the basic actions. • Vary actions and movements and use imaginative ideas to create a short dance/routine.
Performance and Impact	• Copy simple rhythms and patterns with a partner or individually. • Communicate mood and feelings within a dance / routine.
Describing Dance	• Observe and describe each other and themselves using some appropriate dance vocabulary

Year 3

Movement and Choreography	• Perform basic actions clearly and fluently. • Use contrasts in shape, speed and size within a sequence. • Respond to different stimulus within a setting (e.g. story, theme or culture)
Performance and Impact	• Use simple rhythms/patterns to structure and perform dance phrases on their own and with a partner.
Describing Dance	• Demonstrate an understanding of descriptive words when talking about dance.

PE Progression Map - Dance

Year 4

Movement and Choreography	• Link basic actions with greater control, clearly and fluently. • Combine imaginative ideas and speed, size and shape in a dance.
Performance and Impact	• Perform in different group formations. • Begin to 'tell a story' clearly.
Describing Dance	• Describe how emotions can be demonstrated in a dance.

Year 5

Movement and Choreography	• Display how to link movements together in a logical sequence. • Refine, remember and repeat dance phrases.
Performance and Impact	• Work with a partner to structure a routine using unison and mirroring. • Perform dances expressively.
Describing Dance	• Interpret and comment on other's work.

Year 6

Movement and Choreography	• Organise small groups to develop the idea of a dance. • Demonstrate the ability to transfer ideas into movement.
Performance and Impact	• Perform with clear meaning with increased control, fluency and accuracy. • Understand the value that dance makes to different cultures.
Describing Dance	• Discuss the structure of their own and others' dances.

PE Progression Map - Swimming

Year 5

- Use recognised arm and leg actions, lying on their front and back.
- Swim unaided for a sustained period time over a distance of at least 25m.
- Use a range of recognised strokes and personal survival skills (for example, front crawl, backstroke, sculling, floating and surface diving).
- Pace themselves in swimming challenges related to speed, distance and personal survival.
- Perform a safe self-rescue.

PE Progression Map – Health and Fitness

Year 1

Getting Ready to Exercise	• Warm up and prepare for physical activity.
Health and Fitness	• Understand why physical exercise is good for me.
Impact of Exercise	• Recognise how the body feels when exercising.

Year 2

Getting Ready to Exercise	• Know how to warm up safely looking for space and others.
Health and Fitness	• Explain why physical exercise is good for me.
Impact of Exercise	• Recognise how my heart beat and temperature change during exercise.

Year 3

Getting Ready to Exercise	• Give reasons why warming up is important.
Health and Fitness	• Describe why regular physical exercise improves health and fitness.
Impact of Exercise	• Recognise how my breathing, heart beat and temperature change during exercise.

PE Progression Map – Health and Fitness

Year 4

Getting Ready to Exercise	• Identify activities that could be used in a warm up.
Health and Fitness	• Describe why regular physical exercise improves health and fitness.
Impact of Exercise	• Recognise how my breathing, heart beat and temperature change during exercise.

Year 5

Getting Ready to Exercise	• Begin to plan and lead a warm-up.
Health and Fitness	• Know what types of fitness are important for different sports (stamina, strength, speed).
Impact of Exercise	• Describe the way the body reacts during exercise.

Year 6

Getting Ready to Exercise	• Lead a class/group warm up using movement and stretches. • Describe why warming up is important for the body.
Health and Fitness	• Know what types of fitness are important for different sports (stamina, strength, speed).
Impact of Exercise	• Explain why the body reacts during exercise.

Outdoor Education

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Outdoor Education Intent and Implementation

Why do we teach Outdoor Education?

Outdoor Learning offers opportunities for all our pupils to enjoy first-hand experience outdoors, whether within the school grounds, in urban green spaces, or in wilder environments. Such experiences motivate our pupils to become successful learners and to develop as healthy, confident, enterprising and responsible citizens. Well-constructed and well-planned outdoor learning helps develop the skills of enquiry, critical thinking and reflection necessary for our children and young people to meet the social, economic and environmental challenges of life in the 21st century. Outdoor learning connects our pupils with the natural world, with our built heritage and our culture and society, and encourages lifelong involvement and activity in the outdoors. The core values of our school resonate with long-standing key concepts of outdoor learning. Challenge, enjoyment, and development of the whole person and an adventurous approach to learning are at the core of outdoor pedagogy. The outdoor environment encourages staff and pupils to see each other in a different light, building positive relationships and improving self-awareness and understanding of others. Realising this vision will contribute to the wellbeing of our pupils and enable them to become resilient, responsible citizens and successful lifelong learners, who value our landscape and culture and contribute effectively to our local and global society.

What is our curriculum aim?

We want to cultivate curiosity, resilience, and a sense of responsibility towards the environment. We believe that engaging with nature enhances emotional well-being, encourages teamwork, and develops critical thinking skills.

- **Engagement with Nature:** Encourage children to explore and appreciate the outdoors, fostering a sense of wonder and respect for the natural environment.
- **Personal Development:** Support the growth of self-confidence, independence, and social skills through collaborative activities and risk-taking in a safe setting.
- **Skill Acquisition:** Provide opportunities for children to develop practical skills, such as building, foraging, and problem-solving, which are essential for lifelong learning.
- **Environmental Stewardship:** Instill a sense of responsibility and care for the environment, empowering children to act towards sustainability and conservation.
- **Interdisciplinary Learning:** Integrate core curriculum subjects with experiential learning, allowing children to apply their knowledge in real-world contexts.



Outdoor Education Intent and Implementation

How is Outdoor Education taught at Nine Mile Ride?

- Opportunities for outdoor learning exist within and across all curriculum areas, including the themes for development across learning such as sustainable development and global citizenship. Learning outdoors is part of the wide range of practical approaches to developing skills.
- Different outdoor learning experiences offer opportunities for personal and learning skills development in areas such as oracy, problem solving, information technology, working with others and thinking skills. Learning in the outdoor environment can make significant contributions to literacy, numeracy and health and wellbeing. Outdoor learning offers many opportunities for learners to deepen and contextualise their understanding within curriculum areas, and for linking learning across the curriculum in different contexts and at all levels.
- All classes participate in a dedicated outdoor learning session every fortnight, led by our Outdoor learning lead with the support of the class teacher. These sessions provide hand-on curriculum linked experiences that foster a love for nature, teamwork and practical problem-solving skills. In addition to these regular sessions, children can attend additional outdoor learning experiences on a half-termly basis, further enriching their engagement with the natural environment and deepening their understanding through extended activities.



Outdoor Education Content Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Stick painting patterns Den building (mini) Leaf rubbing Nature wand Autumn wreath	Nature picture Leaf threading garland Direction reading arrows (maps) Bird feeders Xmas tree decoration	Wish tree Mud painting Birds/nests making Bird feeders Nature portrait Clay creation	Den building (mini) Journey sticks Nature Crowns Rock painting Easter Egg hunts	Pirate 'making' Pirate week Shape building Wildflower potions nature boxes Sticky trees	Sun catcher Den building shelter Bug hunt Colour matching Cloud gazing Campfire
Year 1	Team games Journey sticks (paint) Leaf rubbing Den building (mini) Nature wand Conker Challenge Autumn wreath	Nature portrait Simple map directions Leaf threading Bird feeders Xmas trees decoration Wooden reindeers	Wish tree Mud painting Birds/nests making Bird feeders Magic wands Clay creation	Den building Journey sticks Nature Crowns Rock painting Easter Egg hunts	Pirate 'making' Pirate week Shape building Wildflower potions nature boxes Sticky trees	Sun catcher Den building shelter Bug hunt Colour matching Cloud gazing Campfire
Year 2	Team games Journey Sticks (paint) Den building(mini) Conker weaving Conker Challenge Nature wand Autumn wreath	Nature portrait Maps NSEW Leaf threading/garlands Bird feeders Knots Xmas tree decoration Wooden reindeers	Wish tree Mud painting Stick week (sanding) Birds/nests making Bird feeders Magic wands Clay faces	Den building (tripod) Journey sticks Nature Crowns Rock painting Easter Egg hunts	Bird sounds/bird identification_ 3D shape building (teams) Sun catcher Wildflower potions Nature boxes Wool weaving	Sun catcher Den building shelter Bug hunt Colour matching Cloud gazing Campfire



Outdoor Education Content Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Team games Journey Sticks (paint) Den building (tripod) Conker weaving Conker challenge Nature wand Autumn wreath	Rock painting Maps Leaf threading/garlands Bird feeders Knots Xmas trees decoration Wooden reindeers	Wish tree Mud painting (different tones) Stick week (tools) Birds/nests Bird Feeders Whittling people Clay impressions	Den building (tarpaulin) Journey sticks Nature Crowns Bug hunt identification Easter Egg hunts	Bird sounds/bird identification 3D shape building (tarpaulin) Sun catcher Wildflower potions Nature treasure box Wool weaving (large scale)	Den building shelter Cardboard flower heads Colour matching Cloud gazing Campfire
Year 4	Team games Journey Sticks (tools) Den building (independent) Conker weaving Conker weaving Autumn wreath	Rock painting Maps Leaf threading/garlands Bird feeders Knots Xmas trees big and small Wooden reindeers	Wish tree Mud painting (tones) Stick week (tools) Birds/nests Bird Feeders Whittling people Clay Impressions	Den building (mini) Bug hunt identification Nature Crowns Nature treasure box Easter Egg hunts	Bird sounds/bird identification 3D shape building (independent) Nature pictures Wildflower potions Wool weaving (large scale)	Den building shelter Cardboard flower heads Colour matching Cloud gazing Campfire

Outdoor Education Content Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Team games Journey Sticks (tools) Den building (independent) Conker weaving Conker weaving Autumn wreath	Rock Painting Maps Leaf threading/garlands Bird feeders Knots Xmas tree decoration Wooden reindeers	Wish tree Mud painting (tones and texture) Stick week (tools) Birds/nests/research about birds Bird Feeders Whittling people Clay impressions	Den building (tipi) Bug hunt identification Tree identification Spring suncatcher Easter Egg hunts	Bird sounds/bird identification 3D shape building (challenge) Wildflower potions Wood whittling Wool weaving (large scale)	Hammer threading Cardboard flower heads Colour matching Cloud gazing Campfire
Year 6	Team games Journey Sticks (tools) Den building (independent) Conker weaving Conker weaving Autumn wreath	Rock Painting Maps Leaf threading/garlands Bird feeders Knots Xmas tree decoration Wooden reindeers	Wish tree Mud painting (tones and texture) Stick week (tools) Birds/nests Bird Feeders Whittling people Clay impressions	Den building (tipi) Bug hunt identification Tree identification Spring suncatcher Easter Egg hunts	Bird sounds/bird identification 3D shape building (challenge) Wildflower potions Wood whittling wool weaving (large scale)	Hammer threading Worry peg people Nature portrait Cast clay stone together as parting memory



Outdoor Education Skills Progression

Skills	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shelter Building	Introduction of basic shelter building with support (indoor/outdoor equipment) Mini den building for small animals	Supported construction of tripod structures (mini den building) Erect a lean to shelter with support	Independent use of tripod structure (animal den building) Introduce lashing technique to make frames Create a lean-to structure independently or with little support	Create a tarpaulin shelter in the woodland Work successfully in a group, having considered and evaluated each members contributions Compare and evaluate shelters in relation to their sturdiness, durability, weatherproofing and if it is fit for purpose.	Design and build varying sized shelters using tarpaulin and materials found in a woodland Work successfully in a group having considered and evaluated each members contributions Compare and evaluate shelters in relation to their sturdiness, durability, weatherproofing and if it is fit for purpose.	Create a tipi shelter with camouflage Work successfully in a group having considered and evaluated each members contributions Compare and evaluate shelters in relation to their sturdiness, durability, weatherproofing and if it is fit for purpose.	Shelter building challenge – working in teams the children plan, build, review their shelters (recap different ways to build shelters) Work successfully in a group having considered and evaluated each members contributions Compare and evaluate shelters in relation to their sturdiness, durability, weatherproofing and if it is fit for purpose. Set up at tent

Outdoor Education Skills Progression

Skills	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and navigation	Follow rules and boundaries	Use simple compass directions (N/S/E/W)	Use simple compass directions (N/S/E/W)	Demonstrate understanding of the concept of a basic map	Recognise features and symbols on the map	Use the eight points of a compass	Use the eight points of a compass
	Promote free exploration	Use directional language (near and far/left and right) Describe the location of features on a map Recognise landscapes and human and physical features Devise a simple map and use basic symbols in a key	Use directional language (near and far/left and right) Describe the location of features on a map Recognise landscapes and human and physical features Devise a simple map and use basic symbols in a key	Navigate your way around a simple orienteering course	Understand how to orientate the map Navigate your way around a simple orienteering course Build trust with a partner and work together when orienteering	Develop expertise in the skills of orientating a map following the course and recognising relevant map symbols Plan a short loop course for another pair to follow Plan the most efficient route so that the course is completed in the quickest time Build trust with a partner and work together when orienteering	Develop expertise in the skills of orientating a map following the course and recognising relevant map symbols Plan a short loop course for another pair to follow Plan the most efficient route so that the course is completed in the quickest time Build trust with a partner and work together when orienteering

Outdoor Education Skills Progression

Skills	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play/Exploring	Introduction of rules and boundaries	Re-enforce rules and boundaries	Re-enforce rules and boundaries	Re-enforce rules and boundaries	Play woodland versions of games	Play woodland versions of games	Reflect on time at NMR
	Promotion of free exploration	Travel safely over the terrain in the forest	Move logs safely with support	Move logs safely	Take part in outdoor challenges on own and in a team	Take part in outdoor challenges on own and in a team	Take part in outdoor challenges on own and in a team
	Promotion of independent learning opportunities/skills	Carry sticks safely	Climb trees safely	Climb trees safely		Make up your own game and teach it to someone.	Make up your own game and teach it to someone.
		Work in a team and cooperate and communicate clearly					
		Climb trees safely					

Outdoor Education Skills Progression

Skills	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using Tools	Introduction to tools (trowels/forks)	Introduction to tools (mallets/peelers) Tools will only be used when the children are physically, mentally and socially ready to do so. Ability to use tools will develop at different ages	Continuation of using basic tools (peelers/hammers) Tools will only be used when the children are physically, mentally and socially ready to do so. Ability to use tools will develop at different ages	Continuation of using basic tools (peelers/hammer/bow saw) Tools will only be used when the children are physically, mentally and socially ready to do so. Ability to use tools will develop at different ages	Continuation of using basic tools (peelers/hammer/bow saw) Tools will only be used when the children are physically, mentally and socially ready to do so. Ability to use tools will develop at different ages	Continuation of using tools Tools will only be used when the children are physically, mentally and socially ready to do so. Ability to use tools will develop at different ages	Continuation of using tools Tools will only be used when the children are physically, mentally and socially ready to do so. Ability to use tools will develop at different ages
Knots	Tying shoe laces	Tying shoe laces	Introduction to basic knots Overhand knot Half hitch Lashing techniques for making frames	Introduction to basic knots Overhand knot Half hitch Lashing techniques for making frames	More sophisticated use of knots for attaching to structures and trees Cow hitch	More sophisticated use of knots for attaching to structures and trees Shelter Hitch and knots	More complex knots and selecting the correct knot for a job

Outdoor Education Skills Progression

Skills	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Flora/Fauna and wildlife	Introduce name of different flowers, plants, trees and wildlife in the forest environment Understand the importance of not disturbing homes of animals, insects and birds Understand not to pick live flowers, berries or leaves.	Introduce name of different flowers, plants, trees and wildlife in the forest environment Understand the importance of not disturbing homes of animals, insects and birds Understand not to pick live flowers, berries or leaves.	Introduction to different uses and benefits flowers, trees and wildlife have on the forest environment Collect resources to help with projects bug house, den building Understand the idea of looking after and preserving our forest	Introduction to different uses and benefits flowers, trees and wildlife have on the forest environment Collect resources to help with projects bug house, den building	Able to identify some flowers, plants, trees , insects and birds Practical uses of flora and fauna in the environment Understand the importance of looking after our environment Be able to match leaves to trees	Able to identify some flowers, plants, trees , insects and birds Understand the impact of humans on the environment and think of ways we can look after the environment/woodland	Able to identify some flowers, plants, trees , insects and birds Understand the impact of humans on the environment and think of ways we can look after the environment/woodland

