



Curriculum Plan

2022

Overview and Guidance



Overview

Teenage Works believes that in order to progress and excel in their education, pupils must have secure, foundational knowledge and applicable skills. Our approach is therefore based around teaching pupils at appropriate levels, rather than by year groups. Levels are based on National Curriculum guidance for Key Stages 1, 2 and 3 - see Levels Indicator section (right).

This approach is taken because, due to variety of factors, many of the pupils who will require our specialist service will have missed significant parts of their education to date. Our constant aim with **every pupil** is to ensure they are at (or exceeding) expected levels for their age group according to the National Curriculum in the following areas:

- Literacy
- Numeracy
- Phonics (Levels P.1 - P.3)
- Science
- Humanities
- PE

(Although our curriculum does not include dedicated Art or IT programmes of study, we make extensive use of computing and art and design throughout our individual subject curriculums).

The principle aim and priority of **Teenage Works** is to provide a safe learning environment in which pupils can excel in the areas outlined above whilst also developing as individuals **spiritually, morally, socially and culturally**. This is achieved through the provision of a robust and intensive teaching of PSHE throughout all levels, which will promote strong development beyond academic learning. We are committed to providing teaching around the following areas:

- Democracy
- Rule of Law
- British Values
- Faith and Belief
- Discrimination and Protected Characteristics
- Lifeskills

All of the above are taught at appropriate levels which take into consideration the age, aptitude and needs of each individual pupil.

All of our pupils will have an EHC Plan. Information from each individual EHC Plan will be used to inform appropriate levels at which pupils are taught and the specific content delivered in lessons.

Guidance

The following Curriculum Plan document outlines, **by levels**, the criteria by which **Teenage Works** measure and record learning progress for all pupils according to each subject area described in the Overview (left).

The success criteria for each subject are linked to relevant documents, which in turn outline how they should be met in terms of delivery of teaching and assessment according to each level.

Please see the linked document key below for guidance.

Levels Indicator

Changing Lives levels and indicators are as follows:

P1 - Early Key Stage 1

P2 - Mid Key Stage 1

P3 - Early Key Stage 2

P4 - Early - Mid Key Stage 2

P5 - Mid - Late Key Stage 2

P6 - Late Key Stage 2

S7 - Early Key Stage 3

S8 - Mid Key Stage 3

S9 - Late Key Stage 3

Linked Document Key



Curriculum Plan



Topics and Literacy Curriculum



Numeracy Curriculum



National Curriculum

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Subject	Level	Pages
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Humanities (History)	P1 - S9	59
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Subject	Level	Pages
PSHE	P1 - P2	65
	P3 - P6	68
	S7 - S9	72

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
<p>P1</p>	<p>Reading - Word Reading</p>	apply phonic knowledge and skills as the route to decode words	
		respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	
		read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	
		read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
		read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	
		read other words of more than one syllable that contain taught GPCs	
		read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	
		<p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	
<p>P1</p>	<p>Reading - Comprehension</p>	develop pleasure in reading, motivation to read, vocabulary and understanding by:	
		<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	
		<ul style="list-style-type: none"> being encouraged to link what they read or hear read to their own experiences 	
		<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	
		<ul style="list-style-type: none"> recognising and joining in with predictable phrases 	
		<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	
		<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 	
		understand both the books they can already read accurately and fluently and those they listen to by:	
		<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 	
		<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading 	
		<ul style="list-style-type: none"> discussing the significance of the title and events 	
		<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 	
		<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	
		participate in discussion about what is read to them, taking turns and listening to what others say	
explain clearly their understanding of what is read to them.			

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P1	Writing - Spelling	spell words containing each of the 40+ phonemes already taught	
		spell common exception words	
		spell the days of the week	
		name the letters of the alphabet in order	
		use letter names to distinguish between alternative spellings of the same sound	
		add prefixes and suffixes:	
		<ul style="list-style-type: none"> • using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs 	
		<ul style="list-style-type: none"> • using the prefix un- 	
		<ul style="list-style-type: none"> • using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] 	
		write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. apply simple spelling rules 	
P1	Writing - Handwriting	sit correctly at a table, holding a pencil comfortably and correctly	
		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' (i.e. letters that are formed in similar ways) and to practise these	
P1	Writing - Composition	write sentences by:	
		<ul style="list-style-type: none"> • saying out loud what they are going to write about 	
		<ul style="list-style-type: none"> • composing a sentence orally before writing it 	
		<ul style="list-style-type: none"> • sequencing sentences to form short narratives 	
		<ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense 	
		discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher	

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P1	Writing - Vocabulary Grammar & Punctuation	leave spaces between words	
		join words and join clauses using 'and'	
		begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	
		use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	
		Understand and use the following:	
		• Word:	
		* Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	
		* Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	
		* How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	
		• Sentence:	
		* How words can combine to make sentences	
		* Joining words and joining clauses using 'and'	
		• Text:	
		* Sequencing sentences to form short narratives	
		• Punctuation:	
		* Separation of words with spaces	
		* Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	
		* Capital letters for names and for the personal pronoun 'I'	
		• Terminology:	
		* letter, capital letter	
* word, singular, plural			
* sentence			
* punctuation, full stop, question mark, exclamation mark			

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P2	Reading - Word Reading	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	
		read accurately words of two or more syllables that contain the same graphemes as above	
		read words containing common suffixes	
		read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	
		read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	
		read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	
		read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	
		re-read these books to build up their fluency and confidence in word reading.	
P2	Reading - Comprehension	develop pleasure in reading, motivation to read, vocabulary and understanding by:	
		<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	
		<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related 	
		<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	
		<ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways 	
		<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry 	
		<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary 	
		<ul style="list-style-type: none"> discussing their favourite words and phrases 	
		<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	
		understand both the books that they can already read accurately and fluently and those that they listen to by:	
		<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 	
		<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading 	
		<ul style="list-style-type: none"> making inferences on the basis of what is being said and done 	
		<ul style="list-style-type: none"> answering and asking questions predicting what might happen on the basis of what has been read so far 	

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P2	Reading - Comprehension (Cont.)	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	(Cont.)
		explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	
P2	Writing - Spelling	spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	
		spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	
		spell by learning to spell common exception words	
		spell by learning to spell more words with contracted forms	
		spell by learning the possessive apostrophe (singular) [for example, the girl's book]	
		spell by distinguishing between homophones and near-homophones	
		add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	
		apply spelling rules and guidance, see N	
write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.			
P2	Writing - Handwriting	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 unjoined	
		write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
		use spacing between words that reflects the size of the letters	
P2	Writing - Composition	develop positive attitudes towards and stamina for writing by:	
		<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) 	
		<ul style="list-style-type: none"> • writing about real events 	
		<ul style="list-style-type: none"> • writing poetry 	
		<ul style="list-style-type: none"> • writing for different purposes 	
		consider what they are going to write before beginning by:	
<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 			

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P2	Writing - Composition (Cont.)	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary 	(Cont.)
		<ul style="list-style-type: none"> • encapsulating what they want to say, sentence by sentence 	
		make simple additions, revisions and corrections to their own writing by:	
		<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils 	
		<ul style="list-style-type: none"> • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 	
		<ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	
		read aloud what they have written with appropriate intonation to make the meaning clear	
P2	Writing - Vocabulary Grammar & Punctuation	use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	
		use sentences with different forms: statement, question, exclamation, command	
		use expanded noun phrases to describe and specify [for example, the blue butterfly]	
		use the present and past tenses correctly and consistently including the progressive form	
		use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	
		use some features of written Standard English	
use and understand the grammatical terminology in N when discussing their writing			

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P3	Reading - Word Reading	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. See N	
		read further exception words, noting the unusual correspondences between spelling	
P3	Reading - Comprehension	develop positive attitudes to reading and understanding of what they read by:	
		<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	
		<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 	
		<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 	
		<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	
		<ul style="list-style-type: none"> identifying themes and conventions in a wide range of books 	
		<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	
		<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination 	
		<ul style="list-style-type: none"> recognising some different forms of poetry [for example, free verse, narrative poetry] 	
		understand what they read, in books they can read independently, by:	
		<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	
		<ul style="list-style-type: none"> asking questions to improve their understanding of a text 	
		<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	
		<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	
		<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	
<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning 			
<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 			
retrieve and record information from non-fiction			
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say			

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P3	Writing - Spelling	use further prefixes and suffixes and understand how to add them. See N	
		spell further homophones	
		spell words that are often misspelt. See N	
		place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	
		use the first two or three letters of a word to check its spelling in a dictionary	
		write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
P3	Writing - Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	
		increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	
P3	Writing - Composition	plan their writing by:	
		<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	
		<ul style="list-style-type: none"> • discussing and recording ideas 	
		draft and write by:	
		<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. See N 	
		<ul style="list-style-type: none"> • organising paragraphs around a theme 	
		<ul style="list-style-type: none"> • in narratives, creating settings, characters and plot 	
		<ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	
		evaluate and edit by:	
		<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements 	
		<ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	
		proof-read for spelling and punctuation errors	
read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear			

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P3	Writing - Vocabulary Grammar & Punctuation	develop their understanding of the concepts set out in N by:	
		<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	
		<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense 	
		<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	
		<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause 	
		<ul style="list-style-type: none"> understand and accurately use the grammar for Year 3 in N 	
		indicate grammatical and other features by:	
		<ul style="list-style-type: none"> using commas after fronted adverbials 	
		<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns 	
		<ul style="list-style-type: none"> using and punctuating direct speech 	
		use and understand the grammatical terminology in N accurately and appropriately when discussing their writing and reading.	

Curriculum Plan - Literacy



Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P4	Reading - Word Reading	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. See N	
		read further exception words, noting the unusual correspondences between spelling	
P4	Reading - Comprehension	develop positive attitudes to reading and understanding of what they read by:	
		<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	
		<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 	
		<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read 	
		<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	
		<ul style="list-style-type: none"> identifying themes and conventions in a wide range of books 	
		<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	
		<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination 	
		<ul style="list-style-type: none"> recognising some different forms of poetry [for example, free verse, narrative poetry] 	
		understand what they read, in books they can read independently, by:	
		<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	
		<ul style="list-style-type: none"> asking questions to improve their understanding of a text 	
		<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	
		<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	
		<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 	
		<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning 	
<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 			
retrieve and record information from non-fiction			
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say			

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P4	Writing - Spelling	use further prefixes and suffixes and understand how to add them. See N	
		spell further homophones	
		spell words that are often misspelt. See N	
		place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	
		use the first two or three letters of a word to check its spelling in a dictionary	
		write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
P4	Writing - Handwriting	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	
		increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	
P4	Writing - Composition	plan their writing by:	
		<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	
		<ul style="list-style-type: none"> • discussing and recording ideas 	
		draft and write by:	
		<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. See N 	
		<ul style="list-style-type: none"> • organising paragraphs around a theme 	
		<ul style="list-style-type: none"> • in narratives, creating settings, characters and plot 	
		<ul style="list-style-type: none"> • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	
		evaluate and edit by:	
		<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements 	
		<ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	
		proof-read for spelling and punctuation errors	
		read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P4	Writing - Vocabulary Grammar & Punctuation	develop their understanding of the concepts set out in N by:	
		<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	
		<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense 	
		<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	
		<ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause 	
		<ul style="list-style-type: none"> • understand and accurately use the grammar for Year 4 in N 	
		indicate grammatical and other features by:	
		<ul style="list-style-type: none"> • using commas after fronted adverbials 	
		<ul style="list-style-type: none"> • indicating possession by using the possessive apostrophe with plural nouns 	
		<ul style="list-style-type: none"> • using and punctuating direct speech 	
		use and understand the grammatical terminology in N accurately and appropriately when discussing their writing and reading.	

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P5	Reading - Word Reading	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in N , both to read aloud and to understand the meaning of new words that they meet.	
P5	Reading - Comprehension	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure, and presentation contribute to meaning <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P5	Reading - Word Reading	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in N , both to read aloud and to understand the meaning of new words that they meet.	
P5	Reading - Comprehension	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure, and presentation contribute to meaning <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P5	Writing - Spelling	use further prefixes and suffixes and understand how to add them. See N	
		spell some words with 'silent' letters [for example, knight, psalm, solemn]	
		continue to distinguish between homophones and other words which are often confused	
		use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N	
		use dictionaries to check the spelling and meaning of words	
		use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
		use a thesaurus.	
P5	Writing - Handwriting	write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. 	
P5	Writing - Composition	plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	
		draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	
		evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing 	

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P5	Writing - Composition (Cont.)	• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	
		• ensuring the consistent and correct use of tense throughout a piece of writing	
		• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	
		proof-read for spelling and punctuation errors	
P5	Writing - Vocabulary, Grammar & Punctuation	develop their understanding of the concepts set out in N by:	
		• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
		• using passive verbs to affect the presentation of information in a sentence	
		• using the perfect form of verbs to mark relationships of time and causes	
		• using expanded noun phrases to convey complicated information concisely	
		• using modal verbs or adverbs to indicate degrees of possibility	
		• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	
		• learning the grammar for years 5 and 6 in English Appendix 2 N	
		indicate grammatical and other features by:	
		• using commas to clarify meaning or avoid ambiguity in writing	
		• using hyphens to avoid ambiguity	
		• using brackets, dashes or commas to indicate parenthesis	
		• using semi-colons, colons or dashes to mark boundaries between independent clauses	
		• using a colon to introduce a list	
		• punctuating bullet points consistently	
use and understand the grammatical terminology in N accurately and appropriately in discussing their writing and reading.			

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P6	Reading - Word Reading	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in N , both to read aloud and to understand the meaning of new words that they meet.	
P6	Reading - Comprehension	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure, and presentation contribute to meaning <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P6	Writing - Spelling	use further prefixes and suffixes and understand how to add them. See N	
		spell some words with 'silent' letters [for example, knight, psalm, solemn]	
		continue to distinguish between homophones and other words which are often confused	
		use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N	
		use dictionaries to check the spelling and meaning of words	
		use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
		use a thesaurus.	
P6	Writing - Handwriting	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 	
		P6	Writing - Composition
<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 			
<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 			
<ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 			
draft and write by:			
<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 			
<ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 			
<ul style="list-style-type: none"> precising longer passages 			
<ul style="list-style-type: none"> using a wide range of devices to build cohesion within and across paragraphs 			
<ul style="list-style-type: none"> using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 			
evaluate and edit by:			
<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing 			

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P6	Writing - Composition (Cont.)	• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	(Cont.)
		• ensuring the consistent and correct use of tense throughout a piece of writing	
		• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	
		proof-read for spelling and punctuation errors	
		perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
P6	Writing - Vocabulary, Grammar & Punctuation	develop their understanding of the concepts set out in N by:	
		• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
		• using passive verbs to affect the presentation of information in a sentence	
		• using the perfect form of verbs to mark relationships of time and causes	
		• using expanded noun phrases to convey complicated information concisely	
		• using modal verbs or adverbs to indicate degrees of possibility	
		• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	
		• learning the grammar for years 5 and 6 in English Appendix 2 N	
		indicate grammatical and other features by:	
		• using commas to clarify meaning or avoid ambiguity in writing	
		• using hyphens to avoid ambiguity	
		• using brackets, dashes or commas to indicate parenthesis	
		• using semi-colons, colons or dashes to mark boundaries between independent clauses	
		• using a colon to introduce a list	
		• punctuating bullet points consistently	
use and understand the grammatical terminology in N accurately and appropriately in discussing their writing and reading.			

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
<p>S7</p> <p>S8</p> <p>S9</p>	<p>Reading</p>	<p>develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: <ul style="list-style-type: none"> * English literature, both pre-1914 and contemporary, including prose, poetry and drama * Shakespeare (two plays) * seminal world literature • choosing and reading books independently for challenge, interest and enjoyment. • re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons. <p>understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension • checking their understanding to make sure that what they have read makes sense. <p>Read critically through:</p> <ul style="list-style-type: none"> • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • recognising a range of poetic conventions and understanding how these have been used • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play • making critical comparisons across texts • studying a range of authors, including at least two authors in depth at each level. 	
<p>S7</p> <p>S8</p> <p>S9</p>	<p>Writing</p>	<p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> * well-structured formal expository and narrative essays * stories, scripts, poetry and other imaginative writing * notes and polished scripts for talks and presentations * a range of other narrative and non-narrative texts, including arguments, and personal and formal letters • summarising and organising material, and supporting ideas and arguments with any necessary factual detail • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form 	

Curriculum Plan - Literacy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
<p>S7</p> <p>S8</p> <p>S9</p>	<p>Writing</p> <p>(Cont.)</p>	<ul style="list-style-type: none"> drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>plan, draft, edit and proof-read through:</p> <ul style="list-style-type: none"> considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 in the N 	
<p>S7</p> <p>S8</p> <p>S9</p>	<p>Grammar & Vocabulary</p>	<p>consolidate and build on their knowledge of grammar and vocabulary through:</p> <ul style="list-style-type: none"> extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts studying the effectiveness and impact of the grammatical features of the texts they read drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English using Standard English confidently in their own writing and speech discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology 	
<p>S7</p> <p>S8</p> <p>S9</p>	<p>Spoken English</p>	<p>speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> using Standard English confidently in a range of formal and informal contexts, including classroom discussion giving short speeches and presentations, expressing their own ideas and keeping to the point participating in formal debates and structured discussions, summarising and/or building on what has been said improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact. 	

Curriculum Plan - Numeracy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P1	Number & Place Value	<p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>given a number, identify 1 more and 1 less</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>read and write numbers from 1 to 20 in numerals and words.</p>	
P1	Addition & Subtraction	<p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p>	
P1	Multiplication & Division	<p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	
P1	Fractions	<p>recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.</p>	
P1	Measurement	<p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass / weight • capacity and volume • time <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) 	

Curriculum Plan - Numeracy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P1	Measurement (Cont.)	recognise and know the value of different denominations of coins and notes sequence events in chronological order using language N recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	(Cont.)
P1	Properties of Shapes	recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> • 2-D shapes N • 3-D shapes N 	
P1	Position and Direction	describe position, directions and movements, including whole, half, quarter and three-quarter turns.	

Curriculum Plan - Numeracy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P2	Number & Place Value	<p>count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</p> <p>recognise the place value of each digit in a two-digit number (10s, 1s)</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs</p> <p>read and write numbers to at least 100 in numerals and in words</p> <p>use place value and number facts to solve problems.</p>	
P2	Addition & Subtraction	<p>solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> • a two-digit number and 1s • a two-digit number and 10s • 2 two-digit numbers • adding 3 one-digit numbers <p>show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	
P2	Multiplication & Division	<p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs</p> <p>show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot</p> <p>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	

Curriculum Plan - Numeracy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P2	Fractions	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	
P2	Measurement	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. know the number of minutes in an hour and the number of hours in a day	
P2	Properties of Shapes	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes N compare and sort common 2-D and 3-D shapes and everyday objects.	
P2	Position & Direction	order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	
P2	Statistics	interpret and construct simple pictograms, tally charts, block diagrams and 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.	

Curriculum Plan - Numeracy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P3	Number & Place Value	<p>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</p> <p>compare and order numbers up to 1,000</p> <p>identify, represent and estimate numbers using different representations</p> <p>read and write numbers up to 1,000 in numerals and in words</p> <p>solve number problems and practical problems involving these ideas.</p>	
P3	Addition & Subtraction	<p>add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • a three-digit number and 1s • a three-digit number and 10s • a three-digit number and 100s <p>add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</p> <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	
P3	Multiplication & Division	<p>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	
P3	Fractions	<p>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>recognise and show, using diagrams, equivalent fractions with small denominators</p>	

Curriculum Plan - Numeracy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P3	Fractions (Cont.)	add and subtract fractions with the same denominator within one whole N compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above.	
P3	Measurement	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events N	
P3	Properties of Shapes	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 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.	
P3	Statistics	interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. N	

Curriculum Plan - Numeracy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P4	Number & Place Value	<p>count in multiples of 6, 7, 9, 25 and 1,000</p> <p>find 1,000 more or less than a given number</p> <p>count backwards through 0 to include negative numbers</p> <p>recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)</p> <p>order and compare numbers beyond 1,000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1,000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</p>	
P4	Addition & Subtraction	<p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	
P4	Multiplication & Division	<p>recall multiplication and division facts for multiplication tables up to 12×12</p> <p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	
P4	Fractions Including Decimals	<p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.</p> <p>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p>	

Curriculum Plan - Numeracy

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P4	Fractions Including Decimals (Cont.)	add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$ find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places.	
P4	Measurement	convert between different units of measure N measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12 and 24-hour clocks solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days	
P4	Properties of Shapes	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to 2 right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry.	
P4	Statistics	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	
P4	Position & Direction	describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon.	

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Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P5	Number & Place Value	<p>read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit</p> <p>count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000</p> <p>interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0</p> <p>round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000</p> <p>solve number problems and practical problems that involve all of the above</p> <p>read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</p>	
P5	Addition & Subtraction	<p>add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p> <p>add and subtract numbers mentally with increasingly large numbers</p> <p>use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	
P5	Multiplication & Division	<p>identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers</p> <p>establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>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</p> <p>multiply and divide numbers mentally drawing upon known facts</p> <p>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</p> <p>multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000</p> <p>recognise and use square numbers and cube numbers, and the notation for squared ⁽²⁾ and cubed ⁽³⁾</p> <p>solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes</p> <p>solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</p> <p>solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p>	

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Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P5	<p>Fractions Decimals Percentages</p>	<p>compare and order fractions whose denominators are all multiples of the same number</p> <p>identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</p> <p>recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number N</p> <p>add and subtract fractions with the same denominator and denominators that are multiples of the same number</p> <p>multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</p> <p>read and write decimal numbers as fractions N</p> <p>recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</p> <p>round decimals with 2 decimal places to the nearest whole number and to 1 decimal place</p> <p>read, write, order and compare numbers with up to 3 decimal places</p> <p>solve problems involving number up to 3 decimal places</p> <p>recognise the per cent symbol (%) and understand that per cent relates to “number of parts per 100”, and write percentages as a fraction with denominator 100, and as a decimal fraction</p> <p>solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.</p>	
P5	<p>Measurement</p>	<p>convert between different units of metric measure N</p> <p>understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</p> <p>measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres</p> <p>calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes</p> <p>estimate volume N and capacity N</p> <p>solve problems involving converting between units of time</p> <p>use all four operations to solve problems involving measure using decimal notation including scaling.</p>	

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Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P5	Properties of Shapes	<p>identify 3-D shapes, including cubes and other cuboids, from 2-D representations</p> <p>know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</p> <p>draw given angles, and measure them in degrees (o)</p> <p>identify:</p> <ul style="list-style-type: none"> • angles at a point and 1 whole turn (total 360o) • angles at a point on a straight line and half a turn (total 180o) • other multiples of 90o <p>use the properties of rectangles to deduce related facts and find missing lengths and angles</p> <p>distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	
P5	Position & Direction	<p>identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p>	
P5	Statistics	<p>solve comparison, sum and difference problems using information presented in a line graph</p> <p>complete, read and interpret information in tables, including timetables.</p>	

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Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P6	Number & Place Value	<p>read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>round any whole number to a required degree of accuracy</p> <p>use negative numbers in context, and calculate intervals across 0</p> <p>solve number and practical problems that involve all of the above.</p>	
P6	The Four Functions	<p>multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication</p> <p>divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context</p> <p>divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context</p> <p>perform mental calculations, including with mixed operations and large numbers.</p> <p>identify common factors, common multiples and prime numbers</p> <p>use their knowledge of the order of operations to carry out calculations involving the 4 operations</p> <p>solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>solve problems involving addition, subtraction, multiplication and division</p> <p>use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	
P6	Fractions Decimals Percentages	<p>use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>compare and order fractions, including fractions >1</p> <p>add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>multiply simple pairs of proper fractions, writing the answer in its simplest form N</p> <p>divide proper fractions by whole numbers N</p> <p>associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. N</p>	

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Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P6	Fractions Decimals Percentages (Cont.)	<p>identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places</p> <p>multiply one-digit numbers with up to 2 decimal places by whole numbers</p> <p>use written division methods in cases where the answer has up to 2 decimal places</p> <p>solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p>	
P6	Ratio & Proportion	<p>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>solve problems involving the calculation of percentages and the use of percentages for comparison N</p> <p>solve problems involving similar shapes where the scale factor is known or can be found</p> <p>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</p>	
P6	Algebra	<p>use simple formulae</p> <p>generate and describe linear number sequences</p> <p>express missing number problems algebraically</p> <p>find pairs of numbers that satisfy an equation with two unknowns</p> <p>enumerate possibilities of combinations of 2 variables.</p>	
P6	Measurement	<p>solve problems involving the calculation and conversion of units of measure, using decimal notation to 2 decimal places where appropriate</p> <p>use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places</p> <p>convert between miles and kilometres</p> <p>recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>recognise when it is possible to use formulae for area and volume of shapes</p> <p>calculate the area of parallelograms and triangles</p> <p>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</p>	

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Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P6	Properties of Shapes	<p>draw 2-D shapes using given dimensions and angles</p> <p>recognise, describe and build simple 3-D shapes, including making nets</p> <p>compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	
P6	Position & Direction	<p>describe positions on the full coordinate grid (all 4 quadrants)</p> <p>draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	
P6	Statistics	<p>interpret and construct pie charts and line graphs and use these to solve problems</p> <p>calculate and interpret the mean as an average.</p>	

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Level	Subject Area	On completion of these levels pupils will be able to ...	Met by our Subject Curriculum
<p>S7</p>	<p>Number</p>	<p>understand and use place value for decimals, measures and integers of any size</p> <p>order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, <, >, ≤, ≥</p> <p>use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property</p> <p>use the 4 operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, both positive and negative</p> <p>use conventional notation for the priority of operations, including brackets, powers, roots and reciprocals</p> <p>recognise and use relationships between operations including inverse operations</p> <p>use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations</p> <p>interpret and compare numbers in standard form $A \times 10^n$ $1 \leq A < 10$, where n is a positive or negative integer or 0</p> <p>work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $\frac{7}{2}$ or 0.375 and $\frac{3}{8}$)</p> <p>define percentage as ‘number of parts per hundred’, interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express 1 quantity as a percentage of another; compare 2 quantities using percentages, and work with percentages greater than 100%</p> <p>interpret fractions and percentages as operators</p> <p>use standard units of mass, length, time, money and other measures, including with decimal quantities</p> <p>round numbers and measures to an appropriate degree of accuracy N</p> <p>use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a < x \leq b$</p> <p>use a calculator and other technologies to calculate results accurately and then interpret them appropriately</p> <p>appreciate the infinite nature of the sets of integers, real and rational numbers</p>	

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Level	Subject Area	On completion of these levels pupils will be able to ...	Met by our Subject Curriculum
S7	Algebra	<p>use and interpret algebraic notation, including:</p> <ul style="list-style-type: none"> • ab in place of $a \times b$ • $3y$ in place of $y + y + y$ and $3 \times y$ • a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$; a^2b in place of $a \times a \times b$ • a/b in place of $a \div b$ • coefficients written as fractions rather than as decimals • brackets <p>substitute numerical values into formulae and expressions, including scientific formulae</p> <p>understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors</p> <p>simplify and manipulate algebraic expressions to maintain equivalence by:</p> <ul style="list-style-type: none"> • collecting like terms • multiplying a single term over a bracket • taking out common factors • expanding products of 2 or more binomials 	
S8		<p>understand and use standard mathematical formulae; rearrange formulae to change the subject</p> <p>model situations or procedures by translating them into algebraic expressions or formulae and by using graphs</p> <p>use algebraic methods to solve linear equations in 1 variable (including all forms that require rearrangement)</p> <p>work with coordinates in all 4 quadrants</p> <p>recognise, sketch and produce graphs of linear and quadratic functions of 1 variable with appropriate scaling, using equations in x and y and the Cartesian plane</p> <p>interpret mathematical relationships both algebraically and graphically</p>	
S9		<p>reduce a given linear equation in two variables to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically</p> <p>use linear and quadratic graphs to estimate values of y for given values of x and vice versa and to find approximate solutions of simultaneous linear equations</p> <p>find approximate solutions to contextual problems from given graphs of a variety of functions, including piece-wise linear, exponential and reciprocal graphs</p> <p>generate terms of a sequence from either a term-to-term or a position-to-term rule</p> <p>recognise arithmetic sequences and find the nth term</p> <p>recognise geometric sequences and appreciate other sequences that arise</p>	



Level	Subject Area	On completion of these levels pupils will be able to ...	Met by our Subject Curriculum
S7	<p>Geometry and Measures</p>	<p>derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders)</p> <p>calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes</p> <p>draw and measure line segments and angles in geometric figures, including interpreting scale drawings</p> <p>derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); recognise and use the perpendicular distance from a point to a line as the shortest distance to the line</p> <p>describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric</p>	
S8		<p>use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles</p> <p>derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures using appropriate language and technologies</p> <p>identify properties of, and describe the results of, translations, rotations and reflections applied to given figures</p> <p>identify and construct congruent triangles, and construct similar shapes by enlargement, with and without coordinate grids</p> <p>apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles</p> <p>understand and use the relationship between parallel lines and alternate and corresponding angles</p>	
S9		<p>derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon, and to derive properties of regular polygons</p> <p>apply angle facts, triangle congruence, similarity and properties of quadrilaterals to derive results about angles and sides, including Pythagoras' Theorem, and use known results to obtain simple proofs</p> <p>use Pythagoras' Theorem and trigonometric ratios in similar triangles to solve problems involving right-angled triangles</p> <p>use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D</p> <p>interpret mathematical relationships both algebraically and geometrically</p>	

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Level	Subject Area	On completion of these levels pupils will be able to ...	Met by our Subject Curriculum
S7 S8 S9	Ratio Proportion & Rates of Change	<p>change freely between related standard units N</p> <p>use scale factors, scale diagrams and maps</p> <p>express 1 quantity as a fraction of another, where the fraction is less than 1 and greater than 1</p> <p>use ratio notation, including reduction to simplest form</p> <p>divide a given quantity into 2 parts in a given part:part or part:whole ratio; express the division of a quantity into 2 parts as a ratio</p> <p>understand that a multiplicative relationship between 2 quantities can be expressed as a ratio or a fraction</p> <p>relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions</p> <p>solve problems involving percentage change, including: percentage increase, decrease and original value problems and simple interest in financial mathematics</p> <p>solve problems involving direct and inverse proportion, including graphical and algebraic representations</p> <p>use compound units such as speed, unit pricing and density to solve problems</p>	
S7 S8 S9	Probability	<p>record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale</p> <p>understand that the probabilities of all possible outcomes sum to 1</p> <p>enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams</p> <p>generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities</p>	
S7 S8 S9	Statistics	<p>describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers)</p> <p>construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts, and pictograms for categorical data, and vertical line (or bar) charts for ungrouped and grouped numerical data</p> <p>describe simple mathematical relationships between 2 variables (bivariate data) in observational and experimental contexts and illustrate using scatter graphs</p>	



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Level	Working Mathematically	Through the mathematics content at these levels, pupils should be taught to:	Met by our Subject Curriculum
S7 S8 S9	Develop Fluency	<p>consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots</p> <p>select and use appropriate calculation strategies to solve increasingly complex problems</p> <p>use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships</p> <p>substitute values in expressions, rearrange and simplify expressions, and solve equations</p> <p>move freely between different numerical, algebraic, graphical and diagrammatic representations N</p> <p>develop algebraic and graphical fluency, including understanding linear and simple quadratic functions</p> <p>use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics</p>	
S7 S8 S9	Reason Mathematically	<p>extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations</p> <p>extend and formalise their knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically</p> <p>identify variables and express relations between variables algebraically and graphically</p> <p>make and test conjectures about patterns and relationships; look for proofs or counter-examples</p> <p>begin to reason deductively in geometry, number and algebra, including using geometrical constructions</p> <p>interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning</p> <p>explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally</p>	
S7 S8 S9	Solve Problems	<p>develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems</p> <p>develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics</p> <p>begin to model situations mathematically and express the results using a range of formal mathematical representations</p> <p>select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems</p>	

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P1	Plants	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees	
P1	Animals including Humans	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 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.	
P1	Everyday Materials	distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties	
P1	Seasonal Changes	observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies.	

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P2	Living Things & Their Habitats	<p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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.</p>	
P2	Plants	<p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	
P2	Animals Including Humans	<p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	
P2	Uses of Everyday Materials	<p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>compare how things move on different surfaces.</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P3	Plants	<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	
P3	Animals Including Humans	<p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	
P3	Rocks	<p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p>	
P3	Light	<p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way that the size of shadows change.</p>	
P3	Forces and Magnets	<p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	



Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P4	All Living Things	<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	
P4	Animals Including Humans	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	
P4	States of Matter	<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	
P4	Sound	<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>ind patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	
P4	Electricity	<p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>	

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P5	Living Things and Their Habitats	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.	
P5	Animals Including Humans	describe the changes as humans develop to old age.	
P5	Properties and Changes of Materials	compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
P5	Earth and Space	describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	
P5	Forces	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	

Level	Subject Area	On completion of this level pupils will be able to ...	Met by our Subject Curriculum
P6	Living Things and Their Habitats	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.	
P6	Animals Including Humans	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.	
P6	Evolution	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.	
P6	Light	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	
P6	Electricity	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.	

Level	Subject Area	On completion of these levels pupils will have consolidated knowledge about ...	Met by our Subject Curriculum
S7	Structure and function of living organisms	<p>Cells and organisation</p> <ul style="list-style-type: none"> cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts the similarities and differences between plant and animal cells the role of diffusion in the movement of materials in and between cells the structural adaptations of some unicellular organisms the hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms <p>The skeletal and muscular systems</p> <ul style="list-style-type: none"> the structure and functions of the human skeleton, to include support, protection, movement and making blood cells biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles the function of muscles and examples of antagonistic muscles 	
S8		<p>Nutrition and digestion</p> <ul style="list-style-type: none"> the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed calculations of energy requirements in a healthy daily diet the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts) the importance of bacteria in the human digestive system plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots 	
S9		<p>Gas exchange systems</p> <ul style="list-style-type: none"> the structure and functions of the gas exchange system in humans, including adaptations to function the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume the impact of exercise, asthma and smoking on the human gas exchange system the role of leaf stomata in gas exchange in plants <p>Reproduction</p> <ul style="list-style-type: none"> reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms <p>Health</p> <ul style="list-style-type: none"> the effects of recreational drugs (including substance misuse) on behaviour, health and life processes 	



Level	Subject Area	On completion of these levels pupils will have consolidated knowledge about ...	Met by our Subject Curriculum
S7 S8 S9	Material cycles and energy	<p>Photosynthesis</p> <ul style="list-style-type: none"> the reactants in, and products of, photosynthesis, and a word summary for photosynthesis the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere the adaptations of leaves for photosynthesis <p>Cellular respiration</p> <ul style="list-style-type: none"> aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life a word summary for aerobic respiration the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism 	
S7 S8 S9	Interactions and interdependencies	<p>Relationships in an ecosystem</p> <ul style="list-style-type: none"> the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops the importance of plant reproduction through insect pollination in human food security how organisms affect, and are affected by, their environment, including the accumulation of toxic materials 	
S7 S8 S9	Genetics and evolution	<p>Inheritance, chromosomes, DNA and genes</p> <ul style="list-style-type: none"> heredity as the process by which genetic information is transmitted from one generation to the next a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model differences between species the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation the variation between species and between individuals of the same species meaning some organisms compete more successfully, which can drive natural selection changes in the environment which may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material 	

Level	Subject Area	On completion of these levels pupils will have consolidated knowledge about ...	Met by our Subject Curriculum
S7	The particulate nature of matter	the properties of the different states of matter (solid, liquid and gas) in terms of the particle model, including gas pressure	
S8		changes of state in terms of the particle model	
S9		<p>Atoms, elements and compounds</p> <ul style="list-style-type: none"> • a simple (Dalton) atomic model • differences between atoms, elements and compounds • chemical symbols and formulae for elements and compounds • conservation of mass changes of state and chemical reactions <p>Pure and impure substances</p> <ul style="list-style-type: none"> • the concept of a pure substance • mixtures, including dissolving • diffusion in terms of the particle model • simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography • the identification of pure substances 	
S7	Chemical reactions	chemical reactions as the rearrangement of atoms	
S8		representing chemical reactions using formulae and using equations combustion, thermal decomposition, oxidation and displacement reactions defining acids and alkalis in terms of neutralisation reactions	
S9		the pH scale for measuring acidity/alkalinity; and indicators reactions of acids with metals to produce a salt plus hydrogen reactions of acids with alkalis to produce a salt plus water what catalysts do <p>Energetics</p> <ul style="list-style-type: none"> • energy changes on changes of state (qualitative) • exothermic and endothermic chemical reactions (qualitative) 	



Level	Subject Area	On completion of these levels pupils will have consolidated knowledge about ...	Met by our Subject Curriculum
S7	The periodic table	the varying physical and chemical properties of different elements	
S8		the principles underpinning the Mendeleev periodic table	
S9		the periodic table: periods and groups; metals and non-metals	
S8		how patterns in reactions can be predicted with reference to the periodic table	
		the properties of metals and non-metals	
		the chemical properties of metal and non-metal oxides with respect to acidity	
		Materials	
		<ul style="list-style-type: none"> the order of metals and carbon in the reactivity series the use of carbon in obtaining metals from metal oxides properties of ceramics, polymers and composites (qualitative) 	
S7	Earth and atmosphere	the composition of the Earth	
S8		the structure of the Earth	
S9		the rock cycle and the formation of igneous, sedimentary and metamorphic rocks	
		Earth as a source of limited resources and the efficacy of recycling	
		the composition of the atmosphere	
		the production of carbon dioxide by human activity and the impact on climate	

Level	Subject Area	On completion of these levels pupils will have consolidated knowledge about ...	Met by our Subject Curriculum
S7	Energy	<p>Calculation of fuel uses and costs in the domestic context</p> <ul style="list-style-type: none"> comparing energy values of different foods (from labels) (kJ) comparing power ratings of appliances in watts (W, kW) comparing amounts of energy transferred (J, kJ, kW hour) domestic fuel bills, fuel use and costs fuels and energy resources 	
S8		<p>Energy changes and transfers</p> <ul style="list-style-type: none"> simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged heating and thermal equilibrium: temperature difference between 2 objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference; use of insulators other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels 	
S9		<p>Changes in systems</p> <ul style="list-style-type: none"> energy as a quantity that can be quantified and calculated; the total energy has the same value before and after a change comparing the starting with the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures, changes in positions in a field, in elastic distortions and in chemical compositions using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about such changes 	
S7	Motion and forces	<p>Describing motion</p> <ul style="list-style-type: none"> speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time) the representation of a journey on a distance-time graph relative motion: trains and cars passing one another 	
S8		<p>Forces</p> <ul style="list-style-type: none"> forces as pushes or pulls, arising from the interaction between 2 objects using force arrows in diagrams, adding forces in 1 dimension, balanced and unbalanced forces moment as the turning effect of a force forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water forces measured in newtons, measurements of stretch or compression as force is changed force-extension linear relation; Hooke's Law as a special case work done and energy changes on deformation non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets, and forces due to static electricity 	
S9		<p>Pressure in fluids</p> <ul style="list-style-type: none"> atmospheric pressure, decreases with increase of height as weight of air above decreases with height pressure in liquids, increasing with depth; upthrust effects, floating and sinking pressure measured by ratio of force over area – acting normal to any surface 	

Level	Subject Area	On completion of these levels pupils will have consolidated knowledge about ...	Met by our Subject Curriculum
S7 S8 S9	Electricity and electromagnetism (Cont.)	<p>Static electricity</p> <ul style="list-style-type: none"> • separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects • the idea of electric field, forces acting across the space between objects not in contact <p>Magnetism</p> <ul style="list-style-type: none"> • magnetic poles, attraction and repulsion • magnetic fields by plotting with compass, representation by field lines • Earth's magnetism, compass and navigation • the magnetic effect of a current, electromagnets, DC motors (principles only) 	(Cont.)
S7 S8 S9	Matter	<p>Physical changes</p> <ul style="list-style-type: none"> • conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving • similarities and differences, including density differences, between solids, liquids and gases • Brownian motion in gases • diffusion in liquids and gases driven by differences in concentration • the difference between chemical and physical changes <p>Particle model</p> <ul style="list-style-type: none"> • the differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density; the anomaly of ice-water transition • atoms and molecules as particles <p>Energy in matter</p> <ul style="list-style-type: none"> • changes with temperature in motion and spacing of particles • internal energy stored in materials <p>Space physics</p> <ul style="list-style-type: none"> • gravity force, weight = mass x gravitational field strength (g), on Earth $g=10 \text{ N/kg}$, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and sun (qualitative only) • our sun as a star, other stars in our galaxy, other galaxies • the seasons and the Earth's tilt, day length at different times of year, in different hemispheres • the light year as a unit of astronomical distance 	

Curriculum Plan - Science (Working Scientifically)

Level	Area	Through the science content at these levels, pupils should be taught to:	Met by our Subject Curriculum
<p>P1</p> <p>P2</p>	<p>Working Scientifically</p>	<p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p>	
<p>P3</p> <p>P4</p>	<p>Working Scientifically</p>	<p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	
<p>P5</p> <p>P6</p>	<p>Working Scientifically</p>	<p>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>using test results to make predictions to set up further comparative and fair tests</p> <p>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p> <p>identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	



Curriculum Plan - Science (Working Scientifically)

Level	Area	Through the science content at these levels, pupils should be taught to:	Met by our Subject Curriculum
S7	Working Scientifically	Scientific attitudes <ul style="list-style-type: none">• pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility• understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review• evaluate risks	
S8		Experimental skills and investigations <ul style="list-style-type: none">• ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience• make predictions using scientific knowledge and understanding• select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables• use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety• make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements• apply sampling techniques	
S9		Analysis and evaluation <ul style="list-style-type: none">• apply mathematical concepts and calculate results• present observations and data using appropriate methods, including tables and graphs• interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions• present reasoned explanations, including explaining data in relation to predictions and hypotheses• evaluate data, showing awareness of potential sources of random and systematic error• identify further questions arising from their results Measurement <ul style="list-style-type: none">• understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature• use and derive simple equations and carry out appropriate calculations• undertake basic data analysis including simple statistical techniques	

Level	Subject Area	On completion of these levels pupils will have consolidated knowledge of ...	Met by our Subject Curriculum
<p>P1</p> <p>P2</p>	<p>History</p>	<p>changes within living memory. Where appropriate, these will be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some will be used to compare aspects of life in different periods <i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell</i></p> <p>significant historical events, people and places in their own locality.</p>	
<p>P3</p> <p>P4</p> <p>P5</p> <p>P6</p>	<p>History</p>	<p>Pre-Roman Britain</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Roman Britain</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	

Curriculum Plan - Humanities

Level	Subject Area	On completion of these levels pupils will have consolidated knowledge of/have conducted a(n) ...	Met by our Subject Curriculum
<p>P3</p> <p>P4</p> <p>P5</p> <p>P6</p>	<p>History</p>	<p>Extended chronological study <i>examples include:</i></p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, for example, the first railways or the Battle of Britain <p>Ancient Civilizations</p> <ul style="list-style-type: none"> • An overview of ancient civilizations and when and where they appeared • A depth study on Ancient Egypt 	
<p>S7</p> <p>S8</p> <p>S9</p>	<p>History</p>	<p>Medieval Britain (1066-1509)</p> <ul style="list-style-type: none"> • the development of Church, state and society in Medieval Britain 1066-1509 <p>Tudor, Stuart & Georgian Britain (1509-1745)</p> <ul style="list-style-type: none"> • the development of Church, state and society in Britain 1509-1745 <p>Georgian & Victorian Britain (1745-1901)</p> <ul style="list-style-type: none"> • ideas, political power, industry and empire: Britain, 1745-1901 <p>Modern Britain and Europe (1901-)</p> <ul style="list-style-type: none"> • challenges for Britain, Europe and the wider world 1901 to the present day • The Holocaust <p>Local History</p> <ul style="list-style-type: none"> • a local history study <p>Extended Study</p> <ul style="list-style-type: none"> • the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 <p>World History</p> <ul style="list-style-type: none"> • at least one study of a significant society or issue in world history and its interconnections with other world developments 	

Curriculum Plan - Humanities

Level	Subject Area	On completion of these levels pupils will ...	Met by our Subject Curriculum
S7	Geography	<p>Location Knowledge</p> <ul style="list-style-type: none"> extend their locational knowledge and deepen their spatial awareness of the world's countries, using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in Africa and a region in Asia 	
S8		<p>Human and Physical Geography</p> <ul style="list-style-type: none"> understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems 	
S9		<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the field interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs use Geographical Information Systems (GIS) to view, analyse and interpret places and data use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information 	



Level	Subject Area	On completion of these levels pupils will be able to ...	Met by our Subject Curriculum
P1 P2	Sports and Games	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns.</p>	
P3 P4 P5 P6	Sports and Games	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
P3 P4 P5 P6	Water Safety	<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively</p> <p>perform safe self-rescue in different water-based situations.</p>	
S7 S8 S9	Physical Education	<p>use a range of tactics and strategies to overcome opponents in direct competition through team and individual games</p> <p>develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p> <p>perform dances using advanced dance techniques in a range of dance styles and forms</p> <p>take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>take part in competitive sports and activities outside school through community links or sports clubs</p>	

*Our PE sessions take place on site and in conjunction with local provisions, eg. fitness gym, swimming pool. We also have local park visits scheduled which include elements of adventurous play.

Curriculum Plan - Phonics*



Level	Subject Area	On completion of this levels pupils will be able to ...	Met by our Subject Curriculum
P1	Fix it Phonics	sound out letters blend letter sounds to read words identify and negotiate 'tricky' words match the sound to the correct letter(s) segment sounds to spell words Complete the Fix it Phonics Level 1 assessment (Please see our Phonics Curriculum document for more detailed information and criteria).	We use 'Letterland Phonics' for all of our Phonics content.
P2	Fix it Phonics	sound out letters and letter combinations blend letter sounds to read words identify and negotiate 'tricky' words match the sound to the correct letter(s) segment sounds to spell words Complete the Fix it Phonics Level 2 assessment (Please see our Phonics Curriculum document for more detailed information and criteria).	
P3	Fix it Phonics	sound out letters and letter combinations blend letter sounds to read words identify and negotiate 'tricky' words match the sound to the correct letter(s) segment sounds to spell words Complete the Fix it Phonics Level 3 assessment (Please see our Phonics Curriculum document for more detailed information and criteria).	

*Any pupils assessed to be at or below level P3 in Phonics will be required to complete the Fix It Phonics Programme, levels 1 - 3. Fix It Phonics is a programme created by Letterland Phonics which is a Department for Education supported provider of Phonics education.

Curriculum Plan - PHSE

Level	Subject Area	On completion of these levels pupils will have consolidated knowledge of ...	Met by our Subject Curriculum
<p>P3</p> <p>P4</p> <p>P5</p> <p>P6</p>	<p>Healthy Lifestyles (Physical)</p>	<p>how to make informed decisions about health the elements of a balanced, healthy lifestyle choices that support a healthy lifestyle, and recognise what might influence these</p> <p>how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>what good physical health means; how to recognise early signs of physical illness</p> <p>what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>how bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p>	
<p>P3</p> <p>P4</p> <p>P5</p> <p>P6</p>	<p>Mental Health</p>	<p>how mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>how to recognise that feelings can change over time and range in intensity</p> <p>everyday things that affect feelings and the importance of expressing feelings</p> <p>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>how to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	
<p>P3</p> <p>P4</p> <p>P5</p> <p>P6</p>	<p>Ourselves, Growing & Changing</p>	<p>personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>how for some people gender identity does not correspond with their biological sex</p> <p>how to recognise their individuality and personal qualities</p> <p>how to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>how to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	

Curriculum Plan - PHSE



Level	Subject Area	On completion of these levels pupils will have consolidated knowledge of ...	Met by our Subject Curriculum
P3 P4 P5 P6	Ourselves, Growing & Changing (Cont.)	about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for where to get more information, help and advice about growing and changing, especially about puberty the new opportunities and responsibilities that increasing independence may bring strategies to manage transitions between classes and key stages	(Cont.)
P3 P4 P5 P6	Keeping Safe	reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming how to predict, assess and manage risk in different situations hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact what is meant by first aid; basic techniques for dealing with common injuries how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk	
P3 P4 P5 P6	Drugs, Alcohol & Tobacco	the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break how to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others why people choose to use or not use drugs (including nicotine, alcohol and medicines); the mixed messages in the media about drugs, including alcohol and smoking/vaping the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	
P3 P4 P5 P6	Families & Close Positive Relationships	how to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) how people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong how forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others how people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart how a feature of positive family life is caring relationships; about the different ways in which people care for one another how to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability how to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice	

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Level	Subject Area	On completion of these levels pupils will have consolidated knowledge of ...	Met by our Subject Curriculum
<p>P3</p> <p>P4</p> <p>P5</p> <p>P6</p>	<p>Friendships</p>	<p>about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>how to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>the importance of seeking support if feeling lonely or excluded</p> <p>how healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>how friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>how to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	
<p>P3</p> <p>P4</p> <p>P5</p> <p>P6</p>	<p>Managing Hurtful & Bullying</p>	<p>the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>discrimination: what it means and how to challenge it</p>	
<p>P3</p> <p>P4</p> <p>P5</p> <p>P6</p>	<p>Safe Relationships</p>	<p>about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>recognising different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>seeking and giving permission (consent) in different situations</p> <p>keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	
<p>P3</p> <p>P4</p> <p>P5</p> <p>P6</p>	<p>Respecting Self and Others</p>	<p>that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>recognising the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	

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Level	Subject Area	On completion of these levels pupils will have consolidated knowledge of ...	Met by our Subject Curriculum
P3 P4 P5 P6	Shared Responsibilities	how to recognise reasons for rules and laws; consequences of not adhering to rules and laws how to recognise there are human rights, that are there to protect everyone about the relationship between rights and responsibilities the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	
P3 P4 P5 P6	Communities	about the different groups that make up their community; what living in a community means how to value the different contributions that people and groups make to the community diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	
P3 P4 P5 P6	Media Literacy & Digital Resilience	how to recognise ways in which the internet and social media can be used both positively and negatively how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results some of the different ways information and data is shared and used online, including for commercial purposes how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information how to recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	
P3 P4 P5 P6	Economic Wellbeing: Money	about the different ways to pay for things and the choices people have about this how to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) to recognise that people make spending decisions based on priorities, needs and wants different ways to keep track of money risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations how to identify the ways that money can impact on people's feelings and emotions	
P3 P4 P5 P6	Economic Wellbeing: Aspirations, Work & Career	how to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes how there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life stereotypes in the workplace and that a person's career aspirations should not be limited by them what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) how some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation how to identify the kind of job that they might like to do when they are older how to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	

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Level	Subject Area	On completion of these levels pupils will have consolidated knowledge of ...	Met by our Subject Curriculum
S7 S8 S9	Self Concept	<p>how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and well-being</p> <p>how to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</p> <p>the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</p> <p>simple strategies to help build resilience to negative opinions, judgements and comments</p> <p>how to recognise and manage internal and external influences on decisions which affect health and wellbeing</p>	
S7 S8 S9	Mental Health & Emotional Wellbeing	<p>how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</p> <p>the characteristics of mental and emotional health and strategies for managing these</p> <p>the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</p> <p>strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</p> <p>a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</p> <p>the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible [NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]</p> <p>how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need</p>	
S7 S8 S9	Healthy Lifestyles	<p>the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</p> <p>the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>the importance of sleep and strategies to maintain good quality sleep</p> <p>how to recognise and manage what influences their choices about physical activity</p> <p>the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</p> <p>strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>how to access health services when appropriate</p> <p>the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p>	
S7 S8 S9	Drugs, Alcohol & Tobacco	<p>the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>how to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>the law relating to the supply, use and misuse of legal and illegal substances</p> <p>the concepts of dependence and addiction including awareness of help to overcome addictions</p>	

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Level	Subject Area	On completion of these levels pupils will have consolidated knowledge of ...	Met by our Subject Curriculum
S7 S8 S9	Managing Risk & Personal Safety	<p>how to identify risk and manage personal safety in increasingly independent situations, including online ways of assessing and reducing risk in relation to health, wellbeing and personal safety</p> <p>the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</p> <p>how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p>	
S7 S8 S9	Puberty & Sexual Health	<p>strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p> <p>the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships)</p> <p>how certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)</p>	
S7 S8 S9	Positive Relationships	<p>about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them</p> <p>indicators of positive, healthy relationships and unhealthy relationships, including online</p> <p>about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>the difference between biological sex, gender identity and sexual orientation</p> <p>how to recognise that sexual attraction and sexuality are diverse</p> <p>how marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion</p> <p>how the media portrays relationships and the potential impact of this on people's expectations of relationships</p> <p>how the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex</p>	
S7 S8 S9	Drugs, Alcohol & Tobacco	<p>the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</p> <p>how to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</p> <p>strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</p> <p>information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> <p>the personal and social risks and consequences of substance use and misuse including occasional use</p> <p>the law relating to the supply, use and misuse of legal and illegal substances</p> <p>the concepts of dependence and addiction including awareness of help to overcome addictions</p>	
S7 S8 S9	Relationship Values	<p>how to clarify and develop personal values in friendships, love and sexual relationships</p> <p>the importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>how to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships</p> <p>that everyone has the choice to delay sex, or to enjoy intimacy without sex</p>	

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S7 S8 S9	Social Influences	how to recognise peer influence and to develop strategies for managing it, including online the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support how the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours strategies to manage pressure to join a gang, exit strategies and how to access appropriate support motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon	
S7 S8 S9	Learning Skills	study, organisational, research and presentation skills how to review their strengths, interests, skills, qualities and values and how to develop them how to set realistic yet ambitious targets and goals the skills and attributes that employers value the skills and qualities required to engage in enterprise the importance and benefits of being a lifelong learner	
S7 S8 S9	Choices & Pathways	about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process routes into work, training and other vocational and academic opportunities, and progression routes the benefits of setting ambitious goals and being open to opportunities in all aspects of life how to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	
S7 S8 S9	Work & Career	different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work different work roles and career pathways, including clarifying their own early aspirations	
S7 S8 S9	Employment Rights & Responsibilities	young people's employment rights and responsibilities to manage emotions in relation to future employment	
S7 S8 S9	Financial Choices	how to assess and manage risk in relation to financial decisions that young people might make values and attitudes relating to finance, including debt how to manage emotions in relation to money how to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions how to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	

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<p>S7</p> <p>S8</p> <p>S9</p>	<p>Media Literacy & Digital Resilience</p>	<p>how features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</p> <p>how to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media</p> <p>the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</p> <p>how to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</p> <p>how to understand how the way people present themselves online can have positive and negative impacts on them</p> <p>how to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</p> <p>how on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> <p>how to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</p>	