



S&L	<ul style="list-style-type: none"> o listen and respond appropriately to adults and their peers o ask relevant questions to extend their understanding and knowledge o use relevant strategies to build their vocabulary o articulate and justify answers, arguments and opinions o give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings o maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments o use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas o speak audibly and fluently with an increasing command of Standard English o participate in discussions, presentations, performances, role play, improvisations and debates o gain, maintain and monitor the interest of the listener(s) o consider and evaluate different viewpoints, attending to and building on the contributions of others o select and use appropriate registers for effective communication
Word Reading	<div> <div> <ul style="list-style-type: none"> □ 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) □ 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 □ re-read these books to build up their fluency and confidence in word reading </div> <div> <ul style="list-style-type: none"> □ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent □ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes □ 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 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 </div> <div> <ul style="list-style-type: none"> □ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet □ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word </div> <div> <ul style="list-style-type: none"> □ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet </div> </div>
Comprehension	<div> <div> <ul style="list-style-type: none"> □ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> o listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently o being encouraged to link what they read or hear read to their own experiences o becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics o recognising and joining in with predictable phrases o learning to appreciate rhymes and poems, and to recite some by heart o 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"> o drawing on what they already know or on background information and vocabulary provided by the teacher o checking that the text makes sense to them as they read and correcting inaccurate reading o discussing the significance of the title and events o making inferences on the basis of what is being said and done o 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 </div> <div> <ul style="list-style-type: none"> □ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> o 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 o discussing the sequence of events in books and how items of information are related o becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales o being introduced to non-fiction books that are structured in different ways o recognising simple recurring literary language in stories and poetry o discussing and clarifying the meanings of words, linking new meanings to known vocabulary o discussing their favourite words and phrases o 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"> o drawing on what they already know or on background information and vocabulary provided by the teacher o checking that the text makes sense to them as they read and correcting inaccurate reading o making inferences on the basis of what is being said and done o answering and asking questions o predicting what might happen on the basis of what has been read so far □ participate in discussion about books, poems and other 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through intonation, tone, volume and action o discussing words and phrases that capture the reader's interest and imagination o 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"> o checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context o asking questions to improve their understanding of a text o drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence o predicting what might happen from details stated and implied o identifying main ideas drawn from more than one paragraph and summarising these o identifying how language, structure, and presentation contribute to meaning □ retrieve and record information from non-fiction □ participate in discussion about both books that are read to them and those 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Transcription	<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: <ul style="list-style-type: none"> naming the letters of the alphabet in order using 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 using the prefix un- 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] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 		<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) 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 		<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them 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 English Appendix 1 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 	
	<p>Handwriting & Presentation</p> <ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [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] 		<ul style="list-style-type: none"> 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 	
Composition	<ul style="list-style-type: none"> write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives 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 		<ul style="list-style-type: none"> 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) writing about real events writing poetry 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 writing down ideas and/or key words, including new vocabulary 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 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 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 		<ul style="list-style-type: none"> 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 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 (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot 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 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 		<ul style="list-style-type: none"> 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 precising 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 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 	
	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing 		<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing 		<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 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 using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 		<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause 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 indicate grammatical and other features by: <ul style="list-style-type: none"> 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 English Appendix 2 accurately and appropriately in discussing their writing and reading 	



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Transcription	<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words o the days of the week name the letters of the alphabet: <ul style="list-style-type: none"> naming the letters of the alphabet in order using 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 o using the prefix un– 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] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 		<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones o learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 		<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) 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 		<p>Spelling (See English Appendix 1)</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them 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 English Appendix 1 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 	
	<p>Handwriting & Presentation</p> <ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [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] 		<ul style="list-style-type: none"> 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 	
Composition	<ul style="list-style-type: none"> write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives 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 		<ul style="list-style-type: none"> 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) writing about real events writing poetry 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 writing down ideas and/or key words, including new vocabulary 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 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 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 		<ul style="list-style-type: none"> 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 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 (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot 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 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 		<ul style="list-style-type: none"> 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 precising 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 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 	
	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing 		<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing 		<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 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 using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 		<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause 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 indicate grammatical and other features by: <ul style="list-style-type: none"> 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 English Appendix 2 accurately and appropriately in discussing their writing and reading 	



Vocabulary, Grammar and Punctuation

Word Structure

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*]

Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman]

Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the spelling appendix)

Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**

Formation of **nouns** using a range of **prefixes** [for example super–, *anti–*, *auto–*]

Use of the **forms** a or an according to whether the next word begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]

Word families based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

The grammatical difference between **plural** and **possessive** –s

Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)

Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify]

Verb prefixes (e.g. *dis–, de–, mis–, over– and re–*)

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]

How words are related by meaning as synonyms and antonyms [for example, *big, large, little*]

Sentence Structure

How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using and

Subordination (using when, if, that, or because) and **co-ordination** (using or, and, or but)

Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]

How the grammatical patterns in a **sentence** indicate its function as a statement, question, exclamation or command

Expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

Fronted adverbials [for example, *Later that day, I heard the bad news.*]

Relative clauses beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun

Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]

Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend, isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they* to come in some very formal writing]

Text Structure

Sequencing **sentences** to form short narratives

Correct choice and consistent use of **present tense** and **past tense** throughout writing

Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]

Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation

Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play contrasted with He went out to play*]

Use of paragraphs to organise ideas around a theme

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition

Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly)

Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices

Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*], and **ellipsis**

Layout devices, such as headings, sub-headings, columns, bullets, or tables, to

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

Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

Introduction to inverted commas to **punctuate** direct speech

Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

Apostrophes to mark **plural** possession [for example, *the girl's name, the girls' names*]

Use of commas after **fronted adverbials**

Brackets, dashes or commas to indicate parenthesis

Use of commas to clarify meaning or avoid ambiguity

Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*]

Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]

Curriculum 14

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Terminology for Pupils

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

determiner, pronoun, possessive pronoun, adverbial

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

All terms in **bold** should be understood with the meanings set out in the glossary

Key:

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6



Vocabulary, Grammar and Punctuation

Word Structure

Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], 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, <i>helped, helper</i>)
How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or <i>undoing: untie the boat</i>]
Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]
Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix)
Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Formation of nouns using a range of prefixes [for example super–, <i>anti–, auto–</i>]
Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i>]
Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]
The grammatical difference between plural and possessive -s
Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)
Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
Verb prefixes (e.g. <i>dis–, de–, mis–, over– and re–</i>)
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]
How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]

Sentence Structure

How words can combine to make sentences
Joining words and joining clauses using and
Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]
How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)
Fronted adverbials [for example, <i>Later that day, I heard the bad news</i>]
Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun
Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]
The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they</i> to come in some very formal writing]

Text Structure

Sequencing sentences to form short narratives
Correct choice and consistent use of present tense and past tense throughout writing
Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Introduction to paragraphs as a way to group related material
Headings and sub-headings to aid presentation
Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>]
Use of paragraphs to organise ideas around a theme
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)
Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices
Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis
Layout devices, such as headings, sub-headings, columns, bullets, or tables, to

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
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Commas to separate items in a list
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Introduction to inverted commas to punctuate direct speech
Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]
Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>]
Use of commas after fronted adverbials
Brackets, dashes or commas to indicate parenthesis
Use of commas to clarify meaning or avoid ambiguity
Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]
Use of the colon to introduce a list and use of semi-colons within lists
Punctuation of bullet points to list information
How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]

Curriculum 14

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Terminology for Pupils

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
determiner, pronoun, possessive pronoun, adverbial
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

All terms in **bold** should be understood with the meanings set out in the glossary

Key:

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6



Mathematics Number

Pupils should be taught to:

Number and Place Value	
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	
given a number, identify one more and one less	
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	
read and write numbers from 1 to 20 in numerals and words.	
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	
recognise the place value of each digit in a two-digit number (tens, ones)	
identify, represent and estimate numbers using different representations, including the number line	
compare and order numbers from 0 up to 100; use <, > and = signs	
read and write numbers to at least 100 in numerals and in words	
use place value and number facts to solve problems.	
count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	
recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	
compare and order numbers up to 1000	
identify, represent and estimate numbers using different representations	
read and write numbers up to 1000 in numerals and in words	
solve number problems and practical problems involving these ideas.	
count in multiples of 6, 7, 9, 25 and 1000	
find 1000 more or less than a given number	
count backwards through zero to include negative numbers	
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	
order and compare numbers beyond 1000	
identify, represent and estimate numbers using different representations	
round any number to the nearest 10, 100 or 1000	
solve number and practical problems that involve all of the above and with increasingly large positive numbers	
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	
read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit	
count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000	
interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	
round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	
solve number problems and practical problems that involve all of the above	
read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	
read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	
round any whole number to a required degree of accuracy	
use negative numbers in context, and calculate intervals across zero	
solve number and practical problems that involve all of the above	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Addition and Subtraction</u>		<u>Multiplication and Division</u>		<u>Fractions (including decimals and percentages)</u>	
read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs		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		recognise, find and name a half as one of two equal parts of an object, shape or quantity	
represent and use number bonds and related subtraction facts within 20		recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers		recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
add and subtract one-digit and two-digit numbers to 20, including zero		calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs		recognise, find, name and write fractions $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and $\frac{1}{3}$ of a length, shape, set of objects or quantity	
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$		show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$	
solve problems with addition and subtraction: o using concrete objects and pictorial representations, including those involving numbers, quantities and measures o applying their increasing knowledge of mental and written methods		solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		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	
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100		recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables		recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	
add and subtract numbers using concrete objects, pictorial representations, and mentally, including: o a two-digit number and ones o a two-digit number and tens o two two-digit numbers o adding three one-digit numbers		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		recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	
show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot		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		recognise and show, using diagrams, equivalent fractions with small denominators	
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems		recall multiplication and division facts for multiplication tables up to 12×12		add and subtract fractions with the same denominator within one whole [for example, $\frac{3}{4} + \frac{1}{4} = 1$]	
add and subtract numbers mentally, including: o a three-digit number and ones o a three-digit number and tens o a three-digit number and hundreds		use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers		compare and order unit fractions, and fractions with the same denominators	
add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction		recognise and use factor pairs and commutativity in mental calculations		solve problems that involve all of the above	
estimate the answer to a calculation and use inverse operations to check answers		multiply two-digit and three-digit numbers by a one-digit number using formal written layout		recognise and show, using diagrams, families of common equivalent fractions	
solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction		solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects		count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	
add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)		identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers		solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	
add and subtract numbers mentally with increasingly large numbers		know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers		add and subtract fractions with the same denominator	
use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy		establish whether a number up to 100 is prime and recall prime numbers up to 19		recognise and write decimal equivalents of any number of tenths or hundredths	
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		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		recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$	
multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication		know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers		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	
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		multiply and divide numbers mentally drawing upon known facts		round decimals with one decimal place to the nearest whole number	
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		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		compare numbers with the same number of decimal places up to two decimal places	
perform mental calculations, including with mixed operations and large numbers		multiply and divide whole numbers and those involving decimals by 10, 100 and 1000		solve simple measure and money problems involving fractions and decimals to two decimal places	
identify common factors, common multiples and prime numbers		recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)		compare and order fractions whose denominators are all multiples of the same number	
use their knowledge of the order of operations to carry out calculations involving the four operations		solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes		identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{3}{4} + \frac{1}{4} = 1\frac{1}{4}$]	
		solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates		add and subtract fractions with the same denominator and denominators that are multiples of the same number	
				multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
				read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]	
				recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
				round decimals with two decimal places to the nearest whole number and to one decimal place	
				read, write, order and compare numbers with up to three decimal places	
				solve problems involving number up to three decimal places	
				recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal	
				solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$ and those fractions with a denominator of a multiple of 10 or 25	
				use common factors to simplify fractions; use common multiples to express fractions in the same denomination	
				compare and order fractions, including fractions > 1	
				add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	
				multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]	
				divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]	
				associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]	
				identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	
				multiply one-digit numbers with up to two decimal places by whole numbers	
				use written division methods in cases where the answer has up to two decimal places	
				solve problems which require answers to be rounded to specified degrees of accuracy	
				recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	

Curriculum 14

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Pupils should be taught to:

Number and Place Value

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
given a number, identify one more and one less
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
read and write numbers from 1 to 20 in numerals and words.
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
recognise the place value of each digit in a two-digit number (tens, ones)
identify, represent and estimate numbers using different representations, including the number line
compare and order numbers from 0 up to 100; use <, > and = signs
read and write numbers to at least 100 in numerals and in words
use place value and number facts to solve problems.
count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
compare and order numbers up to 1000
identify, represent and estimate numbers using different representations
read and write numbers up to 1000 in numerals and in words
solve number problems and practical problems involving these ideas.
count in multiples of 6, 7, 9, 25 and 1000
find 1000 more or less than a given number
count backwards through zero to include negative numbers
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
order and compare numbers beyond 1000
identify, represent and estimate numbers using different representations
round any number to the nearest 10, 100 or 1000
solve number and practical problems that involve all of the above and with increasingly large positive numbers
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
solve number problems and practical problems that involve all of the above
read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
round any whole number to a required degree of accuracy
use negative numbers in context, and calculate intervals across zero
solve number and practical problems that involve all of the above

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Addition and Subtraction</u>		<u>Multiplication and Division</u>		<u>Fractions (including decimals and percentages)</u>	
read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs		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		recognise, find and name a half as one of two equal parts of an object, shape or quantity	
represent and use number bonds and related subtraction facts within 20		recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers		recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	
add and subtract one-digit and two-digit numbers to 20, including zero		calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs		recognise, find, name and write fractions $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$		show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$	
solve problems with addition and subtraction: o using concrete objects and pictorial representations, including those involving numbers, quantities and measures o applying their increasing knowledge of mental and written methods		solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		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	
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100		recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables		recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	
add and subtract numbers using concrete objects, pictorial representations, and mentally, including: o a two-digit number and ones o a two-digit number and tens o two two-digit numbers o adding three one-digit numbers		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		recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	
show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot		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		recognise and show, using diagrams, equivalent fractions with small denominators	
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems		recall multiplication and division facts for multiplication tables up to 12×12		add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	
add and subtract numbers mentally, including: o a three-digit number and ones o a three-digit number and tens o a three-digit number and hundreds		use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers		compare and order unit fractions, and fractions with the same denominators	
add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction		recognise and use factor pairs and commutativity in mental calculations		solve problems that involve all of the above	
estimate the answer to a calculation and use inverse operations to check answers		multiply two-digit and three-digit numbers by a one-digit number using formal written layout		recognise and show, using diagrams, families of common equivalent fractions	
solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction		solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects		count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	
add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers		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	
estimate and use inverse operations to check answers to a calculation		know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers		add and subtract fractions with the same denominator	
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why		establish whether a number up to 100 is prime and recall prime numbers up to 19		recognise and write decimal equivalents of any number of tenths or hundredths	
add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)		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		recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$	
add and subtract numbers mentally with increasingly large numbers		multiply and divide numbers mentally drawing upon known facts		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	
use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy		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		round decimals with one decimal place to the nearest whole number	
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		multiply and divide whole numbers and those involving decimals by 10, 100 and 1000		compare numbers with the same number of decimal places up to two decimal places	
multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication		recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)		solve simple measure and money problems involving fractions and decimals to two decimal places	
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		solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes		compare and order fractions whose denominators are all multiples of the same number	
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		solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths	
perform mental calculations, including with mixed operations and large numbers		solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates		recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{7}{4} + \frac{1}{4} = 1\frac{2}{4}$]	
identify common factors, common multiples and prime numbers		multiply and divide numbers mentally drawing upon known facts		add and subtract fractions with the same denominator and denominators that are multiples of the same number	
use their knowledge of the order of operations to carry out calculations involving the four operations		divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context		multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	
solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why		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		read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]	
		multiply and divide numbers mentally drawing upon known facts		recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	
		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		round decimals with two decimal places to the nearest whole number and to one decimal place	
		multiply and divide whole numbers and those involving decimals by 10, 100 and 1000		read, write, order and compare numbers with up to three decimal places	
		recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)		solve problems involving number up to three decimal places	
		solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes		recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal	
		solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$ and those fractions with a denominator of a multiple of 10 or 25	
		multiply problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates		use common factors to simplify fractions; use common multiples to express fractions in the same denomination	
				compare and order fractions, including fractions > 1	
				add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions	
				multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]	
				divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]	
				associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]	
				identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places	
				multiply one-digit numbers with up to two decimal places by whole numbers	
				use written division methods in cases where the answer has up to two decimal places	
				solve problems which require answers to be rounded to specified degrees of accuracy	
				recall and use equivalences between simple fractions, decimals and percentages, including in different contexts	



Mathematics Non-Number

Pupils should be taught to:

Geometry - properties of shapes
recognise and name common 2-D and 3-D shapes, including: o 2-D shapes [for example, rectangles (including squares), circles and triangles] o 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
compare and sort common 2-D and 3-D shapes and everyday objects
draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
recognise angles as a property of shape or a description of a turn
identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
identify horizontal and vertical lines and pairs of perpendicular and parallel lines
compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
identify acute and obtuse angles and compare and order angles up to two right angles by size
identify lines of symmetry in 2-D shapes presented in different orientations
complete a simple symmetric figure with respect to a specific line of symmetry
identify 3-D shapes, including cubes and other cuboids, from 2-D representations
know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
draw given angles, and measure them in degrees (°)
identify: o angles at a point and one whole turn (total 360°) o angles at a point on a straight line and a turn (total 180°) o other multiples of 90°
use the properties of rectangles to deduce related facts and find missing lengths and angles
distinguish between regular and irregular polygons based on reasoning about equal sides and angles
draw 2-D shapes using given dimensions and angles
recognise, describe and build simple 3-D shapes, including making nets
compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Curriculum 14
Measurement						https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4
compare, describe and solve practical problems for: o lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] o mass/weight [for example, heavy/light, heavier than, lighter than] o capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] o time [for example, quicker, slower, earlier, later]						Statistics
measure and begin to record the following: o lengths and heights o mass/weight o capacity and volume o time (hours, minutes, seconds)						no programme of study for year 1
recognise and know the value of different denominations of coins and notes						interpret and construct simple pictograms, tally charts, block diagrams and simple tables
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]						ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
recognise and use language relating to dates, including days of the week, weeks, months and years						ask and answer questions about totalling and comparing categorical data
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times						interpret and present data using bar charts, pictograms and tables
choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels						no programme of study for year 3
compare and order lengths, mass, volume/capacity and record the results using >, < and =						describe positions on a 2-D grid as coordinates in the first quadrant
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value						describe movements between positions as translations of a given unit to the left/right and up/down
find different combinations of coins that equal the same amounts of money						plot specified points and draw sides to complete a given polygon
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change						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
compare and sequence intervals of time						describe positions on the full coordinate grid (all four quadrants)
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						draw and translate simple shapes on the coordinate plane, and reflect them in the axes
know the number of minutes in an hour and the number of hours in a day						no programmes of study for years 1 to 5
measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)						solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
measure the perimeter of simple 2-D shapes						Algebra
add and subtract amounts of money to give change, using both £ and p in practical contexts						no programmes of study for years 1 to 5
tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks						use simple formulae
estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight						generate and describe linear number sequences
know the number of seconds in a minute and the number of days in each month, year and leap year						express missing number problems algebraically
compare durations of events [for example to calculate the time taken by particular events or tasks]						find pairs of numbers that satisfy an equation with two unknowns
Convert between different units of measure [for example, kilometre to metre; hour to minute]						enumerate possibilities of combinations of two variables
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						
convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)						
understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints						
measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres						
calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes						
estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water]						
solve problems involving converting between units of time						
use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling						
solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate						
use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places						
convert between miles and kilometres						
recognise that shapes with the same areas can have different perimeters and vice versa						
recognise when it is possible to use formulae for area and volume of shapes						
calculate the area of parallelograms and triangles						
calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³]						



Mathematics Non-Number

Pupils should be taught to:

Geometry - properties of shapes	
recognise and name common 2-D and 3-D shapes, including:	<ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	
identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	
identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]	
compare and sort common 2-D and 3-D shapes and everyday objects	
draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	
recognise angles as a property of shape or a description of a turn	
identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle	
identify horizontal and vertical lines and pairs of perpendicular and parallel lines	
compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	
identify acute and obtuse angles and compare and order angles up to two right angles by size	
identify lines of symmetry in 2-D shapes presented in different orientations	
complete a simple symmetric figure with respect to a specific line of symmetry	
identify 3-D shapes, including cubes and other cuboids, from 2-D representations	
know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles	
draw given angles, and measure them in degrees (°)	
identify:	<ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and a turn (total 180°) other multiples of 90°
use the properties of rectangles to deduce related facts and find missing lengths and angles	
distinguish between regular and irregular polygons based on reasoning about equal sides and angles	
draw 2-D shapes using given dimensions and angles	
recognise, describe and build simple 3-D shapes, including making nets	
compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons	
illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius	
recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement					
compare, describe and solve practical problems for:					
<ul style="list-style-type: none"> lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] 					
measure and begin to record the following:					
<ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) 					
recognise and know the value of different denominations of coins and notes					
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]					
recognise and use language relating to dates, including days of the week, weeks, months and years					
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times					
choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels					
compare and order lengths, mass, volume/capacity and record the results using >, < and =					
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value					
find different combinations of coins that equal the same amounts of money					
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change					
compare and sequence intervals of time					
tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times					
know the number of minutes in an hour and the number of hours in a day					
measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)					
measure the perimeter of simple 2-D shapes					
add and subtract amounts of money to give change, using both £ and p in practical contexts					
tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks					
estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight					
know the number of seconds in a minute and the number of days in each month, year and leap year					
compare durations of events [for example to calculate the time taken by particular events or tasks]					
Convert between different units of measure [for example, kilometre to metre; hour to minute]					
measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres					
find the area of rectilinear shapes by counting squares					
estimate, compare and calculate different measures, including money in pounds and pence					
read, write and convert time between analogue and digital 12- and 24-hour clocks					
solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days					
convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)					
understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints					
measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres					
calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes					
estimate volume [for example, using 1 cm ³ blocks to build cuboids (including cubes)] and capacity [for example, using water]					
solve problems involving converting between units of time					
use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling					
solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate					
use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places					
convert between miles and kilometres					
recognise that shapes with the same areas can have different perimeters and vice versa					
recognise when it is possible to use formulae for area and volume of shapes					
calculate the area of parallelograms and triangles					
calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm ³) and cubic metres (m ³), and extending to other units [for example, mm ³ and km ³]					
Geometry - position and direction					
describe position, direction and movement, including whole, half, quarter and three-quarter turns					
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)					
no programme of study for year 3					
describe positions on a 2-D grid as coordinates in the first quadrant					
describe movements between positions as translations of a given unit to the left/right and up/down					
plot specified points and draw sides to complete a given polygon					
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					
describe positions on the full coordinate grid (all four quadrants)					
draw and translate simple shapes on the coordinate plane, and reflect them in the axes					
Ratio and Proportion					
no programmes of study for years 1 to 5					
solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts					
solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison					
solve problems involving similar shapes where the scale factor is known or can be found					
solve problems involving unequal sharing and grouping using knowledge of fractions and multiples					
Statistics					
no programme of study for year 1					
interpret and construct simple pictograms, tally charts, block diagrams and simple tables					
ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity					
ask and answer questions about totalling and comparing categorical data					
interpret and present data using bar charts, pictograms and tables					
solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables					
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					
solve comparison, sum and difference problems using information presented in a line graph					
complete, read and interpret information in tables, including timetables					
interpret and construct pie charts and line graphs and use these to solve problems					
calculate and interpret the mean as an average					
Algebra					
no programmes of study for years 1 to 5					
use simple formulae					
generate and describe linear number sequences					
express missing number problems algebraically					
find pairs of numbers that satisfy an equation with two unknowns					
enumerate possibilities of combinations of two variables					

<https://www.gov.uk/government/publications/national-curriculum-in-england/framework-for-key-stages-1-to-4>



Pupils should be taught to:

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Working scientifically (Yr 1&2, 3&4, 5&6)</u>	<u>Living things and their habitats (Yr 2, 4, 5, 6)</u>	<u>Animals, including humans (Yr 1-6)</u>	<u>Light (Yr 3,6)</u>	<u>Forces and magnets (Yr 3)</u>	<u>Everyday Materials (Yr 1)</u>
asking simple questions and recognising that they can be answered in different ways	explore and compare the differences between things that are living, dead, and things that have never been alive	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	recognise that they need light in order to see things and that dark is the absence of light	compare how things move on different surfaces	distinguish between an object and the material from which it is made
observing closely, using simple equipment		identify and name a variety of common animals that are carnivores, herbivores and omnivores	notice that light is reflected from surfaces	notice that some forces need contact between two objects, but magnetic forces can act at a distance	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
performing simple tests	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	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	recognise that light from the sun can be dangerous and that there are ways to protect their eyes	observe how magnets attract or repel each other and attract some materials and not others	describe the simple physical properties of a variety of everyday materials
identifying and classifying		identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	recognise that shadows are formed when the light from a light source is blocked by a solid object	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	compare and group together a variety of everyday materials on the basis of their simple physical properties
using their observations and ideas to suggest answers to questions	identify and name a variety of plants and animals in their habitats, including micro-habitats	notice that animals, including humans, have offspring which grow into adults	find patterns in the way that the size of shadows change	predict whether two magnets will attract or repel each other, depending on which poles are facing	<u>Uses of everyday Materials (Yr 2)</u>
gathering and recording data to help in answering questions	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	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	recognise that light appears to travel in straight lines		identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
asking relevant questions and using different types of scientific enquiries to answer them	recognise that living things can be grouped in a variety of ways	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	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	<u>Forces (Yr 5)</u>	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
setting up simple practical enquiries, comparative and fair tests	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	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	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		<u>States of matter (Yr 4)</u>
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	recognise that environments can change and that this can sometimes pose dangers to living things	identify that humans and some other animals have skeletons and muscles for support, protection and movement	use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	compare and group materials together, according to whether they are solids, liquids or gases
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	describe the simple functions of the basic parts of the digestive system in humans	<u>Sound (Yr 4)</u>		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)
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	describe the life process of reproduction in some plants and animals	identify the different types of teeth in humans and their simple functions	identify how sounds are made, associating some of them with something vibrating	recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	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	construct and interpret a variety of food chains, identifying producers, predators and prey	recognise that vibrations from sounds travel through a medium to the ear		<u>Properties and changes of materials (Yr 5)</u>
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	give reasons for classifying plants and animals based on specific characteristics	describe the changes as humans develop to old age	find patterns between the pitch of a sound and features of the object that produced it	<u>Seasonal changes (Yr 1)</u>	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
identifying differences, similarities or changes related to simple scientific ideas and processes	<u>Plants (Yr 1, 2, 3)</u>	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	find patterns between the volume of a sound and the strength of the vibrations that produced it	observe changes across the four seasons	know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
using straightforward scientific evidence to answer questions or to support their findings	identify and describe the basic structure of a variety of common flowering plants, including trees	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	recognise that sounds get fainter as the distance from the sound source increases	observe and describe weather associated with the seasons and how day length varies	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	observe and describe how seeds and bulbs grow into mature plants	describe the ways in which nutrients and water are transported within animals, including humans	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	<u>Rocks (Yr 3)</u>	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<u>Evolution and inheritance (Yr 6)</u>	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	describe the movement of the Earth, and other planets, relative to the Sun in the solar system	demonstrate that dissolving, mixing and changes of state are reversible changes
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	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 some common conductors and insulators, and associate metals with being good conductors		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
using test results to make predictions to set up further comparative and fair tests	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	recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	describe the movement of the Moon relative to the Earth	
reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	investigate the way in which water is transported within plants	identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	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	describe the Sun, Earth and Moon as approximately spherical bodies	
identifying scientific evidence that has been used to support or refute ideas or arguments	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal		use recognised symbols when representing a simple circuit in a diagram	use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<u>Working scientifically (Yr 1&2, 3&4, 5&6)</u>	<u>Living things and their habitats (Yr 2, 4, 5, 6)</u>	<u>Animals, including humans (Yr 1-6)</u>	<u>Light (Yr 3,6)</u>	<u>Forces and magnets (Yr 3)</u>	<u>Everyday Materials (Yr 1)</u>
asking simple questions and recognising that they can be answered in different ways	explore and compare the differences between things that are living, dead, and things that have never been alive	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	recognise that they need light in order to see things and that dark is the absence of light	compare how things move on different surfaces	distinguish between an object and the material from which it is made
observing closely, using simple equipment		identify and name a variety of common animals that are carnivores, herbivores and omnivores	notice that light is reflected from surfaces	notice that some forces need contact between two objects, but magnetic forces can act at a distance	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
performing simple tests	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	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	recognise that light from the sun can be dangerous and that there are ways to protect their eyes	observe how magnets attract or repel each other and attract some materials and not others	describe the simple physical properties of a variety of everyday materials
identifying and classifying		identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	recognise that shadows are formed when the light from a light source is blocked by a solid object	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	compare and group together a variety of everyday materials on the basis of their simple physical properties
using their observations and ideas to suggest answers to questions	identify and name a variety of plants and animals in their habitats, including micro-habitats	notice that animals, including humans, have offspring which grow into adults	find patterns in the way that the size of shadows change	describe magnets as having two poles	<u>Uses of everyday Materials (Yr 2)</u>
gathering and recording data to help in answering questions	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	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	recognise that light appears to travel in straight lines	predict whether two magnets will attract or repel each other, depending on which poles are facing	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
asking relevant questions and using different types of scientific enquiries to answer them	recognise that living things can be grouped in a variety of ways	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	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		find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
setting up simple practical enquiries, comparative and fair tests	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	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	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	<u>Forces (Yr 5)</u>	<u>States of matter (Yr 4)</u>
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	recognise that environments can change and that this can sometimes pose dangers to living things	identify that humans and some other animals have skeletons and muscles for support, protection and movement	use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	compare and group materials together, according to whether they are solids, liquids or gases
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	describe the simple functions of the basic parts of the digestive system in humans	<u>Sound (Yr 4)</u>	identify the effects of air resistance, water resistance and friction, that act between moving surfaces	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)
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	describe the life process of reproduction in some plants and animals	identify the different types of teeth in humans and their simple functions	recognise that vibrations from sounds travel through a medium to the ear	recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	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	construct and interpret a variety of food chains, identifying producers, predators and prey	find patterns between the pitch of a sound and features of the object that produced it	<u>Seasonal changes (Yr 1)</u>	<u>Properties and changes of materials (Yr 5)</u>
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	give reasons for classifying plants and animals based on specific characteristics	describe the changes as humans develop to old age	find patterns between the volume of a sound and the strength of the vibrations that produced it	observe changes across the four seasons	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
identifying differences, similarities or changes related to simple scientific ideas and processes	<u>Plants (Yr 1, 2, 3)</u>	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	<u>Electricity (Yr 4, 6)</u>	observe and describe weather associated with the seasons and how day length varies	know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
using straightforward scientific evidence to answer questions or to support their findings	identify and describe the basic structure of a variety of common flowering plants, including trees	recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	identify common appliances that run on electricity	<u>Rocks (Yr 3)</u>	use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	observe and describe how seeds and bulbs grow into mature plants	describe the ways in which nutrients and water are transported within animals, including humans	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	
taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	<u>Evolution and inheritance (Yr 6)</u>	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	describe in simple terms how fossils are formed when things that have lived are trapped within rock	
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	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 a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	describe that soils are made from rocks and organic matter	
using test results to make predictions to set up further comparative and fair tests	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	recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	recognise some common conductors and insulators, and associate metals with being good conductors	<u>Earth and space (Yr 5)</u>	give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	investigate the way in which water is transported within plants	identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit	describe the movement of the Earth, and other planets, relative to the Sun in the solar system	demonstrate that dissolving, mixing and changes of state are reversible changes
identifying scientific evidence that has been used to support or refute ideas or arguments	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal		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	describe the movement of the Moon relative to the Earth	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
			use recognised symbols when representing a simple circuit in a diagram	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	



Non Core Subjects

Pupils should be taught to:

History
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, 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]
significant historical events, people and places in their own locality
changes in Britain from the Stone Age to the Iron Age. Examples: <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
the Roman Empire and its impact on Britain. Examples: <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
Britain's settlement by Anglo-Saxons and Scots. Examples: <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
a local history study. Examples: <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples: <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
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
Ancient Greece – a study of Greek life and achievements and their influence on the western world
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

KS1 History	KS1 Geography	KS1 DT	KS1 Art	KS1 Music	KS1 PE	KS1 Computing	
KS2 History	KS2 Geography	KS2 DT	KS2 Art	KS2 Music	KS2 PE	KS1 Computing	KS2 Languages

Geography	Design and technology	Art and design	Computing
Locational knowledge <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	Design <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	Make <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history 	
Human and physical geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Evaluate <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	Music <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 	
Geographical skills and fieldwork <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	Technical knowledge <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 		
Locational knowledge <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	Cooking and nutrition <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from 		
Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	Design <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 		
Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	Make <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 		
Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	Evaluate <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 		
	Technical knowledge <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products 		
	Cooking and nutrition <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 		
		Physical Education <ul style="list-style-type: none"> 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 participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns Swimming and water safety (KS1 or KS2) <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 	Languages <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English The starred (*) content above will not be applicable to ancient languages



Non Core Subjects

Pupils should be taught to:

History

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, 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]
significant historical events, people and places in their own locality
changes in Britain from the Stone Age to the Iron Age. Examples: <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
the Roman Empire and its impact on Britain. Examples: <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
Britain's settlement by Anglo-Saxons and Scots. Examples: <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
a local history study. Examples: <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples: <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
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
Ancient Greece – a study of Greek life and achievements and their influence on the western world
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

KS1 History	KS1 Geography	KS1 DT	KS1 Art	KS1 Music	KS1 PE	KS1 Computing	
KS2 History	KS2 Geography	KS2 DT	KS2 Art	KS2 Music	KS2 PE	KS1 Computing	KS2 Languages

Geography	Design and technology	Art and design	Computing
Locational knowledge <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	Design <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 	to use a range of materials creatively to design and	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 	Make <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	create and debug simple programs
Human and physical geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	Evaluate <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	use logical reasoning to predict the behaviour of simple programs
Geographical skills and fieldwork <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	Technical knowledge <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products 	to create sketch books to record their observations and use them to review and revisit ideas	use technology purposefully to create, organise, store, manipulate and retrieve digital content
Locational knowledge <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 	Cooking and nutrition <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from 	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	recognise common uses of information technology beyond school
Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 	Design <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 	about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Human and physical geography <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	Make <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 	to use their voices expressively and creatively by singing songs and speaking chants and rhymes	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 	Evaluate <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	listen with concentration and understanding to a range of high-quality live and recorded music	use sequence, selection, and repetition in programs; work with variables and various forms of input and output
	Technical knowledge <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products 	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
	Cooking and nutrition <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed 	improvise and compose music for a range of purposes using the inter-related dimensions of music	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
		listen with attention to detail and recall sounds with increasing aural memory	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
		use and understand staff and other musical notations	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
		appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
		develop an understanding of the history of music	Languages
		Physical Education	listen attentively to spoken language and show understanding by joining in and responding
		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	explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
		participate in team games, developing simple tactics for attacking and defending	engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
		perform dances using simple movement patterns	speak in sentences, using familiar vocabulary, phrases and basic language structures
		Swimming and water safety (KS1 or KS2) <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 	develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
		use running, jumping, throwing and catching in isolation and in combination	present ideas and information orally to a range of audiences*
		play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	read carefully and show understanding of words, phrases and simple writing
		develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	appreciate stories, songs, poems and rhymes in the language
		perform dances using a range of movement patterns	broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
		take part in outdoor and adventurous activity challenges both individually and within a team	write phrases from memory, and adapt these to create new sentences, to express ideas clearly
		compare their performances with previous ones and demonstrate improvement to achieve their personal best	describe people, places, things and actions orally* and in writing
			understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English
			The starred (*) content above will not be applicable to ancient languages

Curriculum 14

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>