

Curriculum Progression



BELONG BELIEVE ACHIEVE

Love one another; as I have loved you, that ye also love one another.

John 13: 34-35

RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

St John's C of E Academy Curriculum

Our Curriculum	3	Fieldwork & Mapping	63
English	4	Physical & Human	64
Social Communication	8	Music	65
Speaking & Listening	9	Composition	67
Reading - Fluency	10	Appreciation	68
Reading - Responding, Understanding & Performing	11	Art	69
Composition	12	Proficiency—drawing & painting	71
Spelling	13	Proficiency—collage & sculpture	72
Handwriting & Punctuation	14	Proficiency—Printing and textiles	73
Mathematics	15	Creativity	74
Understanding number	16	Evaluation	75
Addition & Subtraction	17	Design Technology	76
Multiplication & Division	18	Design & Develop	78
Fractions	19	Implementation	79
Measurement	20	Evaluation	80
Time	21	Physical Education	81
Shape, Position & Direction	22	Fitness	83
Statistics	23	Competition	84
Religious Education	25	Resilience	85
Understanding Christianity	27	Dance	86
Understanding World Faiths & Beliefs	28	Strike & Field	87
Worship & Sacred Places	29	Gymnastics	88
Science	30	Invasion Games	89
Forces & Matter	32	Net & Wall	90
Energy	33	Athletics	91
Earth & Space	34	Agility, Co-ordination & Response	92
Life	35	Swimming	93
Scientific Working	36—39	Modern Foreign Languages	94
Species Identification	40	Listening & Speaking	96
Computing	41	Reading & Writing	97
E-Safety	43	Rules	98
Computing Literacy	44	Culture	99
Coding	45	RSHE/PSHE	100
Data Handling	46	Health and Wellbeing	102-103
Digital Art	47	Relationships	104-105
Computer Networks	48	Living in the Wider World	106-107
Video Creation	49	Sex Education	108
History	50		
Chronology	52		
Evidence	53		
Significance	54		
Diversity	55		
Cause & Consequence	56		
Change & Continuity	57		
Geography	58		
Place	60		
Sustainability	61		
Change	62		



St John's C of E Academy, believes in setting learners high aspirations, so they develop a passion and thirst for learning, asking 'big questions' and thriving on the awe and wonder of the curriculum. Learners will flourish in a creative curriculum that is underpinned by Christian Values, enabling them to belong, believe and achieve to their highest potential. St John's pupils will leave their primary learning having developed strong friendships, engaged in high quality learning that prepares them to further develop their achievements and inspire them to soar high.

Children's spiritual development is nurtured through a curriculum that offers independence and choice. A strong pedagogy based on child-centered learning means they can develop their imaginations and creativity in a wide variety of ways. Religious Education lessons and meaningful, daily Collective Worship times are important tools in enabling children to explore and express their spirituality.

Our Academy values underpin all of our teaching and learning within the Academy. Our overarching value themes are what our curriculum is built upon. These are: Dignity, Wisdom, Hope and Forgiveness, Community, God is Good and Taking Flight. These provide a structure to ensure that our values are taught, valued and embedded within our curriculum. Our school values are: respect, kindness, generosity, trust, patience, peace, truth, understanding, love and joy. Learners will experience a curriculum that is progressive and builds knowledge across a broad and balanced curriculum. This knowledge will be retained through effective pedagogical practices, that are carefully planned to support knowledge retention.

Our curriculum is embedded with learning of British Values, different cultures and faiths so that our children grow into responsible citizens of the future. Visits and visitors, including musicians, artists and religious leaders, enhance learning. A wide range of extra-curricular clubs and activities enhance the curriculum and enable children to explore new skills and to enjoy and develop their talents.

We want all children to be healthy and achieve at school and in life. We believe that by providing opportunities for enhancing physical and emotional health and well-being, we will improve long-term health, reduce health inequalities, increase social inclusion and raise achievement for all.

Learners will **Belong, Believe and Achieve**

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John 13: 34-35

RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

English

James 1: 19-20'

'Everyone should be quick to listen, slow to speak and slow to become angry.'

PHONICS INTENT

Reading lies at the heart of the curriculum at St John's. Reading opens up the wider curriculum and is key for academic success. We are dedicated to enabling children to have the skills to decode words in order to be able to read fluently with understanding of what they have read and to become enthusiastic and motivated readers. The use of Phonics is one of the many skills needed to become a reader and a writer. We recognise that Phonics should be the first way of teaching children to read quickly and skilfully. The learning of Phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. Through high quality teaching, we ensure that children have the best start possible in reading and writing allowing children to be secure in the skills of word recognition and decoding, enabling children to read fluently. We recognise many early reading behaviours in the process of reading but in order to read and understand texts, children must learn to decode and recognise words on the page. This results in children being able to read for pleasure and will allow them to move onto developing higher order comprehension skills. These phonic skills need to be taught systematically.

The 3 priorities within Phonics are:

- To provide a cohesive and consistent approach to the teaching of Phonics.
- To follow a scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words.
- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing.

'Reading is the gateway for children that makes all other learning possible.'

Barack Obama



ST JOHN'S

CHURCH OF ENGLAND ACADEMY

Reading Intent

Here at St John's, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong, passionate readers. We believe that the teaching of reading is integral to a child's understanding and the wider success as they move through our school and beyond. We also believe it is fundamental to their appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences, whilst also developing a breadth of vocabulary. Sharing a wide range of literature as a whole class or within small groups is a strategy used widely across our whole school to develop a love for reading and to model listening and speaking skills. As a school we immerse our pupils in a broad range of rich texts written by a wide selection of authors, allowing our pupils to access and acquire knowledge and understanding across the whole curriculum. Throughout the exposure to different texts, we aim to address and cover a vast amount of life lessons to prepare our pupils for the future. Our reading curriculum also allows our pupils to access a wide range of different genres including poetry, which we continue to keep relevant, and encourages our pupils to emphatically participate in discussions about texts, whilst also evaluating an author's use of language and the impact this can have upon the reader. By the time our pupils leave St John's, they are confident, competent readers who have a thirst for reading and have therefore unlocked all reasons for reasoning such as: pleasure, knowledge, inference and understanding.



ST JOHN'S
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The 3 priorities within Reading are:

- To expose our pupils to a wide range of books and genres from an early age, in order to develop speaking and listening skills.
- To provide our pupils with the skills and opportunities to recognise, hear, decode and become fluent readers.
- Which in turn will enable our pupils to comprehend and understand a range of texts and make strong connections to the wider world.

**The more you read, the more things you know.
The more that you learn, the more places you'll go.**

- Dr. Seuss

Writing Intent

At St John's our writing curriculum intends to provide children with the confidence and tools required to become young authors. Their imaginations will be nurtured and children will always be celebrated, when they express themselves through the words on their page and taught that their ideas are limitless. We create a culture at St John's, where authors are celebrated to engage our young learners in the writing process, which is also interchangeable with our reading curriculum intent. The children will build their resilience and develop the skills required to enable them to communicate through the written word. In each year group we make sure pupils write for purpose by immersing them in real life experiences that they can then relate to and write about. Speaking and listening, as well as, drama will also be incorporated into English lessons as they are crucial stepping stones to help children create ideas before they put pen to paper. Creative stimuli, which will be flexible depending on pupil's needs and interest, will be provided through mediums such as books, images, film clips and class trips to enhance the learning experience and create maximum engagement .

The three priorities within Writing are:

- To provide our children with early opportunities to develop confidence in mark making, progressing to letter formation and recording their thoughts and ideas fluently.
- To provide children with a wide range of rich stimuli to inspire creativity and a love of writing.
- To model the accurate use of grammar and language and provide children with the tools needed to become independent writers, for a range of purposes and audiences with a clear, coherent structure.



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*'There is something delicious about writing the first words of a story.
You never quite know where they'll take you.'*
Beatrix Potter.

Year 6



- **know how to** convey messages efficiently and effectively whilst being receptive and responsive to others' inputs.
- **know how to** remain assertive and respectful if they disagree with others
- **develop** a personal style of communication which includes inflections in speech, consideration of body posture, and may include humour, personal stories or other

Year 5



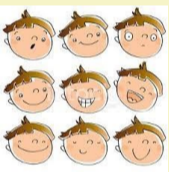
- **be able to** initiate a conversation with a special visitor in a confident manner
- **use** language appropriately in differing contexts—speaking to an audience, chatting to friends, addressing an unknown person
- **consider** body language, eye contact and facial expressions in all conversations

Year 4



- **know that** when listening, it is important to ask pertinent questions that show an interest
- **understand** the point of view of others and show that they agree or disagree, justifying answers, arguments and opinions
- **understand** the true value of paying a compliment to someone, appreciating how this helps the other person to feel comfortable in the conversation
- **know how to** use social niceties (e.g. holding a door open for someone and saying 'after you')

Year 3



- **use language** to predict, hypothesise, speculate, imagine and explore ideas
- **know how to** focus on one topic of conversation for longer periods of time with adults and peers
- **know that** our facial expressions and body convey meaning as well as our words
- **know how to** express a different opinion respectfully

Year 2



- **know how to** listen actively, building on the responses of others
- **know how to** keep a conversation going by giving reasons for what they say, explaining choices or expressing feelings
- **understand** how to start conversations with unfamiliar adults and children
- **know how to** join in group conversations

Year 1



- **listen attentively** and make relevant responses
- **ask questions** to extend their understanding
- **know how to** use language to make and keep friends
- **know how to** use the appropriate language in a one-to-one social situation and in front of larger groups
- **know how to** adjust volume according to social context

EYFS



- **understand** when and why to listen carefully
- **know how to** look at people when talking and listening to them
- **communicate** their ideas and thoughts in well-formed sentences
- **know when and how to** use social phrases and phrases that express good manners (e.g. 'good morning' 'please' 'thank you')



Social Communication

Year 6



- **know how to** gain, maintain and monitor the interest of the listener(s)
- **know how to** consider and evaluate different viewpoints, attending to and building on the contributions of others
- **know how to** speak audibly and fluently with a strong command of Standard English
- Be able to participate in discussions, presentations, performances, role plays, improvisations and debates confidently and with growing independence.

Year 5



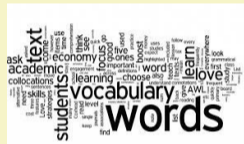
- **know how to** select and use appropriate registers for effective communication
- **know how to** articulate and justify answers, arguments and opinions
- **be able to** participate in discussions, presentations, performances, role play, improvisations and debates confidently

Year 4



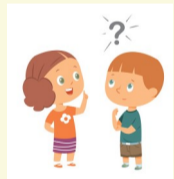
- **be able to** stay on topic and initiate and respond to comments
- **know how to** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **know how to** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **know how to** speak audibly and fluently with an increasing command of Standard English

Year 3



- **know how to** listen and respond appropriately to adults & peers
- **know how to** participate in discussions, presentations, performances, role play, improvisations and debates
- **know how to** use relevant strategies to build their vocabulary
- **know how to** ask relevant questions to extend their understanding and knowledge
- **know how to** maintain attention and participate actively in collaborative conversations, responding to comments well.
- **know how to** speak audibly and fluently with a developing command of Standard English

Year 2



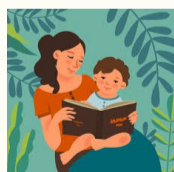
- **know how to** use longer sentences, some of which are **complex sentences**
- **know how to** speak audibly and fluently, with an increasing command of **Standard English**
- **know how to** use comparative vocabulary ('it was earlier than yesterday')
- **know how to** give a **presentation** or **performance**, maintaining the interest of the listeners
- **know how to** follow **multi-step instructions**
- **know how to** make **predictions**, **justify decisions**, **provide solutions** and **give explanation**

Year 1



- **understand** they need to **speak clearly and loudly** enough to communicate meaningfully
- **participate** in **performances** involving role-play and drama, showing imagination
- **know** how to make up stories with a **beginning**, **middle** and **end**
- **understand** how to give and follow **instructions** containing two parts
- **know** how to use language for different purposes such as asking **questions (how and why)** or **persuading**

EYFS



- **understand** a question or an instruction that has more than two parts and answer or follow it
- **listen** with interest to different types of text (**poetry, fiction and non-fiction**), building familiarity and understanding
- **listen** carefully to rhymes and songs, paying attention to how they sound
- **Understand** and be receptive to new vocabulary.
- **connect ideas** using a range of connectives (e.g. **because, but, that**), showing understanding
- **describe** events in some detail (e.g. using some sequencing words such as **then, after that**)



Speaking and Listening

Year 6



Year 5



Year 4



Year 3



Year 2



Year 1



EYFS



- **identify and discuss** themes and conventions in and across a wide range of writing
- **learn** a further two poems by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

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

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

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

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

- **be able to** read aloud phonically-decodable texts
- **know how to** re-read books to build fluency and confidence
- **be able to** speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes
- **be able to** read Year 1 common exception words noting unusual correspondences between spelling and sound
- **be able to** read polysyllabic words containing taught GPC
- **be able to** read accurately by blending taught GPCs
- **develop** some fluency and expression, pausing at full stops
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).

- **be able to** identify the taught GPCs (the sounds that the letters make) including some digraphs
- **blend** the taught sounds to read CVC, CVCC and CCVC words.
- **read** some taught common exception/ high frequency and familiar words.
- **read** sentences made up of words with taught sounds and common exception words
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial
- Identify an object when given the initial sound
- Hears and says the initial sounds in words.
- Use phonic knowledge to decode regular words and read them accurately.
- Re-read phonics books to build confidence and fluency and understanding when reading.

Reading Fluency

Year 6



read fluently books that are structured in different ways and read for a range of purposes

confidently make comparisons within and across books

identify how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language and consider the impact on the reader

Confidently explain inferences with evidence from several points in a text.

Year 5



• **read** and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

• **begin to make** comparisons within and across books

• **check** that the book makes sense to them, discuss their understanding and explore the **vocabulary** in context

• **Explain** inferences with evidence from several points in a text

• **Summarise** events, characters and information from a wide range of texts.

• **Retrieve** information from several points in a fiction and non-fiction text.

Year 4



• **identify** morals and messages in a story

• **identify** main ideas drawn from more than one paragraph and **summarise** these

• **Explain** inferences with evidence from the text

• **participate** in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say

• **Explain** the meaning of **vocabulary** in context

• **Retrieve** and record a range of information from a fiction and non-fiction text.

• Make detailed **predictions** based on information retrieved and inferred.

Year 3



• read books that are structured in different ways and reading for a range of purposes

• identify and explain themes and conventions in a wide range of books

• use dictionaries to check the meaning of words that they have read

• check that the text makes sense to them, discuss their understanding and explain the meaning of vocabulary in context

• identify how language, structure, and presentation contribute to meaning

• Identify the main ideas drawn from one paragraph.

• Make inferences such as inferring characters' feelings, thoughts and motives from their actions

• **Retrieve** and record information from a fiction and non-fiction text.

Year 2



• **listen to, discuss and express** views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

• **become increasingly familiar** with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry and retrieve information from them

• **continue to build up** a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear

• **make inferences** on the basis of what is being said and done answer and ask questions

• **predict** what might happen on the basis of what has been read so far

• **Sequence** a series of events that occur within a fiction text

Year 1



• **be able to** read simple sentences and understand the meaning, checking that the text makes sense to them as they read, correcting inaccurate reading and retrieving simple information.

• **listen to** and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, joining in with predictable phrases and making simple predictions of events

• **become** very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

• **learn to** appreciate rhymes and poems, and to recite at least two by heart

• **discuss** vocabulary meanings and link new meanings to words already known

EYFS



• **be able to** listen attentively, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events

• **know how to** talk about elements of a topic using newly introduced vocabulary

• **begin to** interpret stories, rhymes and poetry; making suggestions for actions and events

• **know how to** talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words

• **understand** how to listen carefully



Reading

Responding, Understanding and Performing

Year 6



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

Year 5



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

Year 4



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

Year 3



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

Year 2



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

Year 1



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

EYFS



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



Composition

Year 6



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

Year 5



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

Year 4



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

Year 3



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

Year 2



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

Year 1



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

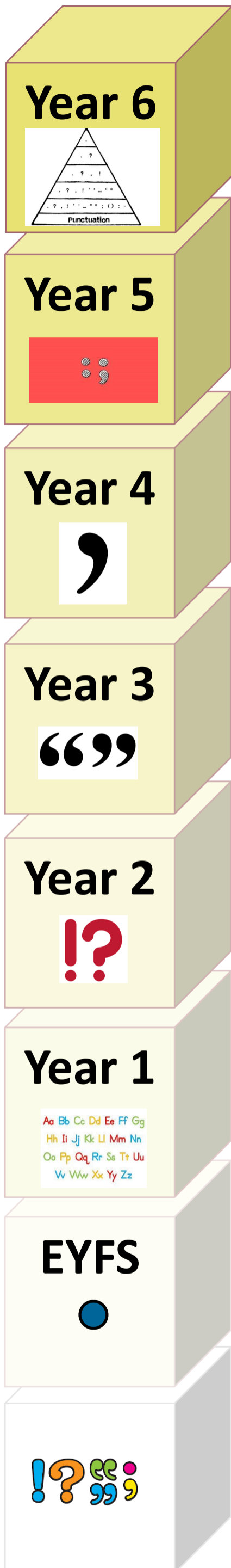
EYFS



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



Spelling



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

- **know how to** use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, semi-colons, dashes, colons, hyphens, etc)
- **know how to** maintain legibility in joined handwriting when writing longer pieces

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

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

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

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

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

Handwriting and Punctuation

Mathematics

Luke 14: 28

"For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it?"

MATHEMATICS INTENT

At St John's we seek to inspire children to become fluent and resilient mathematicians through a mastery approach. Building upon prior knowledge and ensuring that children acquire a deep and secure understanding of the subject.

Mathematics is a creative and highly inter-connected subject that has been developed over centuries, providing the solution to some of history's most complex problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy. The aim of our mathematics curriculum is to provide a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

The 3 priorities within Mathematics are:

- To allow our children to develop fluency of skills through varied and frequent practice.
- To utilise their fluent mathematical understanding to solve increasingly complex problems.
- To provide our pupils with the confidence to make connections through mathematical thinking to the wider curriculum and beyond.

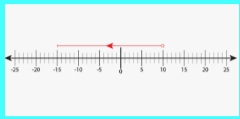
***Without mathematics, there's nothing you can do.
Everything around you is mathematics.
Everything around you is numbers.***

Shakuntala Devi



ST JOHN'S
CHURCH OF ENGLAND ACADEMY

Year 6



- **be able to** round any number to the nearest 10, 100 and 1,000
- **be able to** compare, order and represent any number
- **be able to** sequence positive and negative numbers on number lines with differing intervals
- **be able to** calculate ratio and use the ratio symbol confidently
- **be able to** use and calculate scale factors
- **be able to** solve ratio and proportion problems
- Be able to multiple and divide decimals (to 3 decimal places) by integers

Year 5



- **be able to** compare, order and represent numbers to 1 million
- **be able to** count in 1,000s, 10,000s and 100,000s
- **be able to** round numbers to one million
- **be able to** place numbers on a number line with differing interval gaps
- **be able to** place negative numbers on a number line with differing interval gaps
- **be able to** solve calculations using roman numerals
-

Year 4

10,000

- **be able to** compare, order and represent numbers to 10,000
- **be able to** position missing numbers up to 10,000 on number lines
- **be able to** use a place value chart for numbers up to 10,000
- **be able to** count in 25s
- **be able to** round to the nearest 1,000
- **understand that** numbers go past zero and are called negative numbers
- **be able to** translate and represent roman numerals LCVXI

Year 3

1000

- **be able to** compare, order and represent numbers to 1000
- **be able to** use a place value chart for hundreds, tens and ones
- **be able to** compare, order and represent numbers to 1000
- **be able to** count confidently in 10s, 50s and 100s to 1000
- **be able to** round to the nearest ten and the nearest hundred

Year 2



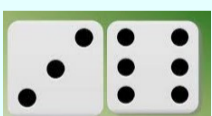
- **be able to** read and write numbers to 100 in numerals and words
- **be able to** use a place value chart for tens and ones
- **be able to** represent tens and ones with a part-whole model
- **be able to** compare, order and represent numbers to 100, placing them on a 100 square
- **be able to** sort numbers into odd and even numbers

Year 1

100

- **know how to** count forwards and backwards to 100 in ones
- **know how to** count forwards and backwards to 100 in tens, twos and fives
- **be able to** read and write numbers to 100
- **be able to** compare numbers to 100—more than, Less than, one more than, one less than, etc
- **be able to** place numbers in ascending and descending order and place numbers to 20 on a number line

EYFS



- **know** number names, to ten initially then crossing boundary 19/20 and beyond
- **be able to** count things of different sizes, tagging each object with consecutive number words, knowing that the number does not change when items are rearranged
- **be able to** count things that cannot be seen such as word, actions, sounds
- **be able to** match numerals to amounts counted and begin to write these independently
- **be able to** subitise, recognise small quantities without needing to count them all



Understanding Number

Year 6

Tens	Ones	Tenths	Hundredths
●	●	●	
●			

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

Year 5

$$\begin{array}{r} 42,753 + \\ 121,555 \\ \hline 156,788 - \\ 84,445 \end{array}$$

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

Year 4

100s	10s	1s	
●	●●	●●●	146
●●	●●●	●●●●	+ 527

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

Year 3

100s	10s	1s
●	●●	●●●
●●	●●	●●●●

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

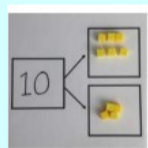
Year 2

£3.40
- £2.20

10s	1s
●●	●●●●
●	●●●●

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

Year 1



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

EYFS



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



Addition and Subtraction

Year 6

$$\begin{array}{r} 1342 \\ \times 18 \\ \hline 10736 \\ 13420 \\ \hline 24156 \end{array}$$

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

Year 5

$$\begin{array}{r} 74 \\ \times 63 \\ \hline 210 \\ 4400 \\ \hline 4662 \end{array}$$

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

Year 4

x	30	5
7	210	35

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

Year 3

x	T	U

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

Year 2

$$2 \times 4 = 8$$

- **have rapid recall** of the 2, 5 and 10 times table
- **be able to** recognise equal groups
- **be able to** make and add equal groups
- **be able to** solve multiplication sentences using the x symbol
- **solve** multiplication sentences from pictures
- **be able to** use arrays
- **be able to** make doubles
- **be able to** solve division sentences using \div

Year 1



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

EYFS



- **be able to** share objects equally
- understand the word equal means the same amount
- **begin to** use the term 'lots of' when grouping items in equal groups



Multiplication and Division

Year 6



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

Year 5

$$\frac{7}{3} = 2\frac{1}{3}$$

Improper Fraction Mixed Fraction

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

Year 4

$$\frac{2}{9} + \frac{5}{9} = \frac{7}{9}$$

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

Year 3

$$\frac{3}{9} \quad \frac{4}{8} \quad \frac{12}{16}$$

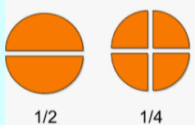
- **recognise, represent and find** a half, a quarter and a third of a number
- **understand that** a half is equivalent to two quarters
- **be able to** find three quarters
- **be able to** count in halves, quarters and thirds
- **recognise and find** unit and non-unit fractions
-

Year 2



- **recognise** and find a half, a quarter and a third of a number
- **understand that** a half is equivalent to two quarters
- **be able to** find three quarters
- **recognise** unit and non-unit fractions
- **be able to** count in halves and quarters

Year 1

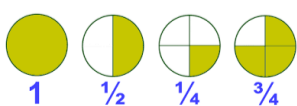


- **be able to** find a half of a number
- **be able to** find a quarter of a number

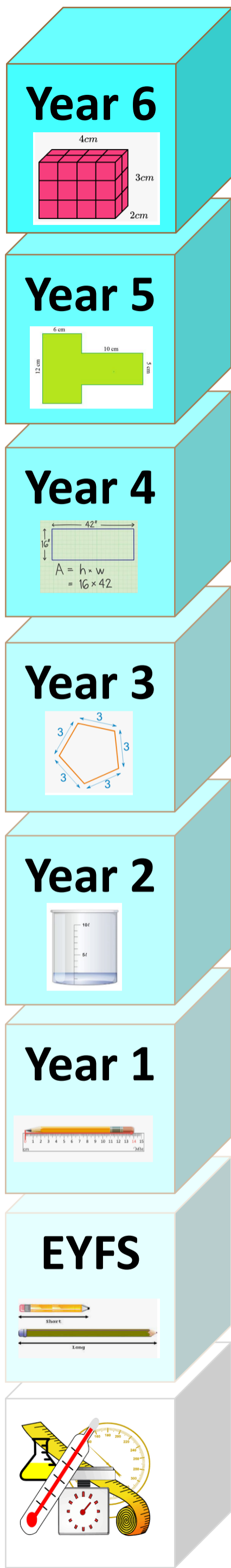
EYFS



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



Fractions



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

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

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

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

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

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

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

Measurement

Year 6

Up (southbound)	From	To	From	To	From	To	From	To
Leighton Buzzard	08:00	08:15	10:00	10:15	11:45	12:00	14:00	14:15
Quorn & Woodlouse	08:20	08:35	10:20	10:35	12:05	12:20	14:10	14:25
Becket	08:30	08:45	10:30	10:45	12:15	12:30	14:20	14:35
Leicester North	08:40	08:55	10:40	10:55	12:25	12:40	14:30	14:45

Down (northbound)	From	To	From	To	From	To	From	To
Leighton Buzzard	08:00	08:15	10:00	10:15	11:45	12:00	14:00	14:15
Quorn & Woodlouse	08:20	08:35	10:20	10:35	12:05	12:20	14:10	14:25
Becket	08:30	08:45	10:30	10:45	12:15	12:30	14:20	14:35
Leighton Buzzard	08:40	08:55	10:40	10:55	12:25	12:40	14:30	14:45

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

Year 5

Destination	Starting A	Starting B	Starting C
Widmore	10:15 a.m.	11:30 a.m.	6:30 p.m.
Wardle	12:15 p.m.		6:50 p.m.
Sydney	12:40 p.m.	1:10 p.m.	6:50 p.m.
Bathurst	1:20 p.m.	1:55 p.m.	
Orange	2:00 p.m.	2:35 p.m.	
Total Duration			7 hours

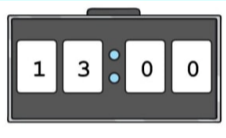
- **be able to** convert units of time eg days to weeks, months or years and seconds to minutes or hours etc
- **be able to** read a timetable and work out arrival and departure times
- **be able to** complete missing times on a regular timetable
- **solve** word problems involving seconds, minutes,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

Year 4



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

Year 3



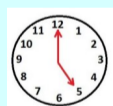
- **know** how many days are in each month of the year
- **be able to** say how many days are in a 'normal' year and how many are in a leap year
- **be able to** count on days from a monthly calendar between events
- **be able to** tell the time to the minute
- **be able to** use a.m and p.m
- **be able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

Year 2



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

Year 1



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

EYFS

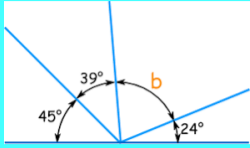


- **be able to** say the days of the week in order
- **know which** day comes before or follows a given day
- **understand** and use the words yesterday and tomorrow
- **be able to** sing a song that lists the months of the year
- **be able to** order and sequence familiar events
- use every day language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

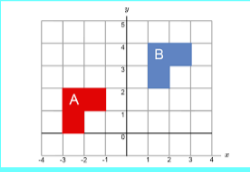


Time

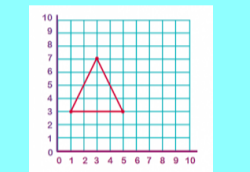
Year 6



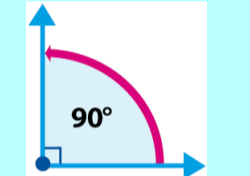
Year 5



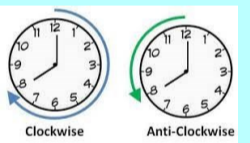
Year 4



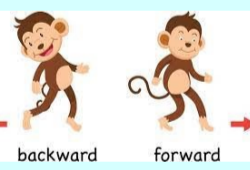
Year 3



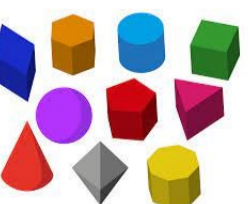
Year 2



Year 1



EYFS



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

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

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

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

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

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

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

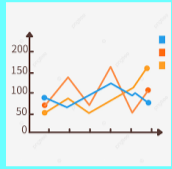
Shape, Position and Direction

Year 6



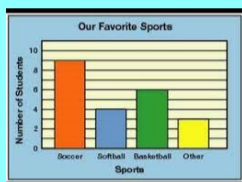
- **be able to** read and interpret line graphs
- **use** line graphs to solve problems
- **be able to** calculate the radius and the circumference of a circle
- **be able to** read and interpret pie charts with and without percentages
- **be able to** accurately draw a pie chart with given data
- **be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

Year 5



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

Year 4



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

Year 3

Favorite Pets		
Pet	Tally Marks	Number
		10
		4
		6

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

Year 2



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

Year 1

Fruits	
Apple	
Banana	
Grape	
Orange	

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

EYFS



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



Statistics

Religious

Education

Matthew 17: 20

"Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you."

Religious Education

Christian distinctiveness is at the heart of who we are at St John's Church of England Academy. We provide an engaging and creative Religious Education with opportunities for all to be inspired by moments of awe and wonder, enabling deep and meaningful reflection to respond to God in worship, developing spirituality and faith.

By examining religious texts as the root or source of faith, we encourage critical thinking about beliefs and actions, answering existential, or 'big' questions, whilst considering Christian and other perspectives on life. As children respond creatively to their life experiences, fostering a deep respect for others' beliefs and opinions, they are encouraged to evaluate their own beliefs and make connections to their relevance and importance for us today and in the future.

The 3 priorities within Religious Education are:

- To enable pupils to deepen their understanding of God as encountered and taught by Christians.
- For pupils to experience the impact religion makes in the lives of real people and make links between the different beliefs, practices and value systems of a range of faiths and world-views studied.
- To help to pupils develop responsibility and respect for all aspects of diversity, whether it be social, cultural and religious, and prepare them to become exceptional members of the community who make a difference in the world.



ST JOHN'S
CHURCH OF ENGLAND ACADEMY

“However many Holy words you read, however many you speak, what good will they do you if you do not act upon them.”

Buddha

Year 6



Year 5



Year 4



Year 3



Year 2



Year 1



EYFS



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

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

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

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

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

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

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

Understanding Christianity

Year 6



Year 5



Year 4



Year 3



Year 2



Year 1



EYFS



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

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

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

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

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

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

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

Understanding World Faiths and Beliefs

Year 6



Year 5



Year 4



Year 3



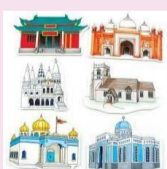
Year 2



Year 1



EYFS



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

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

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

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

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

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

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

Worship and Sacred Places

Science

Ecclesiastes 1:13

"..I set my mind to seek and explore by wisdom all that has been done under heaven"

SCIENCE INTENT

Here at St John's, we strive to develop an enthusiasm and enjoyment of scientific learning and discovery. We recognise the importance of Science in every aspect of daily life and aim to equip our children with the knowledge and skills they need to become super scientists! Our science curriculum evokes curiosity as well as excitement and ensures progression of skills and cumulative learning. In each year group, teachers will plan to ensure the children acquire and develop the key knowledge and vocabulary needed within each unit, as well as building their enquiry and evaluative skills in line with the National Curriculum. Furthermore, staff have the flexibility to personalise learning to meet the needs of the St John's children. Lessons are also structured to guarantee that our children have first-hand experiences from the beginning of their learning journey allowing for independent exploration through investigations, field trips and whole school Science days. We hope that our pupils leave our school with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

The 3 priorities within Science are:

- To ensure that children are able to acquire key scientific knowledge through practical first-hand experiences; using equipment, conducting experiments, building arguments and explaining concepts confidently.
- To build a rich and varied scientific vocabulary to help articulate scientific concepts clearly and precisely.
- To foster excitement and enjoyment of scientific learning and discovery.



ST JOHN'S
CHURCH OF ENGLAND ACADEMY

"I have no special talent. I am only passionately curious". –Albert Einstein

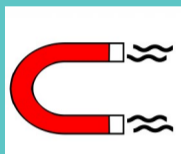
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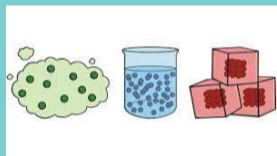
Year 5



Year 4



Year 3



Year 2



Year 1



EYFS



- explain that **unsupported objects** fall towards the Earth because of the **force of gravity** acting between the Earth and the falling object.
- identify the effects of **air resistance**, **water resistance** and **friction**, that act between moving surfaces.
- recognise that some **mechanisms**, including **levers**, **pulleys** and **gears**, allow a smaller force to have a greater effect.
- **compare and group** together everyday materials on the basis of their properties, including their **hardness**, **solubility**, **transparency**, **conductivity (electrical and thermal)**, and **response to magnets**.
- **know** that some materials will dissolve in liquid to form a **solution**, and describe how to recover a **substance** from a solution.
- **use knowledge** of solids, liquids and gases to decide how mixtures might be separated, including through **filtering**, **sieving** and **evaporating**.
- **demonstrate** that **dissolving**, **mixing** and **changes of state** are **reversible changes**.
- **explain** that some changes result in the formation of new materials, and that this kind of change is not usually **reversible**, including changes associated with burning and the action of **acid** on bicarbonate of soda.

- **compare and group** materials together, according to whether they are **solids, liquids or gases**
- **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).
- **identify** the part played by **evaporation** and **condensation** in the **water cycle** and associate the rate of evaporation with temperature.

- **observe** how magnets **attract** or **repel** each other and attract some materials and not others.
- **compare and group** together a variety of everyday materials on the basis of whether they are attracted to a magnet.
- **predict** whether two magnets will **attract** or **repel** each other, depending on which **poles** are facing.
- **identify** some **magnetic** materials.
- **notice** that some forces need contact between two objects, but **magnetic forces** can act at a distance.
- **describe** magnets as having two **poles**.
- **Compare** how things move (speed and direction) on different surfaces in relation to forces.
- **know** that magnets have a **north pole** and a **south pole** and that opposite poles **attract** and like poles **repel**
- **compare and group** together different kinds of rocks on the basis of their appearance and simple **physical properties**.
- **describe** in simple terms how **fossils** are formed when things that have lived are trapped within rock.
- **recognise** that soils are made from rocks and **organic matter**.
- Describe and explain how different rocks can be useful to humans in everyday life.
- Describe the difference between sedimentary, igneous and metamorphic rocks and how they are formed.
- **name and identify** the key scientists and inventors **Michael Faraday**

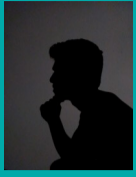
- **ask questions** about materials and suggest answers to them using prior and wider knowledge
- **know** about the **physical properties** of a wider range of everyday materials such as **transparency**, **flexibility** and **absorbency**.
- **identify and compare** the suitability of a variety of everyday materials including **wood**, **metal**, **plastic**, **glass**, **brick**, **rock**, **paper** and **cardboard** for particular uses
- Distinguish between an object and the material from what it is made.
- Distinguish between man made and natural materials from a given selection.

- **distinguish between** an object and the materials from which it is made
- **know** the names of a wider range of everyday materials, including **wood**, **plastic**, **glass**, **water**, **wool** and **rock**
- **explore** how the shapes of solid objects made from some materials can be changed by **squashing**, **bending**, **twisting** and **stretching**, and **apply** this knowledge to their own work
- **compare and group** together a variety of everyday materials on the basis of their physical properties, **explaining** their reasoning

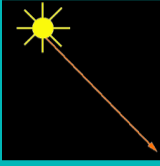
- **observe** and use all their senses to explore **natural** and **manufactured** materials
- **talk about** and **describe** what they notice about different materials
- **investigate** and sort materials by given criteria
- **predict** what might happen to an object when (e.g.) a **magnet** is used
- **talk about** and **describe** what they notice about different materials
- **observe** and **talk about** changes to materials caused by (e.g.) **heating** or **cooling**
- **investigate** and **talk about** what **floats** and what **sinks**

Forces and Matter

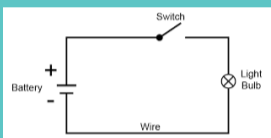
Year 6



Year 5



Year 4



Year 3



Year 2



Year 1



EYFS



- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Investigate renewable and on-renewable sources of energy and the impacts on the atmosphere
- debate the ways in which humans can affect the planet through their choices of energy uses
- discuss personal impact on the environment
- Know how the brightness of a lamp or the volume of a buzzer is effected by the voltage of cells used in a circuit.
- Compare and give reasons for variation in how components function, including the brightness of bulbs, loudness of buzzers and the on/off position of switches.
- Know and use recognized symbols when representing a simple circuit in a diagram.
- name and identify the key scientists, inventors and theorists Maria Telkes,

•

- identify common appliances that run on electricity.
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- know that some sources of energy are renewable and that some are non-renewable
- identify how sounds are made, associating some of them with something vibrating.
- recognise that vibrations from sounds travel through a medium to the ear.
- find patterns between the pitch of a sound and features of the object that produced it.
- find patterns between the volume of a sound and the strength of the vibrations that produced it.
- recognise that sounds get fainter as the distance from the sound source increases.

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces.
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- find patterns in the way that the size of shadows change.

- know about different sources of energy including fossil, oil, food, solar, wind, water
- ask questions about living things and sources of energy

- Know that all energy on earth comes from the Sun

- know that their bodies get energy from food
- know that exercise uses up energy
- discuss how their bodies feel tired when they are low in energy

Energy

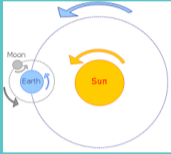
Year 6



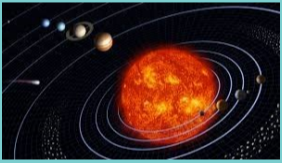
Year 5



Year 4



Year 3



Year 2



Year 1



EYFS



- **describe** the movement of the Earth, and other planets, relative to the Sun in the **solar system**.
- **describe** the movement of the Moon relative to the Earth.
- **know** that our solar system is around **4.571 billion years old**
- **know** which planets are known as the **rocky planets (Mercury, Venus, Earth and Mars)** and which are known as the **gas planets (Jupiter, Saturn, Neptune and Uranus)**
- **describe** the Sun, Earth and Moon as approximately **spherical bodies** and compare their sizes.
- **use** the idea of the **Earth's rotation** to explain day and night and the apparent movement of the sun across the sky.
- **know** that the earth **spins on its axis** once in a day
- **know** that the moon **orbits** the earth in almost one month
- **know** that the earth and moon orbit the sun in a year
- **know** that it is daytime on the side of the Earth that faces the Sun and night-time on the side that is facing away
- **name and identify** the key scientists and inventors **Galileo Galilei**

- **know** the names of all planets in our solar system and know at least three facts about each planet including the approximate distance from the sun
- **know** that earth is a squashed sphere caused by the gravitational pull
- **know** that, in outer space, it is completely silent. This is because sound travels by **vibrating particles**, and there are no particles in space.

- **know** that the Earth is one of eight planets that travel around the Sun and that they are called **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune**
- **know** that the solar system is also home to lots of **asteroids, moons,** and **dwarf planets** such as **Pluto**

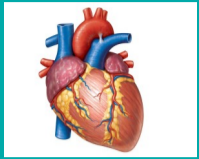
- **know** how **astronauts** have to adapt to stay alive in space
- **understand** why the first landing on the moon was such a significant event.
- **know** that the earth is spinning, even though it feels like we are standing still
- **know** that we live on planet earth and that this is the only **inhabited** planet
- **know** that our sun is a star and all of Earth's energy comes from the Sun
- **know** that earth is a squashed sphere

- Recognise and observe changes across the 4 seasons of Earth.
- Observe and describe weather associated with the seasons and how the day length varies.
- Know why humans should never look directly at the Sun.

- **know** that we live in **England** which is part of planet **Earth**.
- Know that there are other **planets** in space

Earth and Space

Year 6



- **recognise** that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- **recognise** that living things produce **offspring** of the same kind, but normally offspring vary and are not **identical** to their parents.
- **identify** how animals and plants are adapted to suit their environment in different ways and that **adaptation** may lead to **evolution**.
- **identify** and name the main parts of the human **circulatory system**, and describe the **functions** of the **heart, blood vessels and blood**.
- **recognise** the impact of **diet, exercise, drugs and lifestyle** on the way their bodies function.
- **describe** the ways in which **nutrients** and water are transported within animals, including humans.
- **Describe** how living things are classified into broad groups according to common **observable characteristics** and based on similarities and differences, including **microorganisms**, plants and animals.
- Reason why plants and animals can be classified based on specific characteristics.
- **name and identify** the key scientists, inventors and theorists **Charles Darwin and David Attenbrough**

Year 5



- **describe** the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- **describe** the life **process of reproduction** in some plants and animals.
- **give reasons** for classifying plants and animals based on **specific characteristics**.
- **describe** the changes as humans develop to old age.

Year 4



- **describe** the simple functions of the basic parts of the **digestive system** in humans.
- **identify** the different types of teeth (**molar, premolar, incisor** and **wisdom**) in humans and their simple functions.
- **construct and interpret** a variety of **food chains**, identifying **producers, predators** and **prey**.
- **explore and use classification keys** to help group, identify and name a variety of living things in their local and wider environment.
- Know that living things can be grouped in a variety of ways, naming 3 different ways.
- Know that environments can change and that this can sometimes pose dangers to living things

Year 3



- **develop ideas** about **functions, relationships** and **interactions** between living things and familiar environments.
- **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.
- **identify** that humans and some other animals have **skeletons** and **muscles** for support, **protection** and **movement**.
- **identify** the different parts of flowering plants: **roots, stem/trunk, leaves and flowers**.
- **investigate** the way in which water is **transported** within plants
- **recognise** that living things can be grouped in a variety of ways.
- **Explore** the part that flowers play in the life cycle of flowering plants, including **pollination, seed formation** and **seed dispersal**.

Year 2



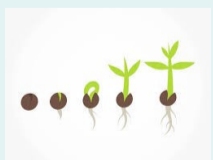
- **know** that animals, including humans, have **offspring** which grow into adults
- **research and describe** the basic needs of animals, including humans, for survival (**water, food, air**)
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- **describe** the importance for humans of **exercise**, eating the right amounts of different food groups (**protein, carbohydrates, dairy, fruit/vegetables, fats/oils**) and **hygiene**
- **observe and describe** how **seeds and bulbs** grow into mature plants using scientific language
- **research and recall** how plants need **water, light and suitable temperature** to grow and stay healthy
- **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 plants and animals, and how they **depend on** each other.
- Compare the differences between things that are living, dead and things that have never been alive.
- **describe** how animals obtain their food from plants and other animals using the idea of a simple **food chain**
- **know** that **food chains** are very important to the survival of most species. Describe one key food chain

Year 1



- **know** the main categories of common animals (**birds, fish, amphibians, reptiles and mammals**)
- **identify** and name a variety of common animals and plants in their **habitats** and **microhabitats**
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- **know** what **carnivores, herbivores and omnivores** are and name animals from each group
- **describe and compare** a variety of common animals (**birds, fish, amphibians, reptiles and mammals**, including pets)
- **know** that the five **senses** are **smell, taste, touch, sight** and **hearing**
- **know** the names of the basic parts of the **human body** and identify, draw and label which parts of the body is associated with each **sense**
- **name and identify** the key scientists and inventors **Gerald Durrell**

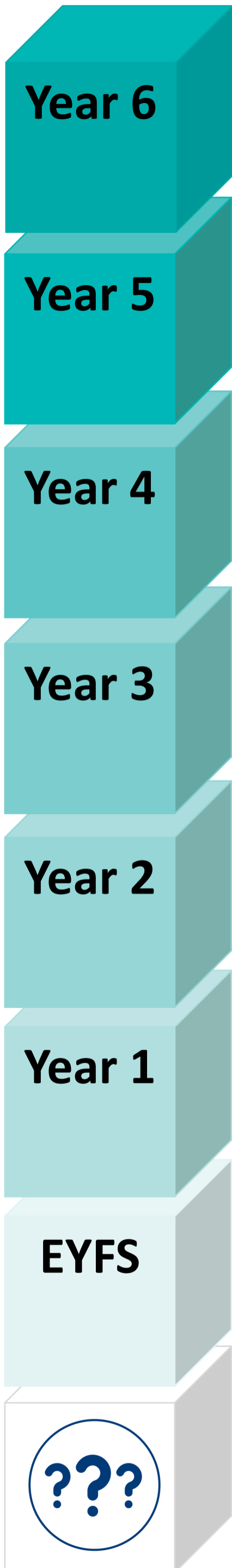
EYFS



- **know** that animals and plants are **living things**
- **investigate** how to plant **seeds**, water them and talk about what they are doing
- **observe and distinguish between** baby animals and those that are fully grown
- **talk about and demonstrate care** for **minibeasts** in their environment
- **describe** and comment on things they have seen, including plants and animals
- **know** the names of the **seasons** and discuss their impact on familiar animals and plants
- **observe** closely and make **simple representations** of living things



Life



- Explore different ways to test an idea, choose the best way and give reasons.
- Know how to vary one factor whilst keeping the others the same in an investigation.
- Know how to make a prediction and justify with scientific reasons.
- Use information to make further predictions and set up further comparative tests.

- Know how to make predictions with scientific reasons.
- Know how to plan and carry out investigations by controlling variables fairly and accurately.

- Know how to plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated.
- Recognise and suggest improvements to their investigations and predictions.

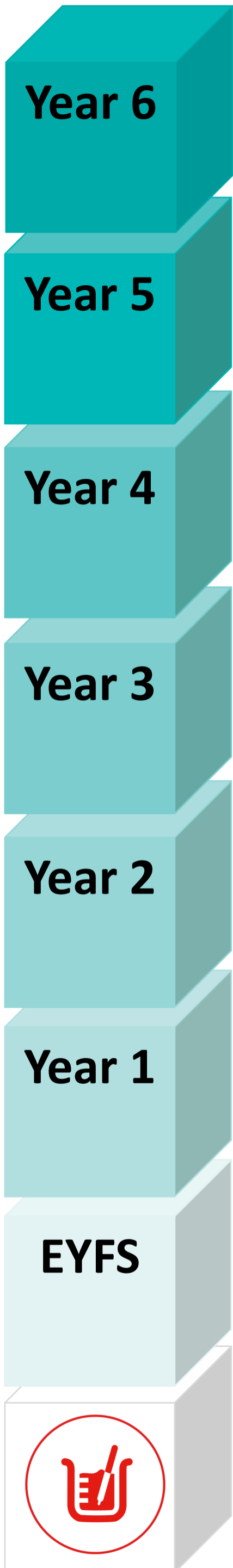
- Use different ideas to suggest how to test to find something out.
- Know how to make and record a prediction before testing.
- Plan a fair test and explain why it was fair.
- Explain why they need to collect information to answer a question.

- Use see, touch, smell, hear or taste to help them answer questions.
- Use scientific vocabulary to describe what they have seen and measured.
- Compare several things in a scientific investigation

- Discuss what they see, touch, smell, hear and taste during scientific investigations.
- Use simple scientific equipment to support observations.

- Question why things happen in the world around them.
- Answer how and why questions about their experiences.
- Make comments and observations about the world around them.

Scientific Working—Asking Questions



- Plan and carry out investigations by controlling variables fairly and accurately.
- Choose specific equipment (inc ICT based equipment) to support the conducting of investigations.
- Choose which units of measurement they need to use during an investigation
- Know why a measurement may need to be repeated for accuracy

- Plan and carry out investigations by controlling variables fairly and accurately.
- Vary one factor during an investigation

- Conduct a simple fair test to make comparisons with.

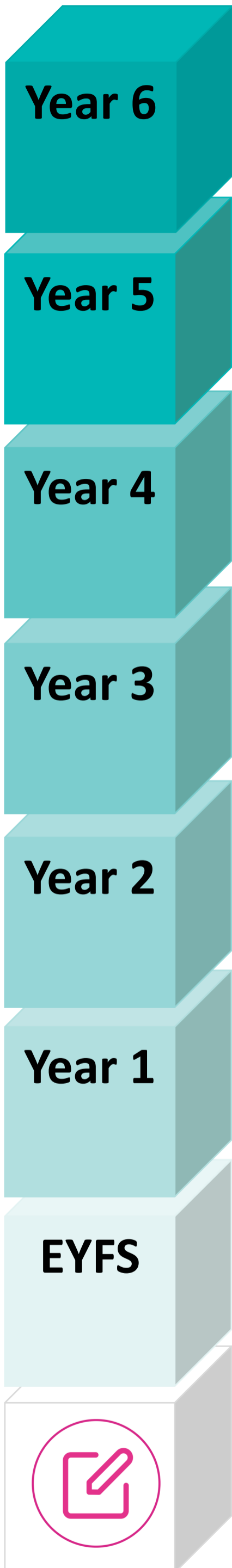
- Conduct a simple fair test to make comparisons

- Conduct a simple fair test.
- Explain if things happened as they expected it to.
- Suggest how to gather information from scientific investigations.

- Perform a simple scientific test.
- Explain what they have done within their scientific test.

-

Scientific Working—Conducting Investigations



- Explain a scientific idea and what evidence supports it.
- Present a report of their scientific findings through writing, display or presentation.
- Record measurements in a variety of ways
- Make measurements using a range of scientific equipment with accuracy and precision.

- Know how to use test results to make further predictions and setup further comparative investigations.
- Present a report of their findings through writing, display or presentation.
- Draw explanations and conclusions through their investigation findings.
- Use a graph to support the recording of scientific investigations.
- Make measurements with a range of scientific equipment with increasing accuracy

- Decide which information needs to be collected and the best way to collect it.
- Make measurements with scientific equipment.
- Record what they have found out using scientific language, drawings, labelled diagrams, graphs and tables.

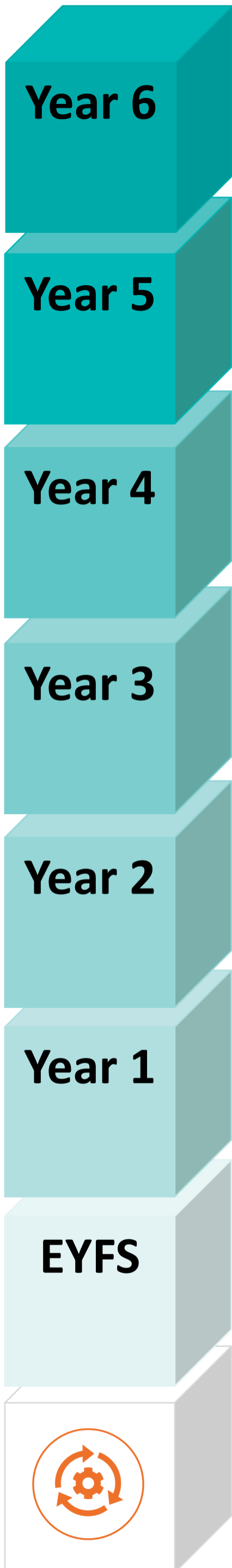
- Make simple measurement with scientific equipment
- Record what they have found out using scientific language, drawings, labelled diagrams, graphs and tables.
- Identify several ways of grouping

- Organise things into groups based on scientific characteristics.
- Identify simple patterns in results.
- Identify and sort animals and plants by a specific criteria.
- Make measurements using simple scientific equipment

- Identify and classify things that they have observed.
- Show their work using scientific vocabulary, pictures, labels and captions.
- Record their findings using standard units of measurement.

- Make observations of the world around them.
- Use their senses to describe their observations.
- Choose the resources they need for their chosen activities.
- Create a simple representation of events

Scientific Working—Measuring and Recording



- Find a pattern from data and explain what it shows.
- Answer scientific questions with detailed conclusions that draw on scientific knowledge and understanding.
- Suggest how to improve their work and why.
- Report their findings through written explanation and conclusions

- Report findings from investigations through written explanations and conclusions.
- Use data to evaluate and answer scientific questions.

- Use their findings to draw a simple conclusion.
- Make a prediction for a further investigation based on something that they have found out.

- Explain what they have found out and use their measurements to say whether it helps to answer their question
- Suggest how to improve their work if they did it again.

- Identify simple patterns within their investigations.
- Explain what they have found out using a growing scientific vocabulary.
- Give a reasons for their answers found.

- Explain what they have found out using scientific vocabulary.
- Identify similarities and differences within their investigations
- Give a simple reason for their answers found.

- Make links and notice patterns in their experiences.

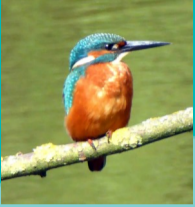
Scientific Working—Evaluating

Year 6



Wild flower identification— **Cleaver, Cowslips, Common Yarrow**
 Cultivated flower/herb identification — **Japonica, Rosemary, Lavendar, Mint**
 Bird Identification — **Great Tit, Goldfinch, Woodpecker**
 Insects/Butterfly identification— **Pond Skater, Ramshorn Snail**
 Tree identification— **Sycamore**
 Shrub/hedgerow identification— **Privet**

Year 5



Wild flower identification— **Clover, Forget-me-nots**
 Cultivated flower/plant identification— **Rose, Fern, Hosta**
 Bird Identification — **Heron, Kingfisher, Pied Wagtail, Wren, Swan**
 Insects/Butterfly identification— **Painted Lady, Water Boatman**
 Tree identification— **Elder**
 Shrub/hedgerow identification— **Rhododendron**

Year 4



Wild flower identification— **Bramble, Burdock**
 Cultivated flower identification— **Tulip, Pond Lily**
 Bird Identification — **Starling, Herring Gull, Kestrel, Hawk, Eagle**
 Insects/Butterfly identification— **Brimstone Butterfly (yellow), Dragonfly, Leech**
 Tree identification— **Lime, Hazel**
 Shrub/hedgerow identification— **Dogwood, Hazel**

Year 3



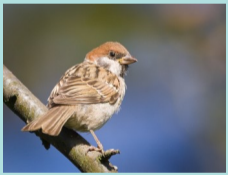
Wild flower identification— **Snowdrop, Nettle, Ivy**
 Cultivated flower/plant identification— **Sweet Pea, Hebe,**
 Bird Identification— **Crow, Collared Dove, Blue Tit, Barn Owl, Tawny Owl, Peregrine Falcon**
 Insects/Butterfly identification— **Cabbage White, Red Admiral**
 Tree identification— **Sweet Chestnut, Beech**
 Shrub/hedgerow identification— **Field Maple**

Year 2



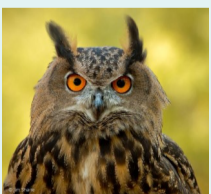
Wild flower identification— **Bluebell**
 Cultivated flower identification— **Pansy**
 Bird Identification— **Magpie, Wood Pigeon, Peacock**
 Insects/Butterfly identification— moth and butterfly similarities and differences
 Tree identification— **Scots pine, Douglas fir**
 Shrub/hedgerow identification— **Buddleia** (Globose/orange and Davidii/purple) (The butterfly plant)

Year 1

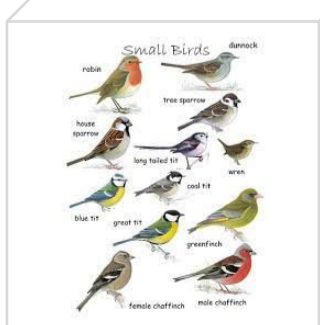


Wild flower identification— **Poppy**
 Cultivated flower identification— **Daffodil**
 Bird Identification— **Blackbird, Sparrow, Swallow**
 Insects/Butterfly identification— **frogspawn, tadpoles, snails, slugs**
 Tree identification— **Horse Chestnut, Silver Birch, Oak**
 Shrub/hedgerow identification— **Hawthorn**

EYFS



Wild flower identification— **Daisy, Buttercup**
 Cultivated flower identification— **Sunflower**
 Bird Identification— **Owl, Parrot, Penguin, Robin**
 Insects/Butterfly identification— **Fly, Bee, Wasp**
 Tree identification— **Willow, Conifer**
 Shrub/hedgerow identification— **Holly**



Outdoor Learning Species Identification

Computing

John 1:3

All things were made through him, and without him was not anything made that was made

COMPUTING INTENT

At St John's we understand that technology is everywhere and will play a pivotal part in students' lives. Therefore, our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using and understanding technology. We want our pupils to understand that there is always a choice using technology and as a school we utilise technology throughout the curriculum to model positive use. Technology is ever evolving and we aim to develop pupils who can use, express themselves and develop their ideas through computing at a suitable level for the future workplace and as active participants in a digital world.

The 3 priorities in Computing are:

- To understand, design, create and apply what they have learnt about computing in all areas of the curriculum and daily life.
- Pupils will gain the knowledge and skills that prepares them to live safely in an increasingly digital British society.
- To encourage independent learning for life.



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“Technology can become the ‘wings’ that will allow the educational world to fly farther and faster than ever before, if we will allow it”
Richard Riley

Year 6



- **know that** [sexting](#) is inappropriate and that it is unsafe to send images of your own body
- **know that** messages sent online can always [be retrieved](#) and that this shapes how other people feel about you
- **know how** to recognize and report the feeling of being hurt or feeling unsafe and have the confidence and vocabulary to go to the right people to get support immediately
- **know that** it is as important to [be respectful](#) online as it is when face to face

Year 5



- **know how** to create [good rules](#) that keep us safe online
- **know the ways** that people use the internet for bad purposes and how to avoid them.
- **know how** to look after others on social media and turn to help when worried
- **explain why** good sleep and rest are important and be able to [limit time](#) spent on phones
- **understand how** to protect self and others from [online bullying](#)

Year 4



- **know how** to use technology safely, respectfully and responsibly
- **recognize** acceptable and unacceptable behaviour
- **Identify** a range of ways to [report concerns](#) about content and contact.
- **explain why** it is important to limit time spent online and watching screens
- **know that** people are not always who they say they are

Year 3



- **understand** own [responsibilities](#) as a [digital citizen](#)— how we behave online and offline should mirror our values
- **recognize** risk by thinking critically about the information read online and the information they share with others (e.g through [social media, apps and games](#))
- **know that** it is healthy to have hobbies other than gaming
- **understand** the meaning of the word [consent](#)

Year 2



- **know that** it is important to keep [personal information private](#)—know we never give our full name, share our address or age online or with [strangers](#)
- **know that** some games and websites and apps are not right for children to be able to use.
- **know that** it is not healthy to spend too much time online or watching screens
- **know that** people on the internet can sometimes be nasty, lying and unkind.

Year 1



- **know what** bullying is and know that this can happen [online](#) as well as to our face
- **know that** the internet can be a useful and a dangerous thing
- **explain** that it is wrong to keep bad secrets and that people should not ask us to do that
- **know how to** ask an adult for help if something seen online seems wrong or makes me feel [uncomfortable](#)

EYFS



- **know** how technology is used in familiar places
- **know that** it is not healthy to use technology for a long time and that it is healthy to play outside
- **name** familiar items that we use for technology — [television, mobile phone, ipad, tablet, camera, computer, laptop, keyboard, mouse](#)



E-Safety

Year 6



- **know how to** format text to suit the purpose
- **know how to** publish my documents online and discuss the audience and purpose of my content
- **create** a simple [webpage](#), [embedding](#) video
- **select** appropriate applications to communicate to a specific audience
- **evaluate** my own content and consider ways to improve

Year 5



- **know how to** add [hyperlinks](#) to my documents
- **know how to** import sounds to accompany and enhance text in my presentations
- **know how to** organize and re-organise text on a screen to suit a purpose
- **know how to** create an interactive quiz eBook including hyperlinks
- **collaborate** with peers using online tools such as [blogs](#), [Teams](#) or [Office 365](#)

Year 4



- **know how to** combine digital images from different sources, objects and text to make a final piece for a variety of tasks: posters, documents, [eBooks](#), scripts, leaflets
- **know how to** use [text shortcuts](#) such as cut, copy and paste and delete to organize text
- **know how to** use [spell check](#) and [thesaurus](#) including through Siri and other [AI technology](#)
- **know how to** make a [Powerpoint](#)/or alternative presentation that demonstrates my understanding with a range of media

Year 3



- **know how to** use index fingers on [keyboard home keys](#) (f/j), use left fingers for a/s/d/f/g, and right fingers for h/j/k/l
- **know how to** edit the style and effect of my text and images to make my document more engaging and eye-catching ([borders and shadows](#), etc)
- **know how to** use cut, copy and paste to quickly [duplicate and organize](#) text
- **know how to** select an [appropriate font size and style](#) for the audience and purpose of the document
- **know how to** create a [digital timeline](#) or [mindmap](#)

Year 2



- **know how to** [save](#) and [retrieve](#) work with support
- **know how to** use a mouse to click and drag, [highlight](#) and [select](#), [open](#) and [navigate](#) around programs
- **know how to** use a keyboard to type (including using [letter](#), [number](#), [space](#) and [backspace keys](#) and [shift/caps](#) lock to type capital letters)
- **know how to** [copy and paste](#) images and text, adding simple labels to an image
- **know how to** add images alongside text in a word document

Year 1



- Know how to [log on](#) to a computer
- Know how to use a mouse to [click and drag](#)
- Know how to save work with support
- Know how to make a new line using [enter/return](#)
- Know how to accurately [dictate](#) into a digital device with punctuation

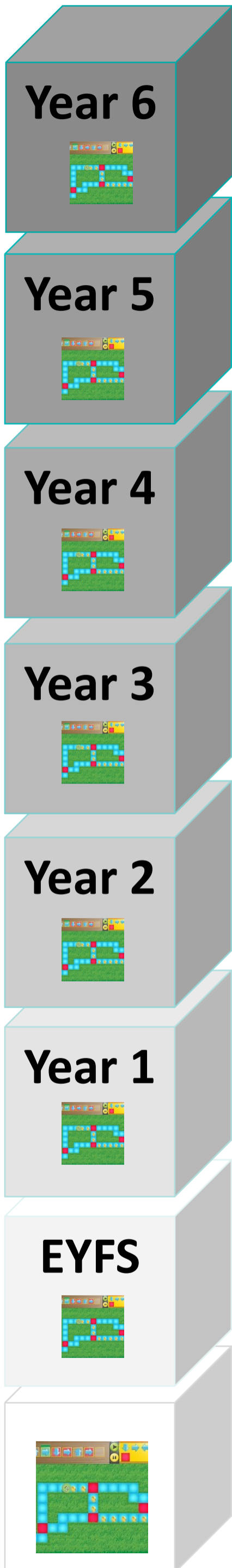
EYFS



- Know how to use a [mouse](#) to move a [cursor](#)
- Know how to press keys to type letters and make words
- Know how to dictate short, clear sentences into a digital device
- Know how to explore mark making on IPADs and IWB



Computing Literacy



- **know how to** use a range of sequence, selection and repetition commands
- **know how to** create procedures to hide **complexity** in programmes
- **know how to** identify and write **generic code** for use across multiple projects
- **know how to** evaluate own work and suggest possible improvements
- **recognise** and use basic **HTML tags**

- **know how to** create programmes by breaking them down into a series of smaller parts
- **know how to** use **conditions** in **repetition commands**
- **know how to** include **variables**
- **know how to** create programmes that **control or simulate physical systems**
- **know how to** evaluate and identify errors in own programming

- **know how to** be **selective** when programming
- **know how to** work with a variety of **outputs**
- **write increasingly more precise** algorithms for us in programming
- **know how to** use logical reasoning to **systematically** detect and correct errors when programming

- **know how to** create and design programmes that accomplish specific goals
- **know how to** use repetition in programmes, breaking down larger programs into **chunks**
- **know how to** work with a variety of **inputs**
- **understand how to decompose** tasks (such as animations) into separate steps to create an algorithm
- **use logical reasoning** to **detect and correct errors** in programmes

- **know how to** create programs on a variety of digital devices (**coding software**, Bee Bot)
- **write** simple algorithms to **control** the Bee Bot or character in the software
- **know how to** debug programs of increasing complexity e.g unpick where the algorithm ‘went wrong’ to perfect the program
- **use logical reasoning** to predict the outcome of simple programmes/algorithms

- **know how to** create a simple **program** e.g sequence of instructions for a Bee Bot
- **know how to** find and **fix bugs** in my program
- **understand** what algorithms are
- **write** simple algorithms
- **understand** that **algorithms** are implemented as programmes on digital devices

- **know how to** use a mouse, touch screen or appropriate access device to target and select options on a screen
- **know how to** input a simple **sequence of commands** to control a digital device with support (**Bee Bot**)
- **identify** simple **patterns**
- **sequence** simple familiar tasks

Coding

Year 6



- **know how to** edit and format different cells in a spreadsheet
- **understand how to** write spreadsheet formula to solve more challenging maths problems
- **create and publish** my own online quiz with a range of media (images and video)

Year 5



- **be able to** input data into a spreadsheet and export the data into a variety of ways: charts, bar charts, pie charts
- **be able to** read this information to find out what the data is telling them
- **know how to** create an online questionnaire and **analyse** the results
- **be able to** use simple formulae to solve calculations including **=sum** and other **statistical functions**

Year 4



- **be able to** input simple data into a spreadsheet
- **be able to** interpret information gathered from digital data bases such as **pie charts, bar charts, etc**

Year 3



- **know how to** create a **sorting diagram** and complete a **data handling** activity with it using images and text
- **know how to** read information from a simple **spreadsheet**

Year 2



- **be able to** sort digital objects into a range of charts such as **Venn Diagrams, Carroll Diagrams and Bar Charts** using different Apps and software
- **know how to** create a **branching database** using questions

Year 1



- **be able to** sort images or text into two or more **categories** on a **digital device**
- **be able to collect data** on a topic
- **know how to** create a simple **tally chart** and **pictogram**
- **know how to** record myself explaining what I have done and what it shows me

EYFS



- **identify a chart**
- **know how to** sort physical objects, take a picture and discuss what I have done
- **be able to** present simple **data** on a digital device



Data Handling



- **edit** a picture to move items, add backgrounds, etc
- **evaluate and discuss** images, explaining **effects and filters** that have been used to enhance the images
- **use** a 3D drawing APP to create a **realistic representation** of world objects

- **take and manipulate** photos confidently, **enhancing** with crop, brightness, contrast and resize
- **draw** a series of images and export as an animated **GIF**
- **explain** how images are **photoshopped** for the media and why this is done

- **take and manipulate** photos , beginning to enhance them with crop, brightness, contrast and resize
- **manipulate** shapes to create digital art

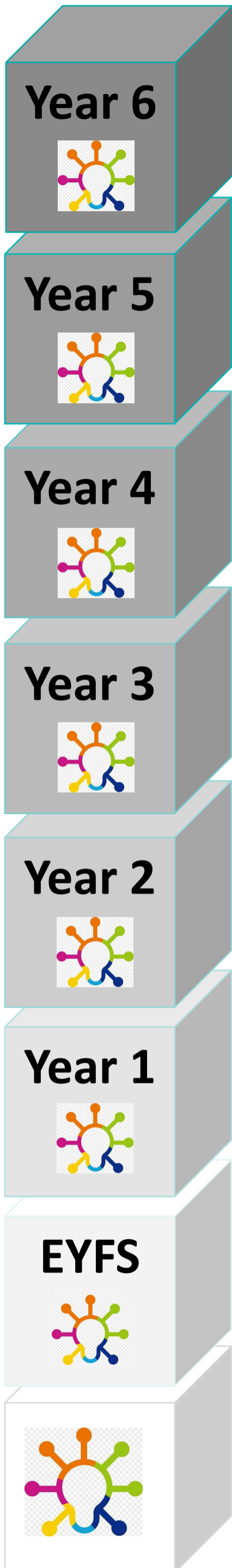
- **take** photographs confidently
- **create** a digital image using a range of tools, pens, brushes and effects
- **cut out** images accurately, to **layering** them onto other images

- **know how to** use the **spray tool, line tool and brush**, changing the thickness appropriately
- **know how to** edit a photo (**crop, filters**)
- **cut out** an image with some accuracy to layer onto another image

- **know how to** use simple tools to edit a photograph
- **know how to** use a **mouse** to **click and drag**
- **know how to** select colour, pen thickness and shape to draw a simple **digital** picture

- **know how to** take a **photograph**
- **know how to** use a photograph in an App
- **know how to** edit a photograph using the **paint and brush tools**

Digital Art



- **understand what** HTML is and recognise a range of HTML tags
- **know and use** a range of HTML tags to remix a web page
- **share understanding** of what the Internet is and how it can be useful in everyday life

- **understand how** we view web pages on the Internet
- **search** technologies effectively, using two or three different search engines
- **know that** pages are ranked in a [search engine](#) and how this is done
- **understand what** HTML is and begin to recognise [HTML tags](#)

- **know that** servers on the Internet are located all across the planet
- **understand how** [email](#) is sent across the Internet
- **understand how** the Internet helps us to [collaborate](#)

- **understand** that computers in school are connected together in a network
- **understand** why computers are [networked](#)
- **understand** the difference between the internet and the [World Wide Web](#)

- **Know that** not everything on the Internet is true and should be [fact checked](#)

- **know** the symbol for the Internet and [wifi](#) and know what they look like if the Internet is down or the signal is weak

- **know that** some games need the [Internet](#) to work

Computer Networks

Year 6

- **know how to** use the green screen masking tool with more than one character
- **know how to** use picture tools in iMovie
- **know how to add** animated subtitles to my film to further enhance the creation
- **know how to** create films using a range of media—green screen, animations, film and image

Year 5



- Use **cutaway and split screen** tools in iMovie
- **Evaluate and improve** film with effective video tools
- **Further improve** green screen clips using **crop and resize**
- **Explore** more creative ways to use the Green Screen, wearing green clothes and the **masking tool**

Year 4



- **know how to add** music and **sound effects** to film
- **know how to add** animated titles and transitions
- **know how to add** animated backgrounds confidently when using green screen techniques

Year 3



- **know how to** sequence clips of **mixed media** in a timeline and record a voiceover
- **know how to trim and cut** film clips, add titles and transitions
- **Add** simple subtitles to a **video clip**
- **Experiment with** **animated backgrounds** when using green screen techniques

Year 2



- **Know how to** use tools to add effects to a video
- **Begin to use** **green screen** techniques with support

Year 1



- **Record** a short film using a camera APP
- **Select** **images** and **record** a voiceover
- **Know how to** **highlight** and **zoom** into images

EYFS



- **Know** the difference between a **photograph** and a **video**
- **Record** a short film on an **IPAD** or **camera**



Video Creation

History

Deuteronomy 32:7

"Keep in mind the days of the past, give thought to the years of generations gone by.."

HISTORY INTENT

At St John's we understand that history is all around us and is constantly being created. The study of history ignites children's curiosity and captivation about the past in Britain and the wider world. Our teaching throughout the year groups, progresses to equip pupils with knowledge about the history of Britain and how it has influenced and too, been influenced by the wider world. Pupils will recognise and understand about significant aspects of the history of the ancient civilisations in addition to changes in living memory and beyond. Pupils will learn about the lives of significant individuals of the past, giving them an appreciation of human creativity and achievement. They will understand the methods of historical enquiry and be able to question sources of information. At St John's, we want our pupils to relish and love learning about history, putting it at the forefront of our curriculum. They should have an awareness that our past influences the present and that they themselves are a part of it.

The 3 priorities in History are:

- To enquire into historical questions and form their own opinions and interpretations of the past.
- To be aware of chronology, making connections and contrasting eras.
- Pupils will gain knowledge and skills, through a flexible-multi-sensory approach enabling all pupils to deepen their understanding of who and what has shaped our world today.

We study History so that we can know the past, engage in the present and impact the future.

Unknown



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Know and use appropriately the language of chronology when creating proportioned **timelines**.
 Know how key events impacted and why the events altered thinking and ways of living.
 Know and use dates and specific terms confidently to establish period detail. Make links between three periods in history, comparing and spotting similarities and differences.

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

Vocabulary— *concurrency, concurrent*

Know how to use dates on a **timelines to discuss chronology**.
 Know that events happen parallel to each other (during this time, this was also happening...)
 Know and describe key features of three different periods of time.
 Sequence the past in terms of periods.
 Know that ancient means thousands of years ago.

Vocabulary— *decade, empire, AD, BC, continuity*

Know how to use a timeline for the period studied so that they can order events and understand cause and effect

Know how to sequence events in a simple narrative

Vocabulary— *chronology, chronological order, prehistoric, during, ancient, BC, AD, Decade, Century, Millenium*

Know where to place historical figures, events and artefacts in order on a given time line, using dates where appropriate.

Know that the world was different in the olden days. Use **dates** and **given timelines** correctly

Vocabulary— *new, past, present, timeline, future, today, tomorrow, century, period, Chronology, Chronological order*

Know how to correctly use simple timelines to sequence processes, events and objects within their own experience.

Vocabulary— *Then, Now, a long time ago, week, day, month, year, in the past, the olden days, not nowadays*

Begin to know their own life-story and their family's history.

Sequence images of themselves as a baby, toddler and infant.

Recognise that things exist even when out of sight.

Chronology



Know how to analyse a range of evidence to identify the type of source produced and discuss its validity without prompting

Know two or more reasons why the voices of certain groups, including the poor, are under-represented in sources

Vocabulary - *Industry, diversity, biased*

Know what is meant by primary sources and show increasing confidence in identifying them

Know how to evaluate the usefulness of sources to follow a specified line of enquiry

Know that past cultural influences can be seen in architecture and art

Know that the study of history can involve an interdisciplinary approach that draws on other subjects including science: archaeology, paleontology, geology, giving two examples of its application in context

Vocabulary - *oral history, culture, architecture, interpretation*

Know how to cross-reference information to see if other sources agree, rather than taking everything on face value.

Know that the study of history can involve an interdisciplinary approach that draws on other subjects including science: *archaeology, paleontology, geology*, giving two examples of its application in context

Know ways two versions of an event differ, and why (e.g. Boudicca's Revolt)

Vocabulary - *primary evidence, secondary evidence, propaganda*

Know how to make simple deductions from evidence.

Know how to combine information from more than one source e.g. books and internet, compared with video, oral evidence.

Know that there were many ancient civilisations and compare what we can learn from the surviving artefacts

Go beyond the literal and what can be seen and the weaknesses in eyewitness accounts. Raise questions about evidence use.

Vocabulary - *palaeontology, archaeology, reliable*

Know where to find artefacts, pictures, stories, online sources and databases so they can find out about the past

Know how to find answers to questions about objects by looking in information books.

Know how to reference clues in evidence to draw simple conclusions about their own lives and others around them

Know that there are potential weaknesses in eyewitness accounts.

Vocabulary - *palaeontology, archaeology*

Begin to use a range of sources to identify some details and answer simple questions

Uses historical vocabulary to describe the main features of an artefact.

Can make deductions about artefacts, spotting clues to function and use and can talk about

Can consult and use information from two simple sources to find information

Vocabulary - *document, artefact*

Know that information can be retrieved from books and computers

Asks appropriate questions of others to find out about the past

Look closely at similarities, differences, patterns and change

Vocabulary - *fossil, museum, discover, discovery*

Evidence

Year 6



Know three ways how Britain had a major influence on world history (e.g. **abolition of slavery, industrialisation**)

Know that 22nd June 1948 began a period of Migration and is known as the 'Windrush generation'.

Know why people have migrated to the United Kingdom throughout history.

Know three ways in which the industrial revolution and mining has affected Worksop and the surrounding areas.

Know and understand the term holocaust

Vocabulary - **dictator, holocaust, Anne Frank, emigrant, immigrant**

Year 5



Know reasons why certain events, people and changes might be seen as more significant than others, including concepts of local, national and global change.

Know the influence on society, achievements and legacy that the Ancient Greeks had.

Know the significance of learning about the Early Islamic civilization and the developments within the culture.

Know and understand what The Blitz was during World war 2.

Know the significance of the discoveries of Captain Cook

Vocabulary - Blitz, Islamic civilization, Ibn Battuta, Aristotle, Captain Cook

Year 4



Know how the Anglo-Saxons impacted the change of direction of religion from Paganism back to Christianity.

Be able to order significant events of the Roman Empire and discuss why they are the most/least significant.

Know how the Vikings advanced ship building and navigation as well as the influence on language.

Know the impact that Romans, Vikings and Saxons have on Britain today.

Know the impact that the Battle of Dunkirk had on Britain during World war 2.

Vocabulary - **paganism, Christianity, empire, invasion, emperor, conquer, Boudicca, Alfred the Great**

Year 3



Know the concepts of movement and migration, achievements and legacy, society, governance and culture as significant recurring themes

Know why The Shang Dynasty flourished and what caused it to fall.

Know the achievements of the earliest civilizations (Ancient Sumer, Indus Valley, Ancient Egypt and Shang Dynasty of China)

Know how society and community formed and the evidence used to prove their significance.

Know why rationing was introduced during World War 2.

Know the key difference between life from the stone age to the Iron age

Vocabulary - **ancient, settlers, stone age, bronze age, Iron age, Neanderthal, hunter, gatherer**

Year 2



Know one or more reasons why an event happened in the past

know the significance of the first moon landing and how Helen Sharman has impacted the lives of others.

Know how things changed in London after the Great Fire.

Know how the creation of the railway impacted on the lives of everyday people (Seaside)

Know why evacuation was required during World war 2

Vocabulary - **Coast, Helen Johnson, Neil Armstrong, Buzz Aldrin, Evacuation, Mae Jemison**

Year 1



Know why houses / homes have changed and what has stayed the same(significant to different periods)

Know why the invention of the telephone and the printer were so important and how they have changed the course of history.

Know the significance of Amelia Earhart and The Wright brothers on early flight.

Know and identify 2 well known pieces of music from the period of World War 2.

Know that Scott is a famous Arctic explorer and his significance to exploration.

Vocabulary - **Wright Brothers, Amelia Earhart, explorers**

EYFS



Know about and discuss special past events in their own life and in the lives of family members

Know that we celebrate certain events, such as bonfire night, because of what happened in the past

Know the significance of special occasions which have happened in the past and are planned to happen in the future

Know the significant of the poppy as a symbol.

Vocabulary - **Guy Fawkes, celebration, special**



Significance

Year 6



Know how many people arrived on Empire Windrush and why they came and how this has created a richer, more diverse Britain

Know and understand the discrimination faced by the 'Windrush generation' Link to our values.

Know the impact the industrial revolution and mining had on local communities.

Know that Adolf Hitler was trying to build a German empire, part of which involved persecuting people he deemed as 'different'

Vocabulary - *oppressed, holocaust, persecution, minority, majority*

Year 5



Know that we can learn a great deal from ancient civilizations and that there are similarities and differences in other civilizations.

Know what was so special about Baghdad is its golden age.

Know why we study the early Islamic civilization within our school.

Know that Captain Cook's discoveries were sometimes hostile and repressive to indigenous people.

Vocabulary - *Baghdad, Islam, civilization, Indigenous*

Year 4



Know that the Romans used slaves, inc. Britons, and this is a recurrent theme in the history of empires

Know that some Britons fought against the Romans and give three reasons why.

Know the cultural heritage of Romans, Anglo Saxons and Vikings and the impact this has on Britain today.

Vocabulary - *diversity, revolution, equality,*

Year 3



Know the differences in the roles of men, women and children in late Stone Age settlements and why this was.

Know the spiritual beliefs of the Shang Dynasty of China

Know the long term impact on the world that the Shang Dynasty of China had.

Know who Maggie Aderin Pocock is and the impact she has had.

Vocabulary - *diverse, discrimination, , equal opportunities*

Year 2



Know two or more ways that the experiences of the rich and poor varied greatly in the past

Know reasons why some people were not able to travel as quickly or as widely as others to seaside holidays

Know the impact that Helen Sharman and Mae Jemison had on space travel and the wider impact from women who lived after events.

Vocabulary - *rural, urban, similar, different*

Year 1



Know the positive and negative of rural and town homes.

Know how Amelia Earhart affected the opportunities of women who lived after her. Know how people perceived women and what they were capable of following her?

Vocabulary - *rich, poor, opportunities, lifestyle*

EYFS



Know that everyone is different

Know that we all have our own individual family background

Know that we all have cultural and religious backgrounds and that these must be treated with respect and valued

Vocabulary - *fair, unfair*



Diversity

Year 6



Know how Europe was changed by WW2 and that we are not ruled under dictatorship and have our own governance.

Know that the 'Windrush generation' struggled to find housing because of their race (link to nativity story/British values/School values) and expanded the definition of what Britain was.

Know 3 reasons why people migrate to the United Kingdom.

Know how the industrial revolution and mining impacted Workson and surrounding areas and the impact that is still seen today.

Vocabulary: *Restitution, dictatorship, governance, propaganda*

Year 5



Know how and why the ancient Islamic Civilization was able to spread so far and so quickly.

Know that the Islamic Civilization golden age was a period of cultural, economic and scientific flourishing and what caused this to occur in the city of Baghdad.

Know 3 influences on society, achievements and legacy that the Ancient Greeks had.

Know the causes and consequences of The Blitz during World War two.

Vocabulary- *overpopulation, economics, causation, trade, military, scholars, advancements*

Year 4



Know the key elements that made the Roman Empire so powerful and made the Celts to be servants and slaves

Know that Christian traditions, art, music and architecture are still part of Modern day life.

Know that **Anglo-Saxons** replaced Roman stone buildings with their own wooden ones and English is a direct descendant of Anglo-Saxon language.

Know 3 causes and consequences from the Lindisfarne monastery attack and how the Battle of Hastings ended the Anglo-Saxon and Vikings rule.

Know that advances in exploration and travel stemmed from the Vikings

Know what caused the Little Ships rescue of Dunkirk during World War Two

Vocabulary - *cause, consequence, abolition, Revolution,*

Year 3



Know how the transition of stone to bronze for tools by mining for copper and tin.

Know that the decrease in sources of tin and the advance use of furnaces, led to the creation of Iron and the Iron age.

Know why the Shang Dynasty of China flourished and the reasons for it falling.

Know the causes and consequences of rationing during World War Two

Vocabulary - *effect, impact*

Year 2



Know how changes in travel have allowed us to travel the world. Predict future travel methods.

Know how seaside holidays have changed over time and how travel advancements have allowed us to holiday differently

Know how things have changed in London after the Great Fire.

Know how space travel has developed as a consequence of the first moon landing.

Vocabulary- *modern*

Year 1



Know that homes look different from the past and why

Know what happened as a consequence of Bell bringing the telephone into Britain and of Caxton's printing developments. Name some modern forms of communication.

Know how flight has developed as a consequence of The Wright Brothers and Amelia Earhart.

Know how Antarctic exploration has developed since Scott expeditions.

Vocabulary—*communicate, past, present, modern*

EYFS

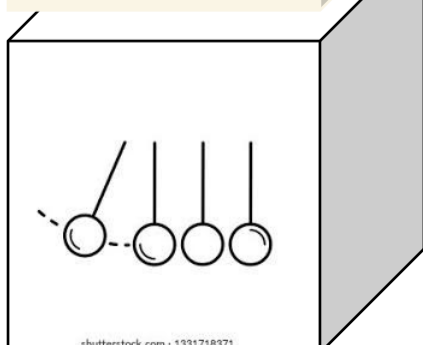


Know how to reflect on their actions to be able to explain why they took the action they did when discussing 'myself'

Know how toys and household objects have changed from the past to present

Vocabulary - *because*

Cause and Consequence



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Year 6



Know that propaganda still exists today on social media platforms. Know that we still have dictatorships e.g North Korea.

Know that our language continues to be adapted due to cultural influences.

Know how the 'Windrush generation' caused such suspicion and intolerance and how modern generations understanding regarding race and equality are developing.

Know how the industrial revolution and mining changed Worksop and surrounding areas and how this continues today.

Vocabulary: *Culture, adaptation, influence, propaganda*

Year 5



Know positive changes that occurred during Early Islamic Civilizations.

Know how trade allowed Early Islam to explore new parts of the world, which led to their success.

Know that the Greek's decision to study philosophy, instead of relying on religion led them to learn about the world.

Know how differences between city states in Ancient Greece led to conflict.

Vocabulary - *Reform, state, perspective, conflict, resolution.*

Year 4



Know the end of the Iron age was due to the Romans and forced Celts to be servants and slaves

Know that Roman roads are still used locally today.

Know that Viking architecture (Stave churches), food traditions and mythology still exist today.

Vocabulary— *Continuity, developments, slavery, abolish*

Year 3



Know the Shang Dynasty developed writing, the advancement of bronze technology and the use of chariot and bronze weapons in warfare. Know and describe how these systems have developed over time.

Name five changes that occurred between the Stone Age and the Iron age.

Vocabulary—*develop, adapted, diversity,*

Year 2



Know and explain 2 ways transport has changed over time.

Know how seaside holidays have changed or stayed the same over time for people in Britain.

Know how historically British Holidays were spent at the seaside.

Know how the churches of Worksop have changed or stayed the same over time.

Know how the Great Fire of London changed peoples' lives, events and the impact on London.

Know how space travel and exploration has changed over time.

Year 1



Know and name how houses have changed over time (size/materials/contents).

Know how and why Mr Straw's House in Worksop may be different from their own.

Know and describe how communication has changed.

Vocabulary: *brick, stone, straw, mobile*

EYFS



Observe artefacts that change over time and some that don't.

Use language of change and 'the same' to describe artefacts.

Vocabulary—*Change, the same*

Change & Continuity

Change and Continuity

Geography

Genesis 1:31

"God saw all that he had made and it was very good"

GEOGRAPHY INTENT

Through the high-quality teaching of Geography here at St John's, we foster our children's curiosity and promote an open mind. This will encourage our children to enjoy learning about their own local area, country and develop a genuine interest in the different cultures and countries around the world with enriched cultural capital. We seek to inspire in our children a curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. We want all children at St John's to develop geographical skills such as: reading and using maps, identifying human and physical features, a good knowledge of the different continents and oceans as well as collecting and analysing data. The Geography curriculum is designed to promote knowledge and develop skills that are progressive as well as transferable throughout their time at St John's and to their further education and beyond.



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The 3 priorities in Geography are :

- To instil a fascination in local and global environments.
- To understand the relationship between physical and human processes.
- To reflect and respond to the needs and passions of our local community.

“The study of Geography is more than just memorising places on a map. It's about understanding the complexity of our world” - Barack Obama

Year 6



know how trade takes place today the names of some countries that we import from and export to in the United Kingdom
know that all products have a **supply chain** and investigate the supply chain of chocolate from farmer to **consumer**

know what some of **the wonders of the Americas** are.

know what countries make up South America and locate these on a world map and globe.

Know two examples of how climate change is impacting on specific places in the world.

Vocabulary— import, export, port, supply chain,

Year 5



be able to name three European rivers and locate on a map/globe.

know the names of at least 4 European countries, including **France, Germany, Spain, Italy, Greece, Poland** and identify them on a map

Know how Greece compares and contrasts to England Whitby/Worksop. List similarities and differences to England and previously studied countries.

Be able to locate Whitby on a UK map and identify 3 locational features of the area.

Know at least 3 similarities and differences between Whitby and Worksop, detailing human and physical geography features.

Year 4



know where the world's climate zones are and relate to lines of latitude. Know the position of **latitude, longitude, Equator, Northern and Southern Hemispheres**

know the names of three of the UK's rivers and locate: **Severn, Thames, Yorkshire Ouse, Wye, Derwent, Tyne, Noe, Dee and Trent** (source and mouth) on a map

Know where USA is located on a world map, the capital city of USA and locate 4 states on a map including Florida, Texas,.

Know how USA compares and contrasts to England and list differences and similarities between an area of USA and Worksop., including rivers

know how major cities are located close to large rivers and understand that this was due to import and export .

Year 3



know that the capital of China is **Beijing** and locate China on a world map and globe

know how China compares and contrasts with England and list differences between Beijing and Worksop.

Know that Worksop is located in the county of Nottinghamshire

know and locate at least five counties on a map of the uk, including **Nottinghamshire, South Yorkshire, Derbyshire, Leicestershire and Lincolnshire**

know the names of at least five UK cities additional to capital cities—**Nottingham, Sheffield, Swansea, Glasgow, Derry**

know which natural disasters (volcanoes and earthquakes) take place where.

Know and name at least 2 natural disasters that have taken place and where.

know the name of five of the world's mountain ranges, - **Himalayas, Alps, Andes, Rockies and the Atlas Mountains** and locate on a globe.

Year 2



know the world is spherical and identify the **Equator**, knowing that hotter countries lie along this line and that they are hotter

know the names of four deserts and locate them on a map of the world and on a globe—**Gobi, Mongolia; Sahara, Africa; Atacama, South America and Bardenas Reales, Spain.**

Know the world's seven continents, the Atlantic and Pacific Oceans and Mediterranean Sea

Know that seasons in the UK and in Australia are opposite because Earth tilts and one is above, the other below the Equator

Know where Australia is located on a world map and globe.

Vocabulary— Equator, Atlantic Ocean, Pacific Ocean, Mediterranean Sea, , Gobi, Sahara, Bardenas Reales, Atacama

Year 1



know where the UK is on globe and where **Worksop** is on a map of the UK

know the names of the UK countries and their capital cities and surrounding seas **London, Edinburgh, Cardiff, Belfast**

know what a capital city is and why

know of four coastal resorts in the UK: **Cleethorpes in England, Tobemory in Scotland, Portstewart in N. Ireland and Conwy in Wales.**

know that maps, pictures and stories can be used to find out about places

know where to find the **polar regions** on globes and world maps and that colder countries are closer to these

Know and locate the North and South pole

Vocabulary— Arctic, Antarctic, polar region, capital city,

EYFS



know that some places are special to them and be able to identify them

know that we live and go to school in **Worksop, England** and that **Britain** is an **island** surrounded by seas

know that the globe shows the different countries that make up the **world** and talk about differences that they have noticed or seen in video/pictures.

know that they have travelled to other places and be able to name some of them.



Place

Year 6



know how **physical changes** have affected Earth since 1800

know what physical changes to the Earth are predicted to happen by 2050 and why

know how human activity has harmed the Earth

know how some animals are **endangered** and know why this is—investigate the impact of human action on wildlife.

Year 5

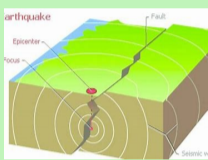


know about and compare the UK coastal sustainability management

Know how we are protecting our coastline— with a core focus on Whitby.

know **pros and cons of renewable energy sources**

Year 4



know the terms **preservation** and **conservation** in relation to the aims of national parks

know about the **conservation work** of the Canals & River Trust and explain the impact of their work on local communities in terms of **leisure, tourism and wellbeing** (near the water)

know three ways drinkable water is sourced around the world

Year 3



know of at least two ways that London or other cities are trying to cut **carbon emissions** to reduce air pollution and why (health and global warming).

know how **air travel** affects the environment

Compare and contrast the carbon emissions of China and United Kingdom and identify ways that they plan to cut carbon emissions

know how there are world plans to **cut emissions** and investigate what the UK's plans are within major cities.

know about early warning systems for **earthquakes** and **tsunamis** and the impact these disasters can have on people and places

Year 2



know that energy can come from **oil, gas, the sun, wind and water power**.

know which energy sources are kinder to the earth and why.

know three or more ways to care for the oceans

Year 1



know that there are ways to **reduce and reuse** plastics and why this is so important for ocean life.

Know that taking care with energy is one way that humans can impact on climate change and identify at least two ways that individuals can do this in the home and local area (walking instead of car journeys, switching off lights and devices when fully charged, turning heating down)

Know at least two consequences of melting polar ice caps.

EYFS



know some ways how we can all protect the local **environment** and the plants and animals within it

know that it is important to save water and know simple ways we can do this

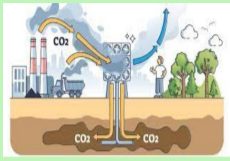
know that some **materials** can be **recycled** and how we can be super recyclers

know that composting and collecting rain water are ways to care for natural resources

Sustainability



Year 6

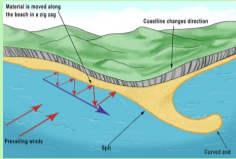


know that while humans affect the environment, natural changes also occur and relate to the **extinction** of dinosaurs and ice ages

know that burning **fossil fuels** produces **carbon dioxide** and this causes **global warming**

Know how climate change is impacting the world in which we live

Year 5



Know how land use has changed in the area of Whitby and be able to explain why.

know how canals/ rivers were used then and now (commercial versus leisure)

Know the human and physical characteristics of the area of Whitby.

Year 4



know how land use has changed and is changing in the UK and explain why

Know how land use changes compare in the UK to an area of USA.

know the stages of the **water cycle**

Vocabulary: evaporation, condensation,

Year 3



know factors increasing flood risk: location (coast or river plain), heavy rainfall, melting snow/ice, very dry **compacted** soil

know the impact of flooding (specifically local floods in Worksop and wider world floods), including damage to buildings, livelihoods, power cuts, disease and even death

know the Earth's layers to understand how mountains are formed .Know that mountains can be: **fold, block, dome, and volcanic**, and are further shaped by weathering

know how tsunamis, volcanoes and earthquakes are caused and explain the impact they have on landscapes and communities

Vocabulary: Weathering, erosion and deposition, tsunami, long term impact, flood plains

Year 2



know and use the term **deforestation** to describe cutting down trees to use their natural resources

know three ways that humans have changed aspects of **Sherwood Forest**

know that **tourism** has a seasonal pattern and explain four ways in which tourists impact a **coastal town** positively and negatively

Year 1



know about the seasonal changes of daylight hours, temperature and precipitation in the UK

know that weather can change quickly and forecasts help prepare people for different types of weather

know that **blizzards, tornadoes and drought** are extreme forms of weather with associated problems

know that polar ice is melting because **global temperatures** are rising and this is called **climate change**

know two ways that **rising sea levels** will affect animals and people and make their own model to simulate this

Vocabulary: seasons, drought, tornadoes, blizzards

EYFS



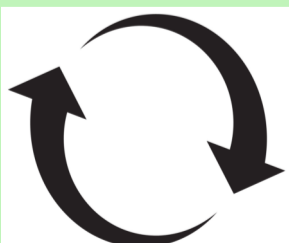
know that people can change the **environment** in different ways, such as growing and gardening

know that weather changes, naming different weather types and describing each with accurate vocabulary—**blustery, sunny, windy, snowy, stormy, drizzly etc**

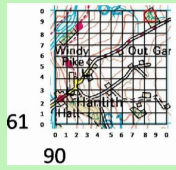
know and name the 4 **seasons**

know that the seasons bring change and orally describe what these changes mean for us

Change



Year 6



know effective ways to present data from **fieldwork** and map work to support/challenge a geographical idea

know how to present statistics about a place, including the use of digital technologies

know the geographical significance of **longitude** including day and night and time zones

know how to use **six-figure grid references**. Work with maps of different **scales** understanding what map scale factors are showing

Year 5



know how to draw conclusions from statistics collected through **fieldwork and map work** about a place

know ways to present statistics such as a range of charts and graphs

know and use a greater range of maps including those showing **climate zones** and those showing population density

know that gov.uk provides important advice to British travelers about locations, regarding considerations about their human and physical features (e.g. **laws, hazardous weather/environments, medical** etc)

Year 4



know and use fieldwork to answer a geographical question, including 'How is land used in Worksop?', using terms: **residential, commercial, industrial and agricultural**

know how to respectfully express their own views about a place with reasons.

know how to use **four-figure grid references**

know that atlases have different maps of the same region and explain that political maps show **human borders/countries**; topographical maps show landscape features, including **contour lines** to show elevation in relation to sea-level

Year 3

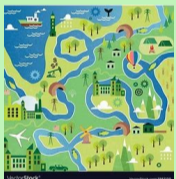


know how to use fieldwork tools, including **digital technologies**, to record the physical and human features about a place

know and use the eight points of the **compass**.

know **Ordnance Survey** symbols for human features in cities

Year 2



know and use simple fieldwork skills to study the geography of the locality of the school and its key **human and physical features**

know that **aerial images** and plan perspectives are bird's eye views of places and recognise familiar **landmarks** from them

know how to use **simple grid references** such as A1 and B1 and simple compass directions

know symbols for forestry on OS maps and know colours for forestry on vegetation belt maps.

know that the simple maps they devise need symbols to communicate features.

Vocabulary: Birdseye, explore, grid, symbol

Year 1



know and use simple **fieldwork tools** in the school grounds, including simple **field sketches and tally charts** (e.g. trees or litter)

know and use some tools that are used to gather information about the weather (**wind vane, thermometer and rain gauge**).

know how to present weather statistics using simple charts such as pictograms .

know the four main points of compass **North, South, East and West**

know ways that people prepare **for polar explorations and research**

EYFS



know that maps show the features in a place

know how to make '3D' maps using construction toys and models to represent places they know

know that '**go left**' and '**go right**' are instructions that can help direct people to places

Fieldwork and Mapping



Year 6



know how the geographical features of some UK regions affect usage

know physical features of South America and explain how these features impact on the people that live there and on the kind of occupations that they have

know five reasons to suggest why people migrate to United Kingdom including work, living costs compared to other cities, activities

Year 5



know how geographers classify deserts (e.g. very low **precipitation**)

know features of **desert and other global biomes**, describing climate using terms: **arid, temperate, tropical and polar**

know the **physical** and **human** features of a coastal town (Whitby).

Know at least 3 similarities and differences between Whitby and Worksop, detailing human and physical geography features.

Year 4



know how land is used differently in two **UK locations**

know the journey and features of rivers, including **landforms** and explain how these are linked to the three river courses

know what the main features of a river are

Know how to describe the main events in the water cycle

know the **River Trent** flows from its source to the mouth and know **tributaries (Dove and Derwent)** increase water flow within it.

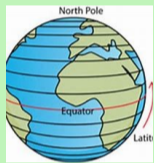
Know and compare physical and human features between Worksop and an area of USA and how these features impact on the people that live there and on the kind of occupations that they have.

know how **deposition** changes the shape of a river.

know how to describe the features of a river in terms of **lower course, middle course and upper course**.

know what a **dam** is and be able to name/locate at least one.

Year 3



know geographical questions to ask to establish key **physical and human features** of places (e.g. Is it near the **poles/Equator**? Is it **mountainous**? What type of features will we find here?)

know, suggest and collate a range of resources that will support in answering questions about the physical and human features of places (inc. digital technologies such as Google Earth)

know how natural disasters (**volcano eruptions, earthquakes, hurricanes and tsunamis**) happen and name a famous event for each

know ways to compare two locations (London and Beijing): **river settlements, population, weather, vegetation, farming, cuisine, architecture and tourism, (including both cities' use of their cultural and historical heritage)**

Year 2



know that seaside features differ to those found in Worksop and be able to name them

know the difference between physical and human features and name some for Worksop and Cleethorpes.

know some features of UK coastal resorts, inc. **hotels, campsites, restaurants, amusement parks, piers and promenades**

know some physical features of UK coastal resorts, inc. **beaches, cliffs, headland, coves**

know three key human and three key physical features of **Worksop and Cleethorpes**

know how the human and physical features of a location in the UK (Worksop) compare to a location in **Australia**

Year 1



know how the human and physical features of a location in the UK (Worksop) compare to a location in **Sri Lanka**

know how physical features of the UK, compare to **polar regions**, including **daylight hours, vegetation (tundra) and temperature**

know geographical questions to ask to establish what a place is like (e.g. What is this place like? What or who will I see? What do people do in this place?)

EYFS



know and name different key features and objects in their immediate **environment**, including home and school

know and name different key features and objects in their local environment, including: **shop, Church, river, school, castle**

know some environments are different to the ones in which we live, including: **woodlands, beaches and oceans**

know that life is different in different **countries**, including homes

Physical and Human



MUSIC

Psalm 95: 1

*"Come, let us sing for joy to the Lord; let us
shout aloud to the Rock of our
salvation."*

MUSIC INTENT

Music is a creative-led, inspiring subject that allows pupils the opportunity to express themselves through solo and group performances. At St John's Academy, we strive to instill a love of music within pupils from a young age by allowing them the freedom to create, rehearse and perform music on a variety of different instruments, including singing. Through this, pupils will be guided to listen, evaluate and appreciate other performances from a variety of different genres and time periods, allowing cross-curricular links to be made. We also aim to provide our young musicians with a basic understanding of musical language and terminology to scaffold their future learning.



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- The 3 priorities within Music are:
- To foster a love of music within pupils and develop confidence.
 - To have the opportunities to learn and play a variety of musical instruments, including singing.
 - To create and compose music with creativity independently and in groups.

“Music is what feelings sound like out loud.”
Georgia Cates

Year 6



- **know how to** use a variety of different musical devices in their composition (incl **melody, rhythms and chords**)
- **know how to** combine groups of beats within written notation, using **4/4 and 3/4 timing structures**
- **know how to** use **digital media** to create a layered piece of music
- **perform** a piece of music on the ukulele as a member of a group
- **know how to** perform a piece of music, accurately on a tuned instrument such as a toot flute/recorder or ukulele, reading the notes/chords and keeping the rhythm true to the notation values.

Year 5



- **know how to** change sounds or organise them differently to change the effect
- **know how to** make notes to record aspects of the composition process
- **know how to** consider and use **tuned and untuned** instruments as extra layers to a melody
- **know how to** read and interpret chords in written music
- **know how to** use **dynamics, tempo, pitch and rhythm** effectively in their composition

Year 4



- **know how to** sing songs from memory with **accurate pitch**
- **know how to** join **layers of sound**, thinking about musical **dynamics** of each layer and understanding the effect.
- **know how to** use standard notation on a treble clef to record own compositions
- **Know** that a **quaver** = 1/2 a beat
- **Know** that music can be broken down into elements of **verse** and **chorus**

Year 3



- **know how to** create **repeated patterns (ostinato)** with different instruments
- **know how to** compose **melodies** and songs using **pitched instruments** (voice/recorder)
- **know how to** combine different sounds to create a specific mood or feeling
- **know** that a **crochet** = 1 beat, a **minim** = 2 beats and a **semibreve** = 4 beats
- **know how to** read and play the notes—G,A,B,C and D on the **treble clef stave** using a recorder
- **know how to** sing in tune with expression

Year 2



- **know how to** sing accurately at any given pitch, and follow any melody
- **know how to** improve their own work and evaluate the process as they go along
- **know how to** choose sounds which create a deliberate effect to evoke an emotion
- **know how to** make connections between notations and **musical sounds**
- **know** that **dynamics** are about how loud or soft music is
- **know** that music is written on five lines that is called a stave and has a treble clef at the beginning

Year 1



- **know how to** make different sounds with their voice and control how and when they use them for appropriate songs
- **know how to** make different sounds with instruments e.g. playing a **tambourine** 2 different ways, and playing a simple tune on a **xylophone**
- **know how to** use their voice to sing with accuracy and at an appropriate volume
- **know** that **pitch** is about how high or low music is
- **know** that **pulse** is about the steady beat in music
- **know how to** repeat (short **rhythmic and melodic**) patterns using **pitched and unpitched** instruments and their voice

EYFS



- **know how to** represent thoughts by using **voice** and **untuned** instruments to create music
- **know how to** explore the different sounds of instruments, choosing particular instruments / sounds in order to support and enhance their own imaginative processes
- **know** that music can be **loud or quiet, fast or slow**.
- **know** that **tempo** is about how fast music is played



Composition

Understanding that ideas and emotions can be expressed through the manipulation of pitch, dynamics, tempo, timbre, texture and structure in music.

Year 6



- **know how to** refine and improve their work
- **know how to** evaluate how the venue, occasion and purpose affects the way a piece of music is created
- **know how to** analyse features within different pieces of music
- **know how to** compare and contrast the impact that different composers from different times will have had on the people of the time
- **know how to** identify with the style of work of **Beethoven** and **John Williams**

Year 5



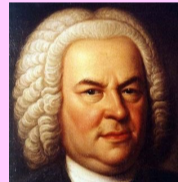
- **know how to** use musical vocabulary to describe, compare and evaluate music, explaining why they think music is successful or not
- **know how to** suggest improvements to their own or others' work
- **know how to** choose the most appropriate tempo for a piece of music
- **know how to** contrast the work of famous composers and show preferences (using all previously studied composers)
- **know how to** identify with the style of work of **Schubert** and **Andrew Lloyd Webber**

Year 4



- **know how to** explain the place of silence and say what effect it has
- **know how to** identify the different purposes of music
- **know how to** identify with the style of work of **Mozart** and **Elton John**
- **know how to** compare music from cultures eg; **Indian, reggae, country, hip hop**
- **know** all strings instruments in an orchestra **viola, violin, cello and double bass**

Year 3



- **know how to** use musical words (the **elements of music**) to describe a piece of music and **compositions**.
- **know how to** use musical words to describe what they like and dislike about classical and contemporary music
- **know how to** identify with the style of work of **Bach** and **Eliot Kennedy**
- **know** the meaning of and use the word **contemporary**
- **identify** at least **three instruments from the strings section** (**viola, violin and cello**)

Year 2



- **know how to** listen out for particular things when listening to music (what instruments are playing, listen for the repeated melody, listen out for the chorus etc)
- **know how to** identify with the style of work of **Tchaikovsky** and **Ed Sheeran**
- **know** all woodwind instruments in an orchestra—**flute, piccolo, oboe, saxophone, bassoon and clarinet**
- **listen** to music played by others and describe how it makes them feel

Year 1



- **know** how to respond to different moods in music
- **know** how communicate in detail how a piece of music makes them feel
- **know** the meaning of and use the words **pitch/high low, pulse/steady beat, tempo/fast or slow, melody, feelings, classical and pop** music
- **know** how to identify with the style of work of **Vivaldi** and **Aretha Franklin**
- **identify** at least three instruments (**flute, clarinet and oboe**) from the woodwind section of an orchestra

EYFS



- **know** how to respond to songs and music in different ways – moving, drawing and/or making comments
- **know** how to express and discuss how a piece of music or familiar song makes them feel
- **investigate** and choose sounds to represent different things
- **know** and use the words **high/low, long/short, loud/soft, fast/slow** and identify these elements in music
- **identify** at least six instruments from percussion (**drum, piano, tambourine, triangle, maracas and cymbals**)
- **know** how to sing a range of simple songs and nursery rhymes using voices in different ways for different effects (alone and as part of a group)



Appreciation

Listening to and discussing pieces of music and understanding separate elements of a piece.

Art

Isaiah 64:8

*"Lord, you are our Father; we are the clay, and
you are our potter -we are all the
work of your hand"*

Art and Design Intent

At St John's we strive to enable our children to confidently express themselves creatively by looking at the world they are living in as well as delving into their imaginations and providing opportunities for individual, group and whole school projects.

We will introduce them to a wide range of artists, and techniques from different periods and cultures, creating cross curricular links where appropriate. We will take inspiration for our own art work from the very earliest artists to those who have shaped different eras and many styles in-between. Our young artists will be encouraged to discuss the work of others and share their own opinions, and whilst experiencing a wide range of different media and learning a breadth of skills and techniques, they will develop their own style, and mould the artist hiding within each and every one of them.

The 3 priorities within Art and Design are:

- To allow our children to experience and investigate a wide range of art resources.
- To develop a progressive bank of skills and techniques and an understanding of how art has influenced different styles, eras and cultures.
- To foster a love of art that generates the confidence to express themselves creatively and artistically.

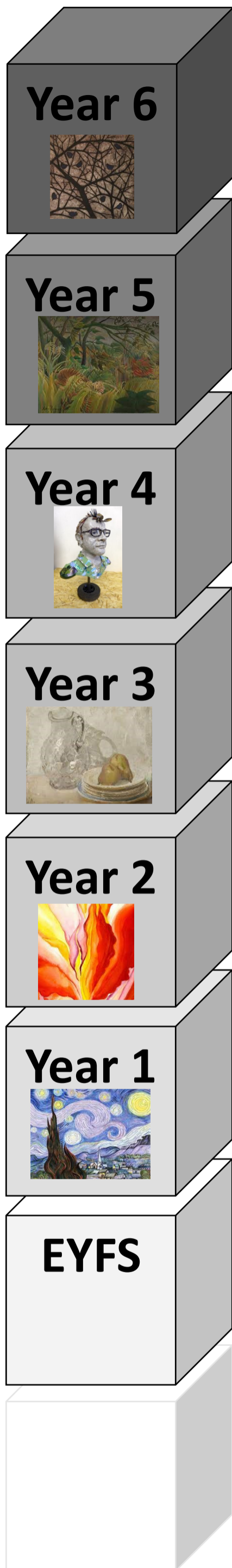
Creativity is intelligence having fun.

Albert Einstein



ST JOHN'S

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- Draw for a sustained period of time, over a number of sessions, working on and perfecting one piece.
- Develop a personal style when drawing and painting considering their knowledge of the 'formal elements'.
- Independently **select** and use the most appropriate medium, skills and techniques for a piece of art.
- **Apply** their knowledge of colour for mood/ effect and justify their choices. Sometimes use a limited palette.
- **Know** how to show movement.

- **Work in a sustained and independent way to create a detailed drawing.**
- **Apply** their knowledge to use the most appropriate medium, skills and techniques for a piece of art.
- **Apply** their knowledge of colour mixing to create the exact colour they want when painting.
- **Investigate** acrylic paint and **know** how to respond to its quick drying qualities.
- **Know** how to use proportion and perspective to make things appear in the foreground/ background.
- **Know** how to use colour for effect/ atmosphere/ mood etc – warm, cold, monochromatic, complimentary, shades etc and explain their choices

- **Apply** their knowledge of colour mixing to create the exact colour and consistency they want when painting.
- **Apply** their knowledge of 'line' (hatching, cross hatching, shading etc) to **develop** 'texture', 'shape and form' in their work (see formal elements) when both drawing and painting.
- **Know** what proportion is and **explore** this.
- **Know** how to draw a face taking proportion into account and explaining choices.
- **Investigate** the use of complimentary colours (opposite one another on the colour wheel) and how colour combinations can affect the outcomes.

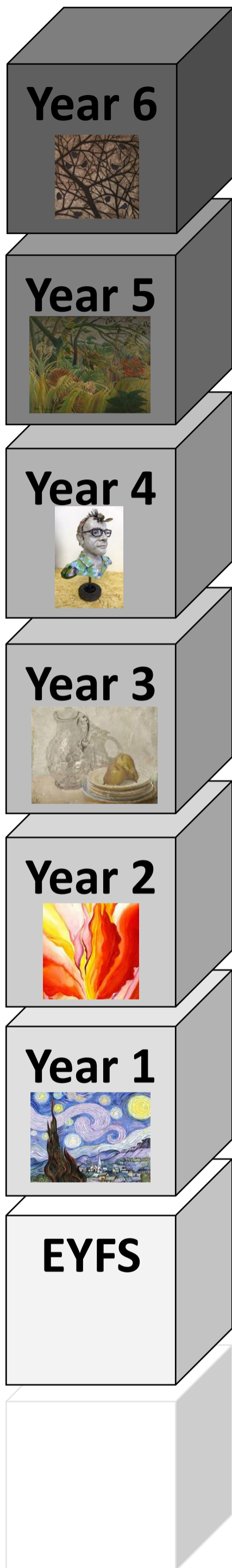
- **Apply** their knowledge of different grades of pencils and of tone, tint and shade (in other medium) when creating their own art.
- **Know** how to use the grid method to enlarge part of an image.
- **Know** how to use hatching, cross hatching and shading to show shadows and texture.
- **Know** how to choose the correct brush and control the consistency of paint (water to paint ratio) to achieve the desired effect for the purpose of colour/ mood – **Know** how to use watercolour paints.
- **Investigate** the use of monochromatic colour (adding tones and tints to a single base colour) and how their colour choices effect the outcome.
- **Explore** how to use a grid to draw a face and show facial expressions (cartoons)

- **Apply** their knowledge of drawing and painting mediums when creating their own art (incl paper size and orientation, brush size etc) and draw from observation - **Know** how to use a viewfinder.
- **Know** and name primary and secondary colours and how to mix secondary colours.
- **Know** how to make tones by adding black and tints by adding white, and **investigate** how shades of colour can be created with a range of different medium (which work best?)
- **Know** how to control different mediums in order to show pattern and texture by smudging, dotting and shading
- **Explore** the use of different grade pencils and explain how they are different.
- **Investigate** how the consistency of paint and colour choices can convey mood/ emotion (incl hot/ cold colours and tones of colours)

- **Know** how to use a variety of different drawing medium correctly (pencils, crayons, felt tips, pastels, chalks, biros etc)
- **Know** how to use paint correctly (focus on ready mix paint) and control the consistency when colour mixing (rinsing and drying off the brush to prevent it becoming too watery)
- **Know** the names of the primary colours and use these to mix secondary colours.
- **Explore** using different sizes of paper and **know** the difference between landscape and portrait.
- **Develop** control when drawing and painting making lines of different lengths, thicknesses and shapes (horizontal, vertical, diagonal, spirals, wavy etc) and **explore** how these can be used to make pictures, patterns and show texture.
- **Investigate** cold and warm colours and how they make them feel.

- **Know** how to hold and manipulate drawing and painting equipment correctly.
- **Know** the names of the colours (primary and secondary)
- **Know** that colours can be mixed to make new colours and **explore** colour mixing.
- **Explore** mark making and **develop** representation of people, animals and objects, talking about what they have done.
- **Investigate** different types of paint (ready mix, powder paint, watercolour) a variety of brushes (fine, thick, wide)
- **Investigate** a variety of drawing medium and use with care (pencils, crayons, felt tips, pastels, chalks.)

Proficiency – drawing and painting



- **Investigate** creating a simple armature using wire which is robust and will stand up independently.
- **Independently select and use the most appropriate medium, skills and techniques for a piece of art.**
- **Apply** their knowledge and skills to use a range of mixed media, combining different visual and tactile 'formal elements' and explain their choices.

- **Investigate** Modroc/ papier mache and **develop** skills in layering to produce robust structures.
- **Know** how skills learnt in relation to 'relief' with clay can be translated to Modroc/ papier mache to add detail and **apply** them in their own work.
- **Apply** their knowledge of visual and tactile elements of materials, and how these can be combined with other mediums (e.g. pastels, chalks, pencil) to use the most appropriate mediums, skills and techniques for a piece of art.

- **Apply** their knowledge of making a clay slab to make a model that is robust and will stand up independently.
- **Know** how to embellish their model using 'relief' and 'slip'.
- **Know** how to combine visual and tactile elements by selecting for colour and texture
- **Investigate** using collage materials with other medium (pastels, chalks, pencil) to create different effects.

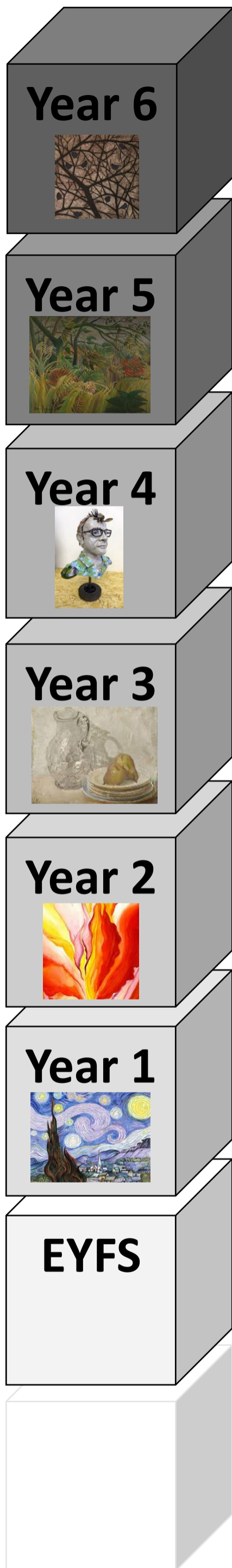
- **Apply** their knowledge to select particular materials for effect
- **Know** the difference between rough/ smooth, plain/ patterned making choices and explaining those choices (in collage and clay)
- **Investigate** and **know** that layering and overlapping materials (papers and clay) creates texture.
- **Know** how to roll a clay slab using spacers and rolling pins to achieve a consistent thickness.
- **Investigate** 'relief' with clay and **know** what it is and how to do it. (sculpted pieces are bonded to a solid background)
- **Know** how to use 'slip' when working with relief.

- **Apply** their scissor skills to cut with accuracy.
- **Apply** their knowledge of materials, including colour and texture, to arrange them in an aesthetically pleasing way to create temporary/ permanent collages and explain their choices
- **Know** how to show texture by cutting, tearing, twisting, scrunching and **investigate** this with collage materials and malleable materials
- **Know** how to make a coil pot using dough and or clay and **investigate** using 'slip' for joining.

- **Apply** their scissor skills to cut with increasing precision.
- **Know** how to flatten, cut, roll and coil malleable materials such as dough, clay or plasticine to achieve a desired effect.
- **Know** how to use tools to add texture to malleable materials.
- **Know** how to arrange materials (papers, fabrics, junk, natural etc) in an aesthetically pleasing way to create collages (temporary and permanent)
- **Explore**, gather, sort and arrange materials considering their colour and texture.

- **Know** how to hold and manipulate equipment used for collage and sculpture correctly – scissors, glue, tape, rolling pins, mark making tools etc
- **Know** how to hold scissors correctly and cut effectively.
- **Investigate** how to cut and tear different kinds of paper.
- **Investigate** how to attach different materials effectively.
- **Explore**, manipulate and sculpt a variety of malleable materials using tools/ small parts to embellish and add detail.
- **Explore** a variety of natural and manmade, purposeful and junk resources to create temporary pictures/ structures

Proficiency – collage and sculpture



- **Apply** relevant knowledge about techniques (embroidery, applique, dip-dye resist, batik), and fabrics (type, texture, colour and pattern) to make choices about how develop their project.
- **Apply** their knowledge of different printing techniques to design and make their own prints using different colours and overlapping.
- **Investigate** printing onto fabrics.

- **Know** what batik is and design and produce their own batik – consider what kind of fabric they should use.
- **Apply** knowledge of embroidery and applique to make choices about how to improve their work.
- **Know** how to make a printing block by cutting out shapes and sticking them to a flat surface and compare this to the relief printing from Year 4.
- **Investigate** overlaying different colours when printing.
- **Apply** knowledge to use printer ink, roller and tray independently.

- **Know** how dip-dye resist techniques are used to colour fabric and **explore** this on a small scale considering which fabrics work best.
- **Apply** embroidery and applique techniques to embellish their work
- **Know what block printing is (a print that can be used again)**
- **Know** how to make their own relief printing blocks by carving designs into polystyrene board and **investigate** using them to print with different colours.
- **Apply** knowledge to use printer ink, roller and tray correctly.

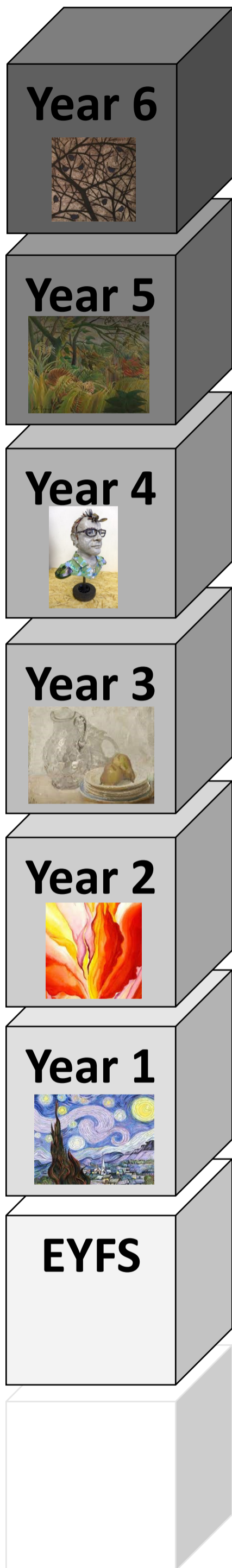
- **Know** what applique is (attaching a smaller piece of fabric to a larger one) and **explore** this to join felt using simple stitches (running stitch – extend with blanket stitch)
- **Apply** embroidery techniques from Year 2 to add decoration to their work.
- **Know** what mono printing is (a print that can only be used once) and **investigate** how a design can be transferred, (scrape a design into ink and press paper onto design/ lay paper on ink and draw a pattern onto the paper)
- **Know** how to use printer ink, roller and tray correctly.

- **Know** what embroidery is (decorating fabric using a needle to apply thread) and **explore** stitching (e.g. running stitch, cross stitch, chain stitch) – to decorate rather than join (use binka)
- **Know** how to thread a needle (using as needle threader if necessary).
- **Know** what negative printing is and **investigate** how printing around the edges of different objects and using different paints/ inks etc creates different effects.

- **Explore**, gather, sort and arrange fabrics considering their pattern, colour and texture.
- **Know** how to cut and join felt (using glue)
- **Know** how much paint to use and pressure to apply when printing
- **Investigate** dipping items in paint and applying paint onto the item and consider which works best and why.

- **Explore** fabrics in relation to pattern, colour and texture.
- **Know** how to use simple weaving skills – over and under
- **Know** what printing means (transferring an image from one surface to another)
- **Investigate** printing by applying paint to a variety of natural and found objects and **know** which kind of objects create the best prints.

Proficiency – Printing and Textiles



- **Know** how to develop a range of ideas which show curiosity, imagination and originality.
- **Know** how to use sketchbooks to plan, investigate, research and test ideas and other approaches.
- **Know** how to use digital media to identify and research artists and designers.
- **Know** how to use digital media to collect and see art work.

- **Know** how to engage in open ended research and exploration to initiate and explore personal ideas.
- **Know** that sketchbooks are used for a variety of purposes including, recording observations, developing ideas, testing materials, planning and recording information.
- **Know** that sketchbooks are places to explore personal creativity and as such they should be imperfect and demonstrate inquisitive questions.

- **Know** how to use sketchbooks and drawing to improve understanding, inform ideas and explore potential.
- **Know** that sketchbooks should be places to explore, ask questions and demonstrate inquisitive exploration.
- **Know** that inspiration can come from many rich and personal sources to feed into creative projects.

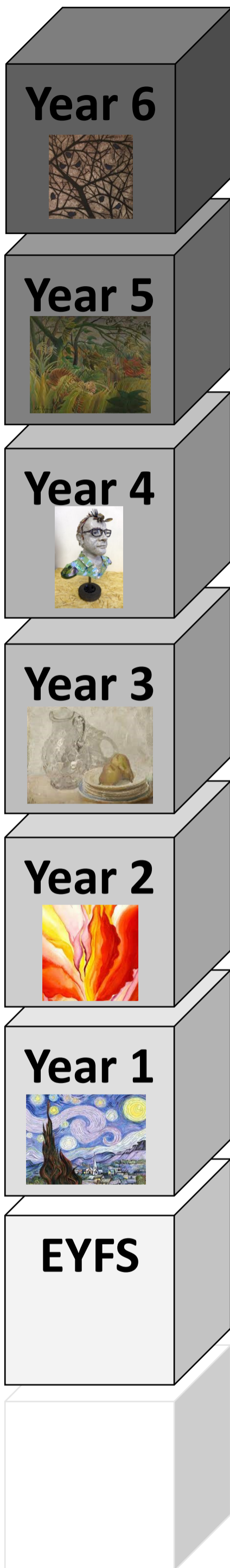
- **Know** how to gather and review information from different sources.
- **Know** how to gather resources related to their ideas and intentions.
- **Know** how to use a sketchbook for different purposes, including: recording observations, planning and shaping ideas.

- **Know** that ideas can be generated by doing as well as thinking.
- **Know** that ideas can be expressed through art.
- **Know** how to use drawing to record ideas and experiences.
- **Know** that informed and intuitive choices can be made when creating.

- **Know** that manipulating materials in an open-ended manner might give rise to ideas.
- **Know** to experiment you need an open mind.
- **Know** that looking at other people's work is a good way to inspire your own ideas.
- **Know** that ideas can be generated through hands on exploration without being constricted towards a pre-defined outcome.

- **Know** that ideas can be expressed through art and design.
- **Know** that they have the power to create and make.
- **Know** that they have the freedom to try out lots of ideas and that there's no right or wrong way to create art.
- **Know** that they themselves are capable of being an artist;
- **Know** they have the ability to explore and develop different artistic elements and processes.

Creativity



- **Know** some of the works of Alberto Giacometti, L.S. Lowry and Faith Ringold and use their work as inspiration for their own.
- **Know** how the occasion, audience and purpose affects an artist's deliberate choices and to evaluate these.
- **Know** how to use the correct vocabulary to describe, compare and evaluate the 'formal elements' within artwork.
- **Know** how to refine and improve their work and give feedback to others.
- **Formal Elements covered and specific key vocab: Line. Tone. Shape and Form. Texture. Colour. Pattern. Proportion.**

- **Know** some of the works of Vincent Van Gough, Darrell Wakelam and 'Islamic Architecture', and be able to use their work to feed into their own.
- **Know** how to describe, compare and evaluate art work using the correct vocabulary.
- **Know** how to use the most appropriate medium, skills and techniques for a piece of art.
- **Know** how to suggest improvements for their own and others artwork.
- **Formal Elements covered and specific key vocab: Line. Tone. Shape and Form. Texture. Colour. Pattern. Proportion.**

- **Know** some of the works of James De Rosso, Andy Waholl and William Morris/ Henri Rousseau. Begin to describe the different purposes of pieces of art and how they could be used as inspiration for others.
- **Know** how to use vocabulary relating to the 'formal elements' of texture, tone and proportion when discussing artwork.
- **Compare** the work of artists that they have studied using artistic vocabulary.
- Be able to identify areas of strength in their own work and that of others.
- **Formal Elements covered and specific key vocab: Line. Tone. Shape and Form. Texture. Colour - complementary colours. Pattern. Proportion.**

- **Know** some of the works of John Constable, Margaret Godfrey and Traditional Chinese art. **Discuss** their styles and techniques used and use these as inspiration for their own work.
- **Know** how to use vocabulary relating to the 'formal elements' when describing their own work and that of others.
- **Know** how to use artistic vocabulary to describe what they like and dislike.
- **Know** that taking time to reflect upon their own work is valuable in order to say what problems arose and how they might solve them next time.
- **Formal Elements covered and specific key vocab: Line - hatching, cross hatching, shading. Tone. Shape and Form. Texture. Colour - monochromatic colours, mood.**

- **Know** some of the works of Claude Monet, Romero Britto and Elspeth Mclean/ Georges Seurat, and consider how they could use their style as inspiration and the techniques they have used in their own work.
- **Know** how to describe some of the 'formal elements' in the art they look at e.g. Britto used vibrant colours and bold patterns to create a feeling of hope and happiness.
- **Discuss** preferences to pieces of work and give reasons.
- **Know** that evaluating creative work during the process as well as at the end helps develop their work
- **Formal Elements covered and specific key vocab: Line. Tone - tone, tint, shade, light, dark. Shape and Form. Texture. Colour - primary, secondary, cold, warm, mix. Pattern.**

- **Explore** some of the works of Piet Mondrian, James Brunt and Megan Coyle and take inspiration from them to produce their own art-work.
- **Know** how to describe their own work and that of others using vocabulary relating to the 'formal elements' e.g. Mondrian used thick and thin, vertical and horizontal lines, geometric shapes and primary colours.
- **Know** how to express how pieces of art make them feel e.g. I like it because it is bright.
- **Know** that people take pleasure in creating artwork and that it gives other people pleasure too.
- **Formal Elements covered and specific key vocab: Line - thick, thin, vertical, horizontal. Shape and Form - geometric. Texture. Colour - primary, secondary, cold, warm, mix. Pattern.**

- **Know** that artists have lots of different styles and use lots of different media. Talk about the work of Wassily Kandinsky, Eric Carle and Claire Thompson.
- **Communicate** using basic language relating to the 'formal elements' when talking about their own art and that of others.
- e.g. Kandinsky used lots of circle and triangle shapes and bright colours. He used straight and curved lines.
- **Communicate** how a piece of art makes them feel.
- **Know** that they can use the art of others as inspiration and that they can have their own style as an artist.
- **Formal Elements covered and specific key vocab: Line - straight, wavy, curved. Shape and Form - 2d shape names. Texture - descriptive adjectives. Colour - colour names, colour mixing. Pattern.**

Evaluation

Design Technology

Hebrews 3:4

*For every house is built by someone, but God is the
builder of everything.*

DESIGN TECHNOLOGY INTENT

Design Technology should develop the creative, technical and practical expertise needed to perform everyday tasks confidently and successfully as well as prepare for the inevitable changes in everyday technology. At St. John's C of E Academy we want to allow children to aspire, through creating opportunities for them in the wider world. Through the Design and Technology curriculum, children will be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. Whilst providing these opportunities, pupils will develop a critical and innovative eye when assessing the world around them by being encouraged to plan, critically reflect upon and evaluate their designs. Pupils' interests are captured through themed learning ensuring that links are made in a cross curricular way wherever possible, giving children motivation and meaning for their learning.

The 3 priorities within Design Technology are:

- To provide exciting and challenging opportunities that allow pupils to plan and design creatively and imaginatively;
- To ensure children receive a progression of skills and experiences throughout their time at St. John's C of E Academy
- To allow pupils to be critical thinkers in order to reflect on their work through evaluation processes.



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“Design is not just what it looks like and feels like. Design is how it works.”
Steve Jobs

Year 6



- **know** different types of motions and directions of a motion.
- **know** the **shell structures** in everyday life (cars, aeroplanes, tins, cans).
- **know** where food comes from, describing the process of 'Farm to Fork' for a given ingredient.
- **Identify and name** the **circuit components** in a specified object e.g. game.
- **research** effectively to find solutions to inform the design of innovative products

Year 5



- **know** stronger and weaker structures.
- **know** the difference between **beam, arch, truss and suspension bridge**.
- **know** the key components used to create a **functioning circuit**.
- Generate, develop, model and communicate ideas through discussion, annotated sketches and **prototypes**

Year 4



- **know** that moving things have **kinetic energy**.
- **know** the importance of light, shadow and patterns when constructing a structure.
- **know** the impact of the cost and importance of **budgeting** while planning.
- **know** the **environmental impact** on future product and cost of production.
- **know** how to develop ideas through **collaborative discussion** around detailed sketches/plans

Year 3



- **know** how **pneumatic** systems work.
- **know** the difference between 'frame' and 'shell' structure.
- **know** that **mechanisms** are a **system of parts** that work together to create **motion**.
- **know** terminology: **strut, tie, span, beam**.
- **know** that climate affects food growth.
- **know** that each fruit and vegetable gives us nutritional benefits.
- draw **annotated sketches** to plan effectively

Year 2



- **know** **natural** and **man-made** structures.
- **know** when a structure is more or less stable than another.
- **know** that a **lever** is something that turns on a pivot.
- **know** how **axels** help wheels to move a vehicle.
- **know** that shapes and **structures** with wide, flat bases or legs are the most stable.

Year 1



- **know** that levers and sliders are mechanisms and can make things move.
- **know** that for a wheel to move it must be **attached** to an **axle**.
- **know** the vocabulary: **up, down, left, right, vertical and horizontal** to describe movement.
- **know** that a mechanism makes a toy or vehicle roll forwards.
- **know** whether a mechanism is a **lever** or **slider** and determining what movement the **mechanism** will make.
- Know the difference between fruit and vegetables.

EYFS



- **know how to** use a range of simple products.
- **know how to** use questioning in order to discover new information about **products**, i.e. who the product is for and how it is used.
- **know how to** articulate their thoughts and ideas about a product they have seen or made.
- **select** **component parts** to meet specific purpose

Design and Develop

Year 6



- **know how to** strengthen structures by **manipulating** materials and shapes.
- **know how to** accurately cut, fold and assemble a net.
- **know** combinations of food that will complement one another.
- **know how to** use different decorative stitches with accurate and even spacing.
- **know how to** use a bench hook and saw safely and effectively to create a range of structures.
- **know how to** make **electromagnetic motors**.
- **know how to** make components and assemble them in order to make a stable frame.

Year 5



- **know how to** reinforce a structure, including using triangles.
- **know how to** use a saw safely.
- **know how to** create a strong beam and different shaped beam bridges: identifying **arch and beam bridges**.
- **know how to** adapt a recipe to make it healthier.
- **know how to** apply blanket stitch to join fabric, leaving an even and regular space between stitches.
- **know how to** make a working circuit.
- **know how to** make mechanisms and/or structures using **sliders, pivots and folds** to produce movement.

Year 4



- **know how to** build on prior knowledge of **net structures and frame structures**.
- **know how to** reinforce concerns to strengthen a structure.
- **know how to** implement a **frame and shell structure**.
- **know** the benefits and disadvantages of different fastenings.
- **know how to** select a stitch to join fabric.
- **know how to** make an electrical object using an **electrical circuit and switch**.

Year 3



- **know how to** select suitable materials for a structure, considering: weight, compression, tension.
- **know how to** construct a range of 3D shapes using nets.
- **know how to** generate static electricity independently and use static electricity to make objects move in a desired way.
- **know how to** layer different materials for effect.
- **know how to** prepare themselves and a workspace to cook safely.
- **know how to** join fabric using **cross stitch**.
- **know how to** make pneumatic systems and build secure housing for the system.

Year 2



- **know that** materials can be manipulated to improve strength and stiffness.
- **know how to** fold paper in order to build a strong and stiff structure.
- **know how to** use a template.
- **know how to** make linkages—**levels and pivots**.
- **know how to** join items together in different ways and the benefits of these techniques, including running stitch.

Year 1



- **know how to** turn **2D nets in 3D structures**.
- **know how to** make a stable structure being able to join items together using pinning, stapling, gluing
- **know how to** create a moving model that uses **levers and sliders**.
- **know how to** chop fruit and vegetables safely (**claw and bridge grips, knife safety**)

EYFS



- **know how to** use a range of tools for cutting, shaping, joining and finishing to make own products,
- **name** a variety of tools (**scissors, hammer, vice, hole punch**)
- **know how to** use a range of age appropriate constrictions kits
- **know how to** use hygienic practices when working with food ingredients
- **know how to** follow simple pictorial recipes and combine **ingredients**, under adult supervision, creating food products and other media i.e. playdough.

Implementation

Year 6



- **know how to** improve a design plan based on peer evaluation
- **know how to** test and adapt a design to improve it as it is developed
- **know how to** identify what makes a successful structure
- **know how to** action and apply points of improvement
- **know what** changes they would make/do if they were to do the project again

Year 5



- **know how to** adapt and improve own structures by identifying points of weakness and reinforcing them as necessary
- **know how to** suggest points for improvement for own product and those designed by others
- **know how to** evaluate the work of others and receive feedback on own work.

Year 4



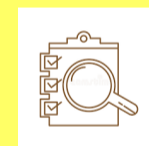
- **know how to** describe what characteristics of a design and construction made it most effective.
- **know how to** test and evaluate an end product against the original design criteria.
- **know how many** criteria should be met for the product to be considered successful.
- **evaluate** the final product based on: the effect of shape and accuracy of workmanship on performance.
- **know what** makes a design effective and ineffective.

Year 3



- **know how to** evaluate an end product and think of other ways in which to create similar items.
- **know how to** use the views of others to improve designs.
- **know how to** test and modify the outcome, suggesting improvements.
- **know how to** evaluate own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.
- **know how to** suggest points for modification of individual designs.

Year 2



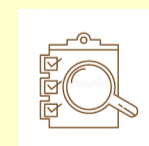
- **know how to** test and adapt a design.
- **know how to** identify aspects of their peers' work that they particularly like and why.
- **know how to** test the strength of own structures and identify the weakest part of a structure.
- **know how to** evaluate the strength, stiffness and stability of own structure.
- **know how to** evaluate own designs against design criteria, identifying ways to develop it further
- **reflect on** peer feedback to modify final design.

Year 1



- **identify** strengths and possible changes to their own product and those made by others
- **know how to** ask questions of others about what they have made and how they have gone about it
- **know how to** review the success of a product by testing it with its intended audience.
- **know how to** evaluate according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't.
- **know how to** test mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.

EYFS



- **know how to** explain how their product works
- **ask questions to evaluate** what others have made
- **notice and talk about** what is good about someone else's design
- **know how to** articulate why they have chosen certain materials when designing and making a product.



Evaluation

PE

Proverbs 24:5

*"A wise man is full of strength,
and a man of knowledge enhances
his might."*

PHYSICAL EDUCATION INTENT

Physical Education is an integral part of any child's development and here at St John's we aim to provide a PE curriculum that improves cognitive health as well as mental and physical health. Our lessons are engaging, inclusive, creative, cooperative and competitive; where children will face diverse challenges in groups as well as individually and where they will be encouraged to challenge their physical limits to reach new levels of flexibility, strength, technique and coordination. We will work on developing self discipline and leadership skills along with looking at tactical performance, goal setting and achieving realistic objectives. Here at St John's we will encourage and provide stimulating sessions that require each individual to challenge and exert themselves. Furthermore, our extra-curricular provision will also aid in the development of independence, problem solving, self-esteem, team building skills along with physical and mental well-being.

The 3 priorities within Physical education are:

- To improve physical and mental well-being.
- To provide opportunities which are inclusive and foster self-discipline and leadership in sport and physical exercise.
- To encourage children to embrace then extend, their physical limits.

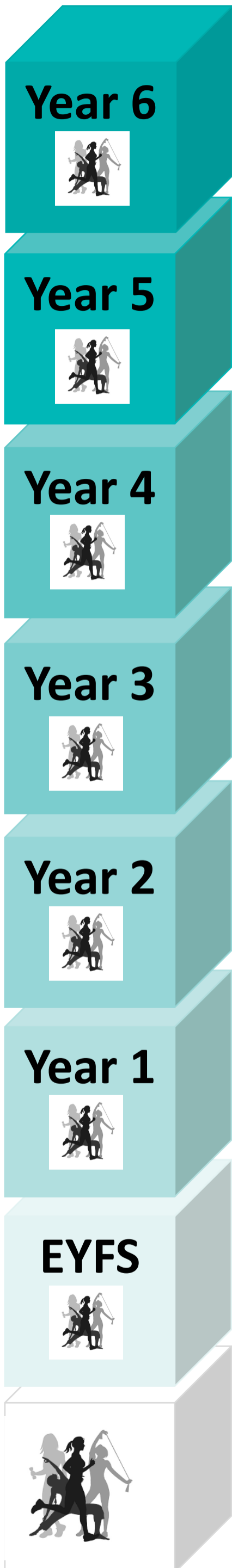


ST JOHN'S

CHURCH OF ENGLAND ACADEMY

'Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong'

John F Kennedy



- **know that** the body (including muscles and circulatory system) reacts to different kinds of exercise.
- **know why** and can explain why we benefit from regular and safe exercise to improve our physical and mental well-being.
- **know that** they can continue to develop their fitness to an increasing stamina with sustained practice and activity.

- **know and explain** a range of safety principles when preparing for exercise choosing appropriate warm-ups and cool downs
- **know** and can use an increasing range of sport specific vocabulary during discussions.
- **know how** nutrition, exercise and healthy lifestyles will impact on their body and link this to athlete's training.

- **know why** and can explain why warming up and cooling down is important.
- **know how** keeping fit can keep them healthy in a range of ways.
- **know how to** act on personal challenges given through endurance activities.

- **know why** it is important to warm-up and know which muscle groups are used in different activities.
- **know why** their heart beats faster during aerobic exercise.
- **know that** they can make personal challenges with endurance activities and be able to challenge themselves

- **know how to** demonstrate exercise in a safe manner
- **know** and can talk about how their body feels during different activities
- **know** and can explain what their body needs to keep healthy.

- **know** and can describe how their body feels different before, during and after exercise
- **know how** nutrition and healthy lifestyles improve physical fitness.
- **know that** they can engage in a range of sports with an improving level of endurance.

- **know and discuss** at least three ways in which we keep healthy
- **know** and talk about the importance of taking part in physical activities

Fitness



- **know how to** develop and analyse tactics in order to impact a team's and individuals' performance.
- **know how to** strategically deploy individual talents within a team.

- **know how to** take part in whole class / house competitions effectively.
- **know** a wider range of progressive rules and scoring systems within a range of games.
- **know how to** develop and analyse tactics in order to impact a team's and individuals' performance.

- **know how to** take part in whole class / house competitions effectively.
- **know** a wider range of progressive rules and scoring systems within a range of games.
- **know how to** develop and analyse their tactics in order to impact on their team's performance.

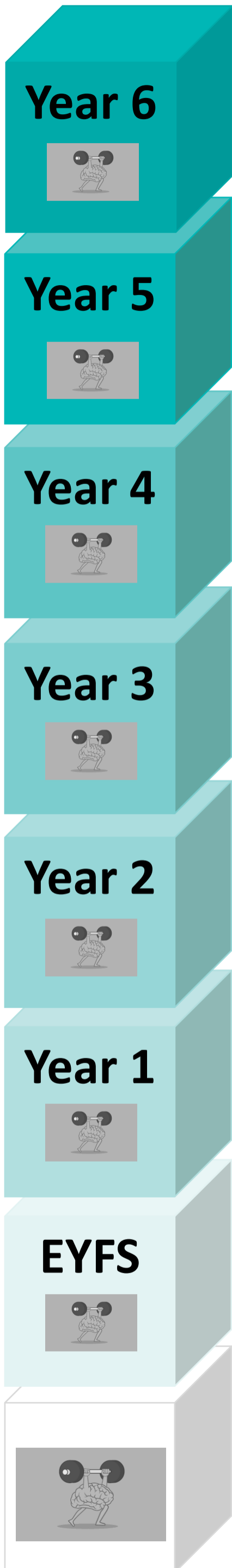
- **know how to** take part in whole class / house competitions effectively.
- **know** a wider range of progressive rules and scoring systems within a range of games.
- **know how to** develop tactics and their role within a team.

- **know how to** take part in small group / house competitions that are incorporated into main sessions.
- **know how to** use simple tactics
- **know that** they can have different roles within a team

- **know how to** take part in small group / house competitions that are incorporated into main sessions.
- **know how to** use basic rules and point systems

- **know how to** listen to and follow the rules of simple teams games
- **know how to** use a range of physical skills when playing games with other children
- **know how to** work as part of a team

Competition



- **know that** they can use peer and self assessment without prompts to challenge themselves and constantly seek improvement in skills taught.

- **know that** they can use peer and self assessment to improve their performance.
- **know how to** respond and develop their personal skills further from feedback.

- **know how to** peer assess with increasing independence using knowledge of sports.
- **know that** they can respond to feedback positively and apply it to skills taught.

- **know how to** approach new sports and skills with a positive mindset.
- **know how to** begin to peer assess each other during activities using adult guidance.

- **know that** there will be new challenges and expectations throughout both new and old skills.
- **know how to** adapt their work with increasing independence from adult feedback.

- **know that** there will be increasing challenges through new skills introduced throughout the year.
- **know how to** adapt their work based on adult feedback and support.

- **know that** they will have the opportunity to try a range of new sports.
- **know that** there is a range of different basic skills that they will experience throughout the year.
- **know that** there is an expectation of them to be willing to try new activities and ask for help when they need it during these times.

Resilience



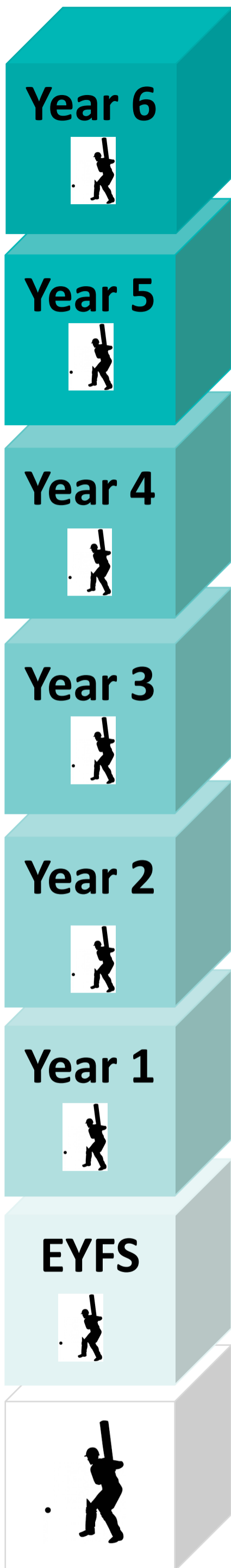
- **know how to** create/choreograph longer, challenging dance phrases and how to select appropriate movement material to express ideas/thoughts/feelings.
- **know how to** begin to exaggerate dance movements and motifs.
- **know how to** use choreographic devices and link phrases to music.
- **know that** they can show co-ordination, control, alignment, flow of energy and strength as well as show focus, projection, sense of style and musicality.
- **know how to** demonstrate a wide range of dance actions, dynamic qualities and use of space.
- **know that** they can demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact.
- **know that** they can show awareness of different dance styles and cultural traditions
- **know how to** compare and evaluate different performances.

- **know how to** beginning to improvise dance phrases to communicate an idea.
- **know how to** develop movement using Actions (WHAT), Space (WHERE), Relationships (WHO), Dynamics (HOW), Choreographic devices, motif, motif development and repetition.
- **know how to** structure a dance phrase, connecting to ideas, showing a clear beginning, middle and end and link phrases to music.
- **know how to** participate in a dance to an audience showing confidence , precision and control, beginning to include longer sequences.
- **know how to** show and combine co-ordination, control and strength as well as show focus, projection and musicality.
- **know that** they can demonstrate dynamic qualities, use of space and different relationships.
- **know how to** present and show awareness of different dance styles and traditions.
- **know how to** compare and comment on their own and other’s work using specific vocabulary

- **know how to** copy and explore basic movements and body patterns, developing control.
- **know how to** develop and use own ideas to sequence dance, remembering it to present at a later time.
- **know how to** move with confidence and rhythm when walking, hopping, jumping, landing.
- **know how to** demonstrate good balance and how to move in time with music.
- **know that** they can co-ordinate arm and leg actions (e.g. march and clap).
- **know how to** respond to own work and that of others when exploring ideas, feelings and preferences.
- **know that** there are a range of changes in the body when dancing and how this can contribute to

- **know how to** show the four basic movements – turn, jump, freeze and balance.
- **know how to** move to different music from around the world
- **know how to** perform and apprise own work and that of others.

Dance



- **be able to** react quickly and catch balls thrown at different heights and angles
- **be able to** use effective and efficient fielding techniques
- **know** the importance of communication to effective fielding
- **be able to** throw the ball accurately over a large distance
- **be able to** strike a bowled ball into an a desired area E.G Where there are fewer fielders
- **be able to** bowl overarm at a target
- **know** the rules of quick cricket: How to score and the multiple ways in which you can be dismissed
- **be able to** play a class game of quick cricket

- **to know how to** apply catching and throwing techniques to a fielding situation
- **know** the correct technique for batting in rounders
- **know** the correct technique for bowling in rounders
- **know** the roles and responsibilities of the backstop and base fielders when fielding in a game of rounders
- **know where** to get the ball to be an efficient fielder
- **know how** to apply different tactics to bat and field successfully
- **be able to** play in a whole class game of rounders/ scatterball
- **be able to** hold a rounders bat and a cricket bat correctly

- **be able to** perform a range of throwing and catching skills with control
- **be able to** perform a range of bat and ball handling skills with control
- **be able to** send a receive a ball with a bat or racket with control
- **be able to** perform a range of striking and gathering skills with control
- **be able to** choose and use different throwing techniques depending on the situation e.g overarm to throw further
- **be able to** choose and use different striking techniques depending on the situation e.g aiming towards a target
- **be able to** play as part of a team

- **know how to** throw at different targets
- **be able to** hit larger balls with a bat

Strike and Field



- **know how to** create a longer more complex sequence of up to 10 elements.
- **know how to** perform balances with control, showing good body tension.
- **know that** they can mirror and match partner's balance.
- **know how to** explore symmetrical and asymmetrical balances on own and with a partner and explore and develop control in taking some/all of a partner's weight using counter balance and counter tension.
- **know how to** perform a range of acrobatic balance with a partner on the floor and on different levels of apparatus.
- **know how to** perform group balances at the beginning, middle or end of sequence and consider how to move in and out of these balances with fluency and control.
- **know how to** travel sideways in a bunny hop and develop into a cartwheeling action keeping knees tucked in and by placing one hand and then the other on the floor.
- **know that** you can increase the variety of pathways, levels and speeds at which you travel.
- **know how to** make symmetrical and asymmetrical shapes in the air and jump along, over and off apparatus of varying height with control in the air and on landing.
- **know how to** explore different starting and finishing positions when rolling.
- **know that** they can explore symmetry and asymmetry throughout the rolling actions.

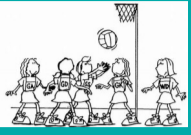
- **know how to** perform a sequence showing clear changes of speed, 3 different balances with 3 different ways of travelling.
- **know how to** work with a partner from a starting shape, moving together by travelling on hands and feet, rolling, jumping and moving apart to finish.
- **know how to** explore and develop use of upper body strength taking weight on hands and feet – front support and back support.
- **know how to** explore balancing on their own and with partners, working on a combinations of 1/2/3/4 "points", exploring which body parts are safest to use and which balances work fluently.
- **know how to** use a variety of rolling actions to travel on the floor and along apparatus; moving away from and together on the floor and on apparatus.
- **know how to** travel at different speeds.
- **know how to** travel in different pathways on the floor and using apparatus and explore different entry and exit points .
- **know how to** explore leaping forward in stag jump.
- **know that** they can experiment with jumps and add a quarter or half turn into a jump before landing as well as making a twisted shape in the air and controlling their landing by keeping body upright throughout the twisting action.
- **know how to** build on and develop control in rolling actions on the floor, off and along apparatus or in time with a partner, developing the forwards roll and beginning to experiment with a backwards roll.

- **know how to** perform a gymnastic sequence with a balance, a travelling action, a jump and a roll, teaching sequences to a partner and performing together.
- **know how to** stand and sit "like a gymnast".
- **know that** they can explore the 5 basic shapes: straight/tucked/star/straddle/pike and balance in these shapes on large body parts.
- **know that** they can explore and develop balance on front and back so that extended arms and legs are held off the floor, also showing good tension in the core and tension and extension in the arms and legs, hands and feet.
- **know how to** begin to travel on hands and feet (hands flat on floor and fully extend arms) by using the Monkey walk, the Caterpillar walk and Bunny hops.
- **know how to** explore shape in the air when jumping and landing with control (e.g. star shape).
- **know that** they can continue to develop control in different rolls.
- **know how to** complete a Pencil roll, an Egg roll, a Dish roll and begin to form a forward roll.

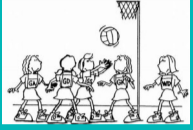
- **know how to** form shapes—tuck, pike, straddle and stretch.
- **know how to** demonstrate travelling (on floor) – bunny, straddle bunny, duck and giraffe.
- **know how to** show jumps (on to mat) and stretch jump—focusing on jumping technique (tall, small, jump) & landing.
- **know how to** complete rolls – tuck roll & log roll.

Gymnastics

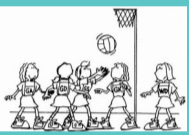
Year 6



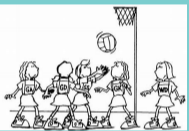
Year 5



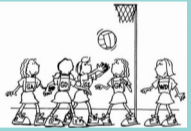
Year 4



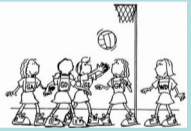
Year 3



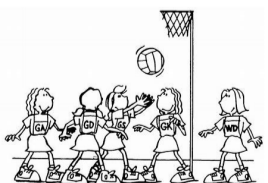
Year 2



Year 1



EYFS



- **know how to** develop techniques of a variety of skills to maximize team effectiveness.
- **know how to** use skills to gain points.
- **know how to** throw, catch and move with control to keep possession and score goals.
- **know how to** use tactics when attacking or defending.
- **know how to** combine and create their own games using knowledge and skills and make suggestions as to what resources can be used to differentiate a game.
- **be able to** dribble past defenders in football, handball and in hockey.
- **be able to** shoot statically and whilst moving in handball, hockey and football
- **know different** netball positions and the rules that restrict where certain players can play.
- **know that** in football there are defenders, midfielders and attackers and what role they have in a game
- **be able to** play in a full sided game against class mates in netball, hockey and football.
- **know how to** block and intercept in a game of handball, hockey, football and netball.

- **know that** they can practise skills in isolation and in a combination.
- **know how to** throw and catch with control to keep possession and score goal.
- **know how to** keep possession with some success when using equipment that is not used for throwing and catching skills.
- **know the** advantages of working as a team and work well in competitive games.
- **know how to** apply the basic principles of fair play and begin to apply basic principles suitable for attacking and defending.
- **know how to** use equipment safely and with good control.
- **know how to** dribble an appropriate sized ball with feet in football, with a stick in hockey.
- **know how to** tackle an opponent in football and in hockey in a controlled and safe manner
- **know how to** play a small sided game of football, hockey and netball.
- **be able to** pass and shoot to a target in hockey, football and netball.
- **know the** three passing techniques in netball: chest, bounce and overhead.
- **know the** footwork rule in netball.

- **know that** they can practise different skills associated with simple games (e.g. co-ordinating throwing and catching).
- **know how to** use basic underarm (sometimes overarm), rolling and hitting skills.
- **know how to** intercept, retrieve and stop a beanbag and a medium sized ball with some consistency.
- **know how to** catch a beanbag and a medium-sized ball.
- **know that** they can track balls and other equipment sent to them, moving in line with the ball to collect it.
- **know how to** throw, hit and kick a ball in a variety of ways, depending on the needs of the game.
- **know how to** use strategies for choosing different ways of hitting, throwing, striking or kicking the ball and decide where to stand to make it difficult for their opponent.
- **know how to** work co-operatively in teams and show good control and safe handling of PE equipment.
- **be able to** show spatial awareness and awareness of others when running/chasing.

- **know how to** throw with one hand and catch with two hands and hands in cup shape.

Invasion Games

Year 6



Year 5



Year 4



Year 3



Year 2



Year 1



EYFS



- **be able to** demonstrate the forehand and backhand stroke in tennis.
- **know which** choice of stroke to use in an in game situation.
- **be able to** react to a moving tennis ball
- **be able to** predict the timing and bounce of the flight of the ball.
- **know the** best attacking strategy and where to aim: e.g playing into space
- **know how to** serve the tennis ball overarm
- **be able to** apply skills to play a competitive game of tennis understanding the scoring system.
- **know how to** umpire on a peer's game of tennis.

- **know the** names of different strokes in tennis: forehand/backhand
- **be able to** strike the ball to a target
- **know the** importance of hand and feet movements
- **know the** expected flight of the ball E.G moving towards or retreating when interacting with the ball.
- **be able to** demonstrate resilience when faced with a more complex racket skill.
- **know how to** do a controlled upward toss which would instigate a serve.
- **be able to** have a rally of up to 8 shots (not in a restricted area.)
- **know how to** score in a game of tennis
- **know when** the ball is in or out of the court.

- **know how to** hold the tennis racket, balancing soft balls
- **be able to** use the racket to push the soft balls to a target .
- **know that** control is required when hitting the ball with a tennis racket.

- **know how to** balance a beanbag on a racket
- **know how to** hold and swing a bat to hit a moving object

Net and Wall

Year 6



Year 5



Year 4



Year 3



Year 2



Year 1



EYFS



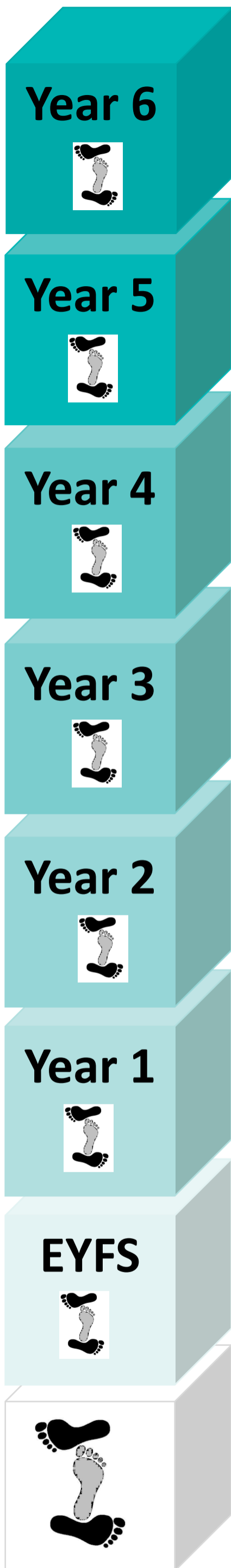
- **know how to** sustain pace over longer distance –1 mile, 3km
- **know how to** perform relay change-over efficiently
- **know the** correct technique to run over hurdles with fluency,
- **know how to** identify the main strengths of a performance of self and others and identify parts of the performance that needs to be improved.
- **know how to** perform a range of warm-up exercises specific to running for short and longer distances.
- **know and explain** how warming up affects performances.
- **know and explain** why athletics can help stamina and strength.
- **know how to** set realistic targets for self, of times to achieve over short and longer distance
- **know how to** demonstrate a range of jumps showing power and control and consistency at both take-off and landing.
- **know and set** realistic targets for self, when jumping for distance or height.
- **know how to** throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with a junior javelin, shot and discus.
- **know how to** set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others.

- **know how to** run smoothly and at different speeds and choose different styles of running of different distances.
- **know that** they can pace and sustain their effort over longer distances.
- **know the** correct technique to run over small hurdles with fluency,
- **know how to** carry out stretching and warm-up safely.
- **know how to** set realistic targets of times to achieve over short and longer distances (with guidance).
- **know how to** perform a combination of jumps e.g. hop, step, jump showing control and consistency and be able to choose different styles of jumping.
- **know that** they can watch and describe specific aspects of jumping e.g. what the arms and legs are doing.
- **know how to** set realistic targets when jumping for distance or for height (with guidance)
- **be able to** perform a speed bounce for 30 seconds and know the correct technique to improve.
- **know how to** explore different styles of throwing, e.g. pulling, pushing and slinging.
- **know how to** throw with greater control and consistently hit a target with a range of implements.
- **know that** by watching they can describe specific aspects of throwing.
- **know how to** set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance) .

- **know what** skills are needed to run for 1 minute, showing the difference and being able to describe the difference of running at speed and jogging.
- **know how to** use different techniques to meet challenges.
- **know how to** perform the 5 basic jumps with and without combinations (2-2, 2-1, 1-2, 1-1 same foot, 1-1 landing on other foot.
- **know how to** describe the different ways of jumping and show control at take-off and landing.
- **know how to** evaluate actions and make references to what they can improve in the future.
- **know how to** perform a range of throwing actions e.g. rolling, underarm and overarm and describe how these are executed.
- **know how to** aim and throw at different targets, evaluating the successes and what can be improved.
- **know how to** participate in a relay.
- **know the** proper technique for throwing a foam javelin

- **know how to** jump over obstacles with two feet together and run (with small steps)

Athletics



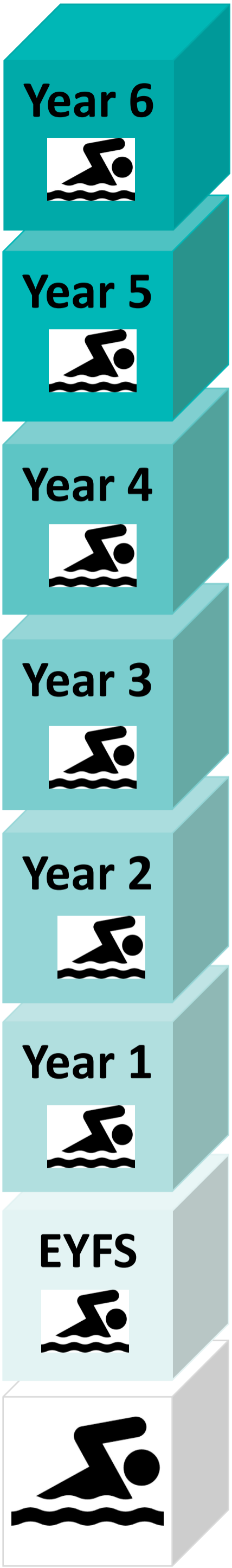
- **be able to** evade and tag opponents
- **know the** rules of tag rugby
- **know how to** score whilst playing tag rugby
- **know the** correct technique to pass and receive the rugby ball whilst evading opponents
- **know how to** defend playing a game of tag rugby I.E not all bunching in on the ball carrier
- **be able to** play a game of tag rugby
- **be able to** discuss and develop tactics with teammates to improving attacking and defending

- **be able to** change direction at different speeds, avoiding attackers when wearing tag rugby belts.
- **know how to** work as a team whilst playing a tag gathering game.
- **know how to** evade having a tag pulled
- **know how to** successfully chase and attack opponents in a tag gathering game.
- **know the importance** of running into space and away from attackers.
- **know the importance** of footwork in relation to confusing opponents.

- **know how to** combine a number of coordination drills using upper and lower body movements.
- **know how to** skip and begin to demonstrate and improve on this skill.
- **be able to** move around a space, changing direction at varying pace
- **know the importance** of vision when moving around a space at speed.

- **know different** ways in which we can move.
- **be able to** combine balance and co-ordination skills to move bodies skilfully with and without equipment demonstrating control of motion.

Agility, Co-ordination and Response



- know how to swim competently, confidently and proficiently over a distance of at least 25m.
- know how to use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke).
- know how to perform safe self-rescue in different water-based situations.

- be able to explain how to stay safe around water

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Swimming

Modern Foreign Languages

1 Corinthians 14:11

"But if I do not know the meaning of the language, I will be a foreigner to the speaker and the speaker a foreigner to me"

MODERN FOREIGN LANGUAGES INTENT

Modern Foreign Languages is an engaging, inclusive, creative and practical subject that challenges children to think beyond the boundaries of their own native tongue whilst respecting those of others. Within the St John's family, we have a number of cultures and nationalities and learning languages allows us to embrace and respect those cultures. Language learning allows children to grow in confidence and tolerance of diverse societies. Our curriculum develops independence, problem solving, listening skills and making connections using prior linguistic knowledge.

The 3 priorities within Modern Foreign Languages are:

- To provide exciting and challenging opportunities to use language creatively.
- To develop confidence with oral, written, reading and listening activities.
- To encourage children to embrace cultural diversity.



ST JOHN'S
CHURCH OF ENGLAND ACADEMY

“To learn a language is to have one more window from which to look at the world.”

Chinese Proverb

Year 6



Transition Preparation Study—French

- Know how to count to 30 in French
- Know how to use basic greetings, please and thank you.
- Know how to use verbs in the 1st, 2nd and 3rd person
- Know how to say singular and plural body parts
- Know how to describe the weather linked to the seasons of the year.
- Know how to state types of transport

Year 5



- **understand and recite** a simple Spanish song and a simple story
- Know how to describe the weather types linked to seasons
- Know how to describe where countries are on maps
- Know how to use present tense verbs and infinitive verbs
- Know how to use nouns for types of transport.

Year 4



- Know how to understand and use words for clothes, sports, hobbies and shopping
- Understand and use instructions for moving in Spanish
- Know how to use time phrases
- Know how to use opinions for sports and hobbies in Spanish
- Know how to describe self and others in Spanish
- Know how to use shopping verbs in 1st, 2nd and 3rd person
- Develop a basic understanding of directional phrases

Year 3



- **say and respond to basic greetings in Spanish**
- Know how to count to 31 in Spanish
- Know how to say the months of the year in Spanish
- Know how to use 1st and 3rd person verb use
- Know how to use adjectives and nouns in masculine and feminine form to describe foods
- Know how to use singular and plural nouns and verbs

Year 2



- **count** to five in Spanish independently
- **answer** the register with a languages greeting (French, Spanish and Polish)
- **tell** the teacher if they are having a hot meal or sandwiches in Spanish

Year 1



- **understand and use** the words **yes and no** in Spanish
- **join in** with counting to five in Spanish
- **join in** with counting in another language represented by a child in the same class
- **say** thank you

EYFS

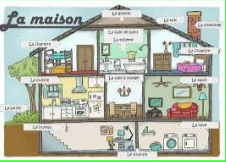


- **be able to** understand a simple greeting in another language
- **know how to** reply to a simple greeting in Spanish and giving a response in the same language
- **understand** that Spanish is spoken in Spain and elsewhere in the world



Listening and Speaking

Year 6



- **read and write** numbers in French to 30
- **read and write** basic French greetings
- **Read, write and label** body parts in French
- **read and write** details of the weather in French
- **Read and write** words associated with transport in French.

Year 5



- **read and write** words associated with weather linked to the seasons
- **read and write** words linked to transport
- **read and write** positional and direction words in Spanish
-

Year 4



- **read and write** verbs used for shopping in Spanish
- **read and write** time phrases in Spanish
- **read and write** words for sports, clothes, hobbies and interests
- **read and write** description of themselves and others in spanish
- **read and write** the words for family members in spanish

Year 3



- **read and sing** a well-known French song
- **read, understand and write** the names of classroom items, colours, animals and numbers to 31
- Read, understand and write the, days of the week and months of the year
- Read, understand and write adjective and nouns to describe food.

Year 2



- **read and respond to** please and thank you in Spanish
- **read and respond to** one, two, three, four and five in Spanish

Year 1



- **read and write** the words yes and no in Spanish
- **read the words** one, two three, four and five in Spanish and match objects to them
- **read** happy birthday in Spanish
- **read and understand** thank you in spanish

EYFS



- **understand that** greetings in different language carry meaning



Reading and Writing

Year 6



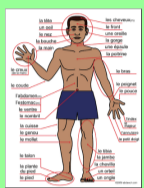
- know how to use intonation when asking questions
- know how to differentiate between past and present tenses
- learn how to say i/he/she went

Year 5



- know how to use basic prepositions
- know how to use past, present and future phrases
-

Year 4



-

Year 3



- know how to form plurals for the nouns known
-

Year 2



- know how to pronounce the sounds correctly in the words learnt, including silent letters at the end of a word

Year 1



- know how to pronounce the sounds correctly in the words learnt

EYFS



- know that people around the world speak in other languages and that we can learn to understand them



Rules

Year 6



Transition Preparation Study of French.

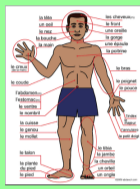
- Know where France is located in the world and the capital city of Paris.
- Learn about the location of Paris
- Know and identify 4 famous landmarks in France
- Know what life is like in a French school

Year 5



- learn about a typical day in a real primary school in Spain
- know 3 other countries Spanish is spoken around the world
- Pronounce the letters of the Spanish alphabet

Year 4



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

Year 3



- learn about the location of Madrid
- learn about four famous Spanish landmarks (Basilica la sagrada familia, Guggenheim museum, Great Mosque, Alhambra Palace, Montserrat monastery).

Year 2



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

Year 1



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

EYFS



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

Culture

PSHE / RSHE

1 Corinthians 13: 13

*"Love is patient and kind; love does not envy
or boast; it is not arrogant or rude..."*

PSHE INTENT

Here at St John's, we place high importance on the role of PSHE (Personal, Social and Health Education) to enable our children to become healthy, compassionate and responsible members of a society. Our curriculum aims to help learners to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our aim is to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE is an important part of Collective Worship where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. Staff endeavour to instil resilience, independence and confidence in the hope that children will develop a ready willingness and ability to try new things, push themselves and persevere within school and beyond into later life. We want our children to have high aspirations, a belief in themselves and a strong sense of self-worth.

- The 3 priorities within PSHE are:
- To teach the statutory objectives outlined as well as areas we feel are important to our children, families and community.
 - To ensure children are capable of forming good relationships and have the skills to recognise if relationships make them feel unsafe or unhappy and how to seek help or advice.
 - To help our children stay healthy and safe, while preparing them to make the most of life and work.



"Education is the most powerful weapon that you can use to change the world"
Nelson Mandela



- Know that anyone can be affected by mental ill-health and know where to seek help and support in and out of school.
- Know 3 positive strategies for managing feelings.
- That there are situations when someone may experience mixed or conflicting feelings.
- About strategies that can help someone cope with the feelings associated with change or loss.
- To identify how to ask for help and support with loss, grief or other aspects of change.
- That to do and whom to tell if they are frightened or worried about something they have seen online.
- Know the important of balancing time online with other activities
- To recognise some of the changes as they grow up e.g. increasing independence.
- About what being more independent might be like, including how it may feel.
- About the transition to secondary school and how this may affect their feelings including practical strategies to support transition
- About how relationships may change as they grow up or move to secondary school.
- How to protect personal information online.
- To identify potential risks of personal information being misused.
- Strategies for dealing with requests for personal information or images of themselves.
- To identify types of images that are appropriate to share with others and those which might not be appropriate.
- That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be.
- About the different age rating systems for social media, T.V, films, games and online gaming and why they are important
- About the laws relating to drugs common to everyday life and illegal drugs.
- **show understanding of** the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health
- **recognise** that drug use can become a habit which can be difficult to break



- How sleep contributes to a healthy lifestyle and strategies to ensure healthy sleep patterns.
- About the benefits of being outdoors and in the sun for physical and mental health.
- How to manage risk in relation to sun exposure, including skin damage and heat stroke.
- How medicines can contribute to health and how allergies can be managed and that some diseases can be prevented by vaccinations
- How they can prevent the spread of bacteria and viruses with everyday hygiene routines and shared responsibility for keeping a clean environment
- About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes.
- That for some people their gender identity does not correspond with their biological sex.
- How to recognise, respect and express their individuality and personal qualities.
- Ways to boost their mood and improve emotional wellbeing and the link between participating in interests and hobbies
- To identify occasions where they can help take responsibility for their own safety, differentiate between positive risk taking and dangerous behaviour
- How to deal with common injuries using basic first aid techniques and how to respond in an emergency including how to contact emergency services
- That female genital mutilation (FGM) is against British law.
- What to do and whom to tell if they think they or someone they know might be at risk of FGM.



- To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally.
- What good physical health means and how to recognise early signs of physical illness.
- That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary.
- How to maintain oral hygiene and dental health, including how to brush and floss correctly.
- The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.
- How to identify external genitalia and reproductive organs.
- About the physical and emotional changes during puberty.
- Strategies to manage the changes during puberty including menstruation.
- The importance of personal hygiene routines during puberty including washing regularly and using deodorant.
- How to get information, help and advice about puberty.
- The importance of taking medicines correctly and using household products safely.
- To recognise what is meant by a 'drug'.
- That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing.
- To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects.
- To identify some of the risks associated with drugs common to everyday life.
- That for some people using drugs can become a habit which is difficult to break.



- About the choices that people make in daily life that could affect their health.
- To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep).
- What can help people to make healthy choices and what might negatively influence them.
- What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally.
- That regular exercise such as walking or cycling has positive benefits for their mental and physical health.
- About the things that affect feelings both positively and negatively.
- Strategies to identify and talk about their feelings.
- About some of the different ways people express feelings e.g. words, actions, body language.
- That everyone is an individual and has unique and valuable contributions to make.
- How to identify their own personal strengths and interests and what they're proud of (in school, out of school).
- To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues.
- Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.
- How to identify typical hazards at home and in school.
- How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen.
- About fire safety at home including the need for smoke alarms.
- The importance of following safety rules from parents and other adults.
- How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety.

Health and Wellbeing



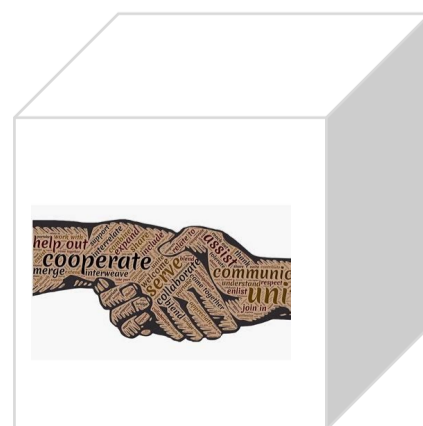
- About routines and habits for maintaining good physical and mental health.
- Why sleep and rest are important for growing and keeping healthy.
- That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.
- The importance of, and routines for, brushing teeth and visiting the dentist.
- About food and drink that affect dental health.
- How to describe and share a range of feelings.
- Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others.
- How to manage big feelings including those associated with change, loss and bereavement.
- When and how to ask for help, and how to help others, with their feelings.
- About the human life cycle and how people grow from young to old.
- How our needs and bodies change as we grow up.
- To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).
- About change as people grow up, including new opportunities and responsibilities.
- Preparing to move to a new class and setting goals for next year.
- How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines.
- How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'.
- To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger.
- How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products.
- About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.
- How to respond if there is an accident and someone is hurt.
- About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.
- **make a link between** Christian teachings and know how people can regard, celebrate and protect their bodies, minds and souls.



- What it means to be healthy and why it is important.
- Ways to take care of themselves on a daily basis.
- About basic hygiene routines, e.g. hand washing.
- About healthy and unhealthy foods, including sugar intake.
- About physical activity and how it keeps people healthy.
- About different types of play, including balancing indoor, outdoor and screen-based play.
- About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.
- How to keep safe in the sun.
- To recognise what makes them special and unique including their likes, dislikes and what they are good at.
- How to manage and whom to tell when finding things difficult, or when things go wrong.
- How they are the same and different to others.
- About different kinds of feelings.
- How to recognise feelings in themselves and others.
- How feelings can affect how people behave.
- How rules can help to keep us safe.
- Why some things have age restrictions, e.g. TV and film, games, toys or play areas.
- Basic rules for keeping safe online.
- Whom to tell if they see something online that makes them feel unhappy, worried, or scared.
- **understand** key Christian teachings, knowing that they are of great value and worth



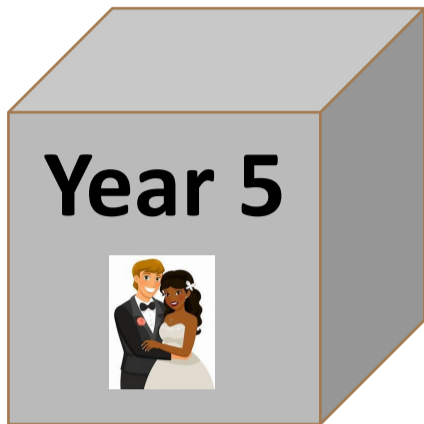
- **know that** sleep is important and try to have a healthy bedtime routine
- **know that** it is important to clean teeth twice a day
- **know that** it is important to limit time on computer games and television time



Health and Wellbeing



- Know what it means to be attracted to someone and know different kinds of loving relationships.
- Know that people who love each other can be of any gender, ethnicity or faith.
- Know the difference between gender identity and sexual orientation and everyone's right to be loved.
- Know about the qualities of healthy relationships that help individuals flourish.
- Know Ways in which couples show their love and commitment to one another through marriage, civil partnership and those who are not married or who live apart.
- Know that people have the right to choose whom they marry or whether to get married and that to force anyone into marriage is illegal.
- Know and understand the features of a healthy and unhealthy friendship.
- Know a variety of strategies to respond to peer pressure from friends, including online, and assess risk.
- Know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.
- Know to get advice and report concerns about personal safety and identify a responsible adult that they can discuss their concerns to, including online
- Know what consent means and how to seek and give/not give permission in different situations.
- Know how to listen to, respect other points of view and discuss issues respectfully whilst constructively challenging points of view they disagree with.
- Know ways to participate effectively in discussions online and manage conflict or disagreements.



- Identify at least 3 qualities that make a healthy friendship and how they make people feel included.
- Know how to use strategies to help someone feel included.
- Understand about peer influence and how it can make people feel or behave.
- Know a variety of strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.
- Understand that it is common for friendships to experience challenges and know strategies to resolve dispute and reconcile difference.
- Recognise that friendships can change over time and the benefits of having new and different types of friends.
- Know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable.
- Know when and how to seek support in relation to friendships and who a trusted adult would be to support them
- Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.
- Know how to ask for, give and not give permission for physical contact.
- Recognise how it feels in a person's mind and body when they are uncomfortable and that it is never someone's fault if they have experienced unacceptable physical contact.
- Know how to respond to unwanted or unacceptable physical contact.
- Know that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about.
- Whom to tell if they are concerned about unwanted physical contact.
- Recognise that everyone should be treated equally.
- Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
- Understand what discrimination means and different types of discrimination e.g. racism, sexism, homophobia.
- Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment., ways to safely challenge this and report discrimination online



- Identify the features of positive healthy friendships such as mutual respect, trust and sharing interests and strategies to build positive friendships
- Know how to seek support with relationships if they feel lonely or excluded.
- Know how to communicate respectfully with friends when using digital devices.
- Recognise that knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know.
- Know what to do or whom to tell if they are worried about any contact online.
- Know how to respond if they witness or experience hurtful behaviour or bullying, including online.
- Know when it is right to keep or break a confidence or share a secret to keep somebody safe.
- Know how to recognise risks online such as harmful content or contact.
- Know that people may behave differently online including pretending to be someone they are not.
- Know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online.
- Recognise differences between people such as gender, race, faith and recognise what they have in common such as shared values, like and dislike.
- Understand the importance of respecting the differences and similarities between people.



- Recognise and respect that there are different types of families and being part of a family provides support, stability and love.
- Know about the positive aspects of being part of a family, such as spending time together and caring for each other.
- Identify if/when something in a family might make someone upset or worried and what to do about it
- Know what is appropriate to share with friends, classmates, family and wider social groups including online.
- Understand about what privacy and personal boundaries are, including online.
- Know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision.
- Know what bullying is and that bullying and hurtful behaviour is unacceptable in any situation.
- Know about the effects and consequences of bullying for the people involved.
- Know about bullying online, and the similarities and differences to face-to-face bullying.
- Know what to do and whom to tell if they see or experience bullying or hurtful behaviour.
- Recognise respectful behaviours e.g. helping or including others, being responsible.
- The ways in which people show respect and courtesy in different cultures and in wider society.

Healthy Relationships



- Know how to be a good friend, e.g. kindness, listening, honesty.
- Know about different ways that people meet and make friends and strategies for positive play with friends
- Understand about what causes arguments between friends and how to positively resolve these arguments.
- Know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.
- Know how to recognise hurtful behaviour, including online.
- Know what to do and whom to tell if they see or experience hurtful behaviour, including online.
- Know about what bullying is and different types of bullying. Recognise how someone will feel if they are being bullied.
- Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help.
- Know how to resist pressure to do something that feels uncomfortable or unsafe.
- Know how to ask for help if they feel unsafe or worried and what vocabulary to use.
- Recognise the things they have in common with their friends, classmates, and other people.
- Understand how friends can have both similarities and differences.
- How to share their ideas and listen to others, take part in discussions, and give reasons for their views.



- Identify people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers and the role they play
- Understand what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.
- Know the importance of telling someone — and how to tell them — if they are worried about something in their family.
- Know situations when someone's body or feelings might be hurt and whom to go to for help.
- Know what it means to keep something private, including parts of the body that are private.
- Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches).
- Know how to respond if being touched makes them feel uncomfortable or unsafe.
- Know when it is important to ask for permission to touch others.
- Understand how to ask for and give/not give permission.
- Know what kind and unkind behaviour mean in and out school.
- Recognise how kind and unkind behaviour can make people feel.
- Understand what respect means.
- Understand about class rules, being polite to others, sharing and taking turns.

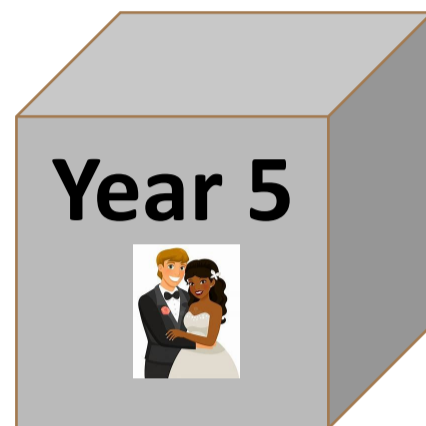


- **talk about** the people who care for them and give them love, and the things that they do to share that care
- **know** who they might go to for help if they feel unsafe or unhappy in their family
- **know** that their bodies belong to them, are incredibly special and should be protected
- **know and understand** the PANTS rule, identifying what is safe and unsafe touching
- **explain how** someone can tell a trusted adult if they feel unsafe and name their five trusted adults
- **describe** what a good friend is like
- **talk about why** other people are special

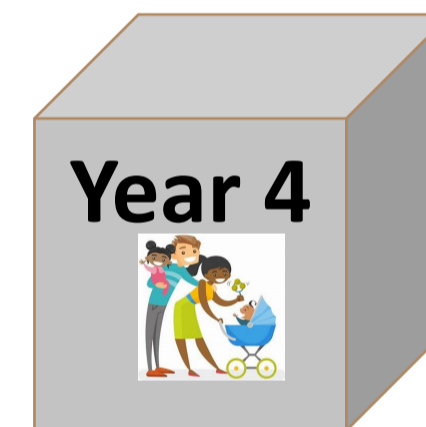
Healthy Relationships



- Know what prejudice and discrimination means and recognise acts of them
- Know Strategies to safely respond to and challenge discrimination.
- Know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.
- Know how stereotypes are perpetuated and how to challenge this.
- Know about the benefits of safe internet use e.g. learning, connecting and communicating.
- Know how and why images online might be manipulated, altered, or faked and how to recognise when this has happened.
- Know why people choose to communicate through social media and some of the risks and challenges of doing so.
- Know that social media sites have age restrictions, the reasons for these and what the ages are for common sites.
- Know that online content can be designed to manipulate people's emotions and encourage them to read or share things.
- Know the rules and laws for sharing things online, what is appropriate content and how to report inappropriate content.
- Know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money.
- Know about value for money and how to judge if something is value for money.
- How having or not having money can impact on a person's emotions, health and wellbeing.
- About common risks associated with money, including debt, fraud and gambling.
- How money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk and how to get help if needed.



- The importance of protecting the environment, animals and other living things and how everyday actions can either support or damage it..
- Express their own opinions about their responsibility towards the environment.
- Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise.
- Know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.
- Know that some media and online content promote stereotypes.
- Know how to assess which search results are more reliable than others.
- Know how recognise unsafe or suspicious content online.
- Know how devices store and share information.
- Know different careers available and identify jobs that they might like to do in the future.
- Know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values, ambition
- Know the importance of diversity and inclusion to promote people's career opportunities.
- Know about stereotyping in the workplace, its impact and how to challenge it.
- Know that there is a variety of routes into work e.g. college, apprenticeships, university, training.



- Know the meaning and benefits of living in a community.
- Recognise that they belong to different communities as well as the school community.
- Know different groups that make up and contribute to a community and their community.
- Know how to show compassion towards others in need and the shared responsibilities of caring for them.
- Know that everything shared online has a digital footprint and how long it lasts for
- Recognise what online adverts look like.
- Know how to compare content shared for factual purposes and for advertising.
- Know that search results are ordered based on the popularity of the website and that this can affect what information people access.
- Know how and why people make different spending decisions based on their budget, values and needs.
- Know how to keep track of money through budgeting and why it is important to know how much is being spent.
- Know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them.
- Know that how people spend money can have positive or negative effects on others e.g. charities, single use plastics.



- Know the reasons for rules and laws in wider society and be able to name some.
- Know the importance of abiding by the law and what might happen if rules and laws are broken.
- Know what human rights are and how they protect people.
- Identify basic examples of human rights including the rights of children.
- Know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn.
- Know how the internet can be used positively for leisure, for school and for work.
- Know strategies to recognise whether something they see online is true or accurate.
- Know how to evaluate whether a game is suitable to play or a website is appropriate for their age-group.
- Know how to make safe, reliable choices from search results.
- Know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication.
- Know about jobs that people may have from different sectors e.g. teachers, business people, charity work.
- Know that people can have more than one job at once or over their lifetime.
- Know about common myths and gender stereotypes related to work and challenge these through examples of role models.
- Know about some of the skills needed to do a job, such as teamwork and decision-making. Recognise their strengths and areas for development of skills
- Recognise their interests, skills and achievements and how these might link to future jobs.
- Set goals that they would like to achieve this year e.g. learn a new hobby.

Living in the Wider World



- Know about being a part of different groups (naming several), and the role they play in these groups e.g. class, teams, faith groups.
- Know the different rights and responsibilities that they have in school and the wider community.
- Know how a community can help people from different groups to feel included and how they can contribute to this in school.
- Recognise that they are all equal, and ways in which they are the same and different to others in their community.
- Know ways in which people can access the internet e.g. phones, tablets, computers.
- Recognise the purpose and value of the internet in everyday life.
- Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos
- Know that information online might not always be true.
- Know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments.
- Know how money can be kept and looked after.
- Know that people are paid money for the job they do.
- Know how to recognise the difference between needs and wants for buying items and how this influences choice in spending.



- Know examples of rules in different situations, e.g. class rules, rules at home, rules outside.
- Know we care for people, animals and other living things in different ways.
- Know they can look after the environment in their local area, e.g. recycling.
- Know how and why people use the internet.
- Know the benefits of using the internet and digital devices.
- Know how people find things out and communicate safely with others online.
- Know everyone has different strengths, in and out of school.
- Know how different strengths and interests are needed to do different jobs.
- Know about people whose job it is to help us in the community.
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- Know basic rules to follow within the school environment
- Know that we care for animals and the school environment
- Know a selection of digital devices
- Identify their own strengths in and out of school
- Know about emergency services jobs and how they help the community
- About different jobs and the work people do.

Living in the Wider World

Year 6



- **describe**, using accurate vocabulary, what sexual intercourse is, and how it can be part of an intimate relationship between consenting adults.
- **explain** the journey from pregnancy to birth
- **Know that pregnancy can be prevented with contraception**
- **understand** that in the UK it is unlawful to have sex until you are 16
- **Identify the links between love, committed relationships and conception**

Year 5



- Know the life process and of reproduction in 2 different plants and 2 different animals (science link)
- Know and understand the changes as humans develop into old age (science link)

Year 4



- **Know what physical changes take place on the human body during puberty.**
- **Know key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.**
- **Know strategies to manage the changes during puberty including menstruation.**
- **Know a trusted adult that they are able to discuss the challenges of puberty with**

Year 3



- **identify** the ways in which insects help pollination
- **explain** what right and wrong touching is and can show an understanding of what is appropriate behaviour in private/public

Year 2



- **know** that flowers and trees reproduce by spreading their seeds (Science link)
- **make a link between** Christian teachings and know how people can regard, celebrate and protect their bodies, minds and souls.

Year 1



- **describe** the life-cycle of a butterfly (Science link)
- **describe** the life-cycle of a frog (Science link)
- **describe** the life-cycle of a hen (Science link)
- **understand** key Christian teachings, knowing that they are of great value and worth

EYFS



- **know** that chicks and ducklings hatch from eggs and that the eggs are laid by hens (Science link)
- **know** that frogspawn grows into tadpoles and then frogs (Science link)
- **know** that their bodies belong to them, are incredibly special and should be protected
- **know and understand** the PANTS rule, identifying what is safe and unsafe touching



Sex Education