Take Flight
Curriculum

SLIMBRIDGE
primary school

Our school vision is simple

A GREAT EDUCATION FOR ALL

Our core values

Generosity

Resilience

Empathy

Achievement

Teamwork

Introducing the Take Flight Curriculum: Embarking on a Journey of Boundless Learning

At Slimbridge Primary School, we believe that education is a transformative voyage, and **every child has the potential to soar to great heights.**

We are thrilled to present our bespoke '*Take Flight Curriculum'*, designed to ignite a passion for learning, foster intellectual curiosity, and propel our students towards **a future of limitless possibilities.**

The Take Flight Curriculum is not just a set of subjects and guidelines; it is **an innovative approach to education** that embraces the concept of 'a spiral curriculum of challenge.' Built upon the foundations of creativity, critical thinking, and holistic development, this curriculum empowers our students to embark on a learning journey that continually expands their knowledge, skills, and abilities.

The term "spiral curriculum" refers to a dynamic and cyclical learning process, where concepts are revisited and explored in greater depth as students progress through each grade level. By revisiting and building upon previously covered topics, the '*Take Flight Curriculum'* ensures a strong and comprehensive understanding of essential knowledge, while simultaneously encouraging the exploration of advanced concepts. This spiral approach fosters a deep appreciation for the interconnectedness of different subjects and cultivates a lifelong love for learning.

Central to our curriculum is the element of challenge. We firmly believe that growth occurs when children are encouraged to step out of their comfort zones and tackle new and exciting difficulties. By incorporating progressively challenging tasks and projects, our curriculum provides opportunities for pupils to develop resilience, perseverance, and problem-solving skills. As they overcome obstacles and push the boundaries of their capabilities, our children gain confidence and a sense of achievement that propels them even further.

Curriculum Overviews

SLIMBRIDGE primary school
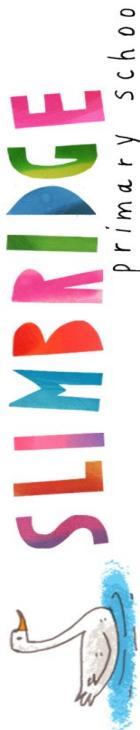
Year R Curriculum Overview

	Term 1	Term 2	Term 3
Focus	Focus Subject – Wonderful World Of Me	Focus Subject – Traditional Days and Winter	Focus Subject – Chinese New Year, Dragons and Tigers
Focus text	Rosie's Walk – Pat Hutchins Leaf Man – Lois Ehlert The Three Little Pigs	Diwali – Rama & Sita The Gingerbread Man We're Going on a Bear Hunt – Michael Rosen Nativity Story	The Tiger Who Came to Tea – Judith Kerr Chinese New Year/Zodiac Story Zog – Julia Donaldson The Magic Porridge Pot
Maths	Numberblocks & Supporting NCETM Materials Counting, ordering, subitising and number bonds to 5.	Numberblocks & Supporting NCETM Materials Partitioning to 5 Numbers 6-10 Repeating Patterns 2D shapes	Numberblocks & Supporting NCETM Materials One more/one less Doubling to 5 Adding to 10 Teen Numbers 11-15
PSED	Getting to know one another Familiar Routines and classroom rules Discussion of likes and interests Local Community Services	What am I good at? Focusing on themselves in positive ways Resolving conflicts	Dreams and Goals - How do we get better at something? Caring for animals
Physical Development	Exploring ways of moving Developing fine motor control (dough gym) through writing patterns and letter formation Good Hygiene rules	Getting dressed and undressed Gymnastics – focusing on balance and movement Handwriting – letter formation	Dance – exploring jumping and creating a sequence of movements to dance Handwriting – letter groups
Understanding the World	Seasonal Changes Lives of people around them	Seasonal changes Celebrations around the world Why is Christmas important to Christians? Making gingerbread men	Seasonal Changes Ice melting and freezing Celebrations around the world Castles
Expressive Arts & Design	Nursery rhymes Autumnal songs Self portraits Art – colour mixing Clay – Autumn theme Creating with a range of materials	Nativity songs Clay – Diva Lamps Design and build bridges (gingerbread man story) Winter art and craft Making Christmas cards	Oriental Music (dragon dance) Exploring percussion instruments Designing and building castles Making porridge

SLIMBRIDGE primary school

Year R Curriculum Overview

	Term 4	Term 5	Term 6
Focus	Focus Subject – Birds & Celebrations	Focus Subject – Growing	Focus Subject – Oceans and Far Away Places
Focus text	Chicken Licken/Little Red Hen The Giant Jam Sandwich Non – Fiction Birds	The Hungry Caterpillar – Eric Carl Jack & The Beanstalk Supertato – Sue Hendra Oliver's Vegetables – Vivian French	Lost & Found – Oliver Jeffers Old Mikambo Had a Farm – Rachel Isadora Non – Fiction – Sharks Rocket Says Clean Up – Nathan Bryon
Maths	Numberblocks & Supporting NCETM Materials 3D Shapes Subtraction from 5 then 10 Number patterns (odds and evens)	Numberblocks & Supporting NCETM Materials Number facts to 5 Counting on Doubling Length	Numberblocks & Supporting NCETM Materials Number bonds to 10 Sharing and Halving Capacity Numbers beyond 20
PSED	Healthy Me – healthy food choices Understanding parts of the body Dental Health	Friendships – What makes a good friend?	Changing Me – how we have grown Dental Health
Physical Development	Ball skills – rolling, controlling, throwing and catching Cutting skills Handwriting – letter formation	Ball skills – rolling, controlling, throwing and catching Parachute games Handwriting – letter formation	Obstacles and relays (preparing for Sports Day) Handwriting – letter formation
Understanding the World	Seasonal Changes Caring for Animals Why do we celebrate Easter?	Seasonal changes Observing living animals (tadpoles & butterflies) Growing plants Comparing plants and animals in the UK to places Abroad	Seasonal Changes Similarities & Differences with UK and Places abroad including homes (Antarctica & Africa) Looking at plastic waste a& pollution in oceans Looking at Maps
Expressive Arts & Design	Making an egg nest Baking Easter cakes Mother's Day Cards Making bird feeders	Songs about the body Making fruit salad Creating Animal habitats Wood work skills	Sea theme arts and crafts Weaving Wood work skills Making Father's Day cards

Year 1 Curriculum Overview

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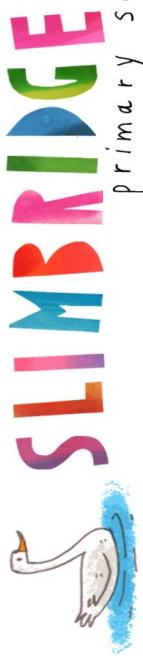
	Term 1	Term 2	Term 3
Focus	Focus Subject – Where we Live	Focus Subject – Space	Focus Subject – Once Upon a Time (part 1)
Focus text	The Little Green Dinosaur, The Jolly Postman Non-fiction: Recounts (A Walk Around Slimbridge) Traditional poems and rhymes	Bob the Man on the Moon Non-fiction: Biography (Neil Armstrong) Writing poems: Calligrams	The Three Little Pigs, The True Story of the Three Little Pigs Non-fiction: Explanation (How a house is built) Puffin First Poems
Maths	Can do Maths Autumn 1 Number and place value up to 20 Properties of 2D shape Addition and Subtraction	Can do Maths Autumn 2 Number and place value to 100 Addition and subtraction Properties of 3D shapes	Can do Maths Spring 1 Addition and subtraction Measurement: Length
Science	Animals including humans	Seasonal Changes	Materials
Geography & History	History and geography: Peter Scott and his affect on Slimbridge A significant historical individual in our own locality Locational knowledge, place knowledge and a study of our local area	History: Neil Armstrong , a significant individual. Women of NASA.	History: Berkeley Castle 1400s Significant historical places in our own locality
Music	Exploring pulse through songs and movement Controlling pulse using voices and instruments	Exploring the difference between pulse and rhythm Copying and creating rhythmic patterns	Exploring how sounds can be changed Exploring the timbre of instruments and voices
Art & Design Tech	DT: Design and create a dinosaur trap Art: exploration of texture, colour and pattern through various tools and media / create pictures and sculptures using nature	DT: Make and test bridges. Art: Self-portraits: Creating our own self portrait and studying artist Pablo Picasso. Focus on shading, tone and light.	DT Select from and use a range of tools and equipment to create a strong house Art: Mixed media: Mythical dragon collages inspired by book 'Tell me a dragon'. Mix of media together.
Computing	Purple mash – 1.1 Introduction and e-safety	Purple mash – Unit 1.2 Grouping and Sorting Unit 1.3 Pictograms	Purple mash – Unit 1.4 Lego Builders Unit 1.9 Technology outside school

SLIMBRIDGE primary school

Year 1 Curriculum Overview

	Term 4	Term 5	Term 6
Focus	Focus Subject – Once Upon A Time (part 2)	Focus Subject – India	Focus Subject – Pirates
Focus text	**Billy and the Beast** Non-fiction: Diaries of castle life Writing Acrostic Poems	**The Tiger Child** Non-fiction: Non-chronological reports (Indian animals) Writing Riddles	**The Night Pirates** Non-fiction: Persuasive writing (Adverts) Reading 'Pirate Poems'
Maths	**Can do Maths Spring 2** Addition and subtraction Fractions Geometry: position and direction	**Can do Maths Summer 1** Addition and subtraction Measurement: Time	**Can do Maths Summer 2** Multiplication and division Money Measurement: mass and capacity
Science	Animals, including humans	Plants	Materials
Geography & History	**History: Berkeley Castle** Significant historical places in our own locality	**Geography: Jodhpur India** Place Knowledge Human and Physical Geography	**Geography: Mapping** Geographical Skills and Fieldwork
Music	Sequencing sounds to tell stories and create effects Using graphic notation to represent sounds	Recognising changes in pitch and copying simple pitch patterns / Performing simple melodic patterns using voices and pitched instruments	Representing pitch Creating music for a performance
Art & Design Tech	DT: Puppets: Design and make hand puppets to use in storytelling Art: Study artist Wassily Kandinsky: oil pastels.	DT: Food Design, make and evaluate fruit salads Art: Rangoli patterns	DT: Sliders and Levels (A Class Pirate Pop-Up Book) Art: Compare artists sea pictures (TMW Turner, Katsushika Hokusai, Ivan Aivazovsky, Berthe Morisot, Henri-Edmond Cross, Alfred Wallis, Grace Albee, John Miller)
Computing	Purple mash – 1.6 Animated Stories	Purple mash – 1.7 Coding	Purple mash – 1.5 Maze Explorers and 1.8 Spreadsheets

Year 2 Curriculum Overview

SLIMBRIDGE primary school

	Term 1	Term 2	Term 3
Focus	Focus Subject – Toys	Focus Subject – First Flight	Focus Subject – The Great Fire of London: London in 1666
Focus text	Traction Man Non fiction: Instructions (How to build a toy) Acrostic poems	The Great Explorer, The Wright Flight Non fiction: Recount Writing poems: Haiku	Vlad and the Great Fire of London Non fiction: Diaries – Samuel Pepys and the Great Fire of London Reading poems: Michael Rosen
Maths	Can do Maths Autumn 1 Number and place value Geometry: 2D and 3D shapes Addition and Subtraction	Can do Maths Autumn 2 Addition and subtraction Geometry: 2D and 3D shapes / position and direction Multiplication and division	Can do Maths Spring 1 Multiplication and division Measurement: length and mass
Science	Everyday Materials	Living things and their habitats (microhabitats, living dead and never alive)	Animals including humans (basic needs)
Geography & History	History: Changes within living memory: The History of Toys	History: The lives of significant individuals: The Wright Brothers and the First Flight	History: Events beyond living memory: The Great Fire of London
Music	Performing rhythms and movement to a steady pulse / Copying and creating rhythmic patterns	Combining and representing rhythmic patterns	Recognising and exploring musical moods / Choosing sounds to match a character, mood or theme
Art & Design Tech	Art—Observational drawing of toys using sketching pencils DT – Textiles – templates and joining techniques—Levers to create a pop up picture	Art— Pop art—superhero's DT—Food from around the world—design and make a pizza to cook at home. Make a paper aeroplane to test and evaluate	DT – Mechanisms – Wheels and Axels. Create a moving vehicle (fire engine) Art 'Fire in art' studying and comparing the work of artitsts to create our own large scale
Computing	Purple mash – Coding	Purple mash – Online Safety / Spreadsheets	Purple mash – Questioning

Year 2 Curriculum Overview

SLIMBRIDGE Primary School

	Term 4	Term 5	Term 6
Focus	Focus Subject – The Great Fire of London: London Today	Focus Subject – Africa	Focus Subject – Islands
Focus text	A Bear Called Paddington. Non fiction: Explanation text: How the Fire Brigade has changed over time. Writing poems: Kennings	Anansi the Spider: A Traditional Tale from Ghana. Zoo – Anthony Browne. Persuasive writing - Zoo debate. Reading poems: Tiger, Tiger Burning Bright: Animal Poems for Every Day of the Year	Katie Morag Island Stories. Letters and postcards. Writing poems: Free Verse (What We Found at the Seaside by Kate Williams)
Maths	Can do Maths Spring 2. Fractions. Time. Money	Can do Maths Summer 1. Statistics. Measurement – Capacity and Temperature. Place Value	Can do Maths Summer 2. Multiplication and division. Addition and subtraction. Geometry and measurement. Fractions
Science	Animals including humans (offspring)	Plants	Animals including humans (exercise, nutrition, and hygiene)
Geography & History	Locational knowledge: The Countries and capital cities of the UK. Human and physical geography: Features of London. Geographical skills and fieldwork: different maps of the UK and London	Place knowledge: A study of a town in Ghana and a comparison with Slimbridge village. Human and physical geography: hot and cold areas of the world in relation to the equator and the poles.	Locational knowledge: Seven continents and five oceans. Geographical skills and fieldwork
Music	Sequencing and combining sounds to tell stories and create effects / Creating and performing soundscapes	Identifying and describing changes in pitch / Copying pitch patterns	Creating and notating simple melodies / Performing simple musical accompaniments
Art & Design Tech	Art – Study the style and work of artist Anselm Kiefer. Use mixed media and natural resources to create the fire of London and the after effects. DT—Design and create glass lanterns with Tudor housing and fire tissue paper	Art – painting African animal silhouettes with sunset background . Study African patterns and colours to create our own DT—Design snd create Maasai necklaces (pasta)	DT – Food – Preparing fruit and vegetables Design and create a felt sea creature to sew. Art—Barbara Hepworth inspiration from the physical environment. Clay sea shell sculptures. Oil pastel under the sea pictures.
Computing	Purple mash – Effective searching	Purple mash – Creating pictures	Purple mash – Making Music / Presenting ideas

Year 3 Curriculum Overview

SLIMBRIDGE primary school

	Term 1	Term 2	Term 3
Focus	Focus Subject – Victorians	Focus Subject – Dragons	Focus Subject – Volcanoes
Focus text	Chimney Child Victorian poems	Tell me a Dragon (report) Kassim and the greedy dragon	Newspaper reports. When the Giant stirred. Volcano Poetry.
Maths	Can do Maths Autumn 1 Number Sense Additive Reasoning	Can do Maths Autumn 2 Number Sense Multiplicative Reasoning Geometric Reasoning	Can do Maths Spring 1 Number Sense Additive Reasoning
Science	Animals, including humans.	Forces & magnets	Rocks
Geography & History	History Victorians Florence Nightingale Local history study (Cam Mills)		Geography Locational Knowledge Maps of locating volcanoes
Music	Exploring rhythmic patterns, call and response	Repeat back short basic rhythms and perform rhythmic ostinatos	Painting pictures with sound, composition and accompanying songs.
Art & Design Tech	William Morris - Weaving Lady with the lamp – silhouette Thaumotrope – Victorian toy Food tech – bread.	Clay dragon eyes Dragon blowers and Masks. Dragon Puppets	Volcano Modelling Art in different cultures
Computing	Purple mash – Coding	Purple mash –on line safety	Purple mash – touch typing

SLIMBRIDGE primary school

Year 3 Curriculum Overview

	Term 4	Term 5	Term 6
Focus	Focus Subject – Romans	Focus Subject – Rainforests	Focus Subject – Land and sea
Focus text	How to be a Roman Soldier Roman diaries	The Minpins Recount	Oliver and the Seawigs Instructions
Maths	Can do Maths Spring 2 Number Sense Multiplicative Reasoning Geometric Reasoning	Can do Maths Summer 1 Number Sense Additive Reasoning	Can do Maths Summer 2 Number Sense Additive Reasoning Geometric Reasoning
Science	Light	Plants	Animals including humans – Nutrition and hygiene Working Scientifically
Geography & History	The Roman Empire and its impact on Britain Julius Caesar	Geographical skills and fieldwork Maps – Locating Amazon Place Knowledge – South America	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic
Music	musical features in pieces from different traditions; sing or play back simple melodies	WCET – Ukulele	Describing and experimenting with pitch , Representing pitch .
Art & Design Tech	Mosaics Roman Shields Roman Catapults	Collage Digital images	Explorer Mobile (moving vehicles)
Computing	Purple mash – databases	Purple mash -Graphing	Purple mash –powerpoint

Class 4 Curriculum Overview (A)

SLIMBRIDGE primary school
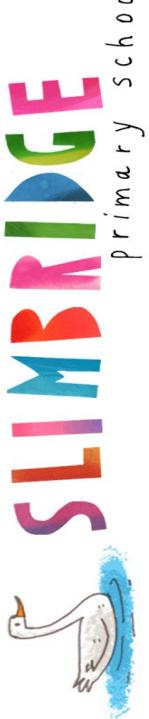
	Term 1	Term 2	Term 3
Focus	Focus Subject – River Severn	Focus Subject – Invaders	Focus Subject – WW2
Focus text	Poetry- The River (Valerie Bloom)	Arthur and the Golden Rope (Joe Todd-Stanton)	Friend or Foe (Michael Morpurgo)
Maths	Can do Maths Autumn 1 Number Sense Additive Reasoning	Can do Maths Autumn 2 Number Sense Multiplicative Reasoning Geometric Reasoning	Can do Maths Spring 1 Number Sense Additive Reasoning
Science	Electricity	States of Matter	Properties and changes of materials
Geography & History	Geography- Human and physical geography Rivers and their uses. Geography- Locational knowledge Name and locate countries and cities in the UK. Identifying human and physical characteristics. Geography- Place knowledge Comparison with other rivers and the course of a river.	History- chronology- Timelines History- impact- Viking raids Life as a Viking	History Blitz Evacuees Rationing
Music	Copying rhythmic patterns and performing together	Repeat back short basic rhythms and perform rhythmic ostinatos	Keep a steady pulse in a group and solo with musical accompaniment
Art & Design Tech	Art – Painting - Monet – Rivers	DT – Mechanical systems	Art – Drawing & Sculpture - Henry Moore
Computing	Purple mash – Coding	Purple mash – Online Safety	Purple mash – Logo

Class 4 Curriculum Overview (A)

SLIMBRIDGE
primary school

	Term 4	Term 5	Term 6
Focus	Focus Subject – WW2	Focus Subject – Edward Jenner	Focus Subject – Our changing world.
Focus text	Friend or Foe (Michael Morpurgo)	The Night Bus Hero (Onjali Q. Raúf)	KrindleKrax (Philip Ridley)
Maths	Can do Maths Spring 2 Number Sense Multiplicative Reasoning Geometric Reasoning	Can do Maths Summer 1 Number Sense Additive Reasoning	Can do Maths Summer 2 Number Sense Additive Reasoning Geometric Reasoning
Science	Living things and their habitats	Animals, including humans	Sound
Geography & History	History Blitz Evacuees Rationing	History- Local History Project: Edward Jenner.	Geography- Place knowledge Comparing Slimbridge/ Gloucestershire with another place in the Europe/ Africa.
Music	Composing in a rhythmic framework	Exploring notation	WCET—Ukulele
Art & Design Tech	DT - Simple Circuits and switches	Art – Digital & Print - Banksy	DT – Healthy and Varied Diet
Computing	Purple mash - Animation	Purple mash – Effective searching	Purple mash – Spreadsheets

Class 4 Curriculum Overview (B)

SLIMRIDGE primary school
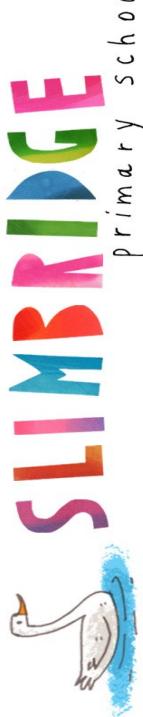
	Term 1	Term 2	Term 3
Focus	Focus Subject – Habitats	Focus Subject – European travel	Focus Subject – Engineering our Future
Focus text	Voices in the park (Anthony Browne) Twitch (M. G. Leonard)	Kensuke's Kingdom (Michael Morpugo)	Until I met Dudley (Roger McGough)
Maths	Can do Maths Autumn 1 Number Sense Additive Reasoning	Can do Maths Autumn 2 Number Sense Multiplicative Reasoning Geometric Reasoning	Can do Maths Spring 1 Number Sense Additive Reasoning
Science	Living things and their habitats	Sounds	Animals, including humans
Geography & History		Geography- Geographical skills and fieldwork Locating European countries/ Capital cities and key landmarks- Maps, atlases, globes and digital/computer mapping. Compass, four and six-figure grid references and symbols	History Brunel- Timeline How has Brunel changed our lives? Geography Locational Knowledge- Planning a route on a map.
Music	Exploring time signatures and performing together	Repeat back short basic rhythms and perform rhythmic ostinatos. Exploring Rhythmic Texture	Improvising musical patterns
Art & Design Tech	Art Collage – Henri Rousseu	DT Textiles – combining 2D shapes to make a 3D product	Art Drawing – Stephen Wiltshire
Computing	Purple mash – Coding	Purple mash – Online Safety	Purple mash – Logo

Class 4 Curriculum Overview (B)

SLIMBRIDGE *primary school*

	Term 4	Term 5	Term 6
Focus	Focus Subject – Engineering our Future Greek week	Focus Subject – Natural Disasters	Focus Subject – What is it like living here Stone-age to Iron age week
Focus text	Non-Fiction text	The Boy at the Back of the Class (Onjali Q. Rauf)	Poetry focus
Maths	Can do Maths Spring 2 Number Sense Multiplicative Reasoning Geometric Reasoning	Can do Maths Summer 1 Number Sense Additive Reasoning	Can do Maths Summer 2 Number Sense Additive Reasoning Geometric Reasoning
Science	Electricity	Earth and Space week. States of matter	Properties and changes of materials
Geography & History	History James Dyson Democracy- Greeks. Athens/ Sparta- comparison.	Geography- Human and physical geography Rivers and their uses. Geography- Locational knowledge Name and locate countries and cities in the UK. Identifying human and physical characteristics. Geography- Place knowledge Comparison with other rivers and the course of a river. Floods- locating key rivers.	Geography- Place knowledge Comparing Slimbridge/ Gloucestershire with another place in Europe/ Africa.
Music	Creating and playing harmonic accompaniments (drones, chords and basslines)	WCET—Ukulele	Combining lyrics, melody and harmony—song writing
Art & Design Tech	DT Frame Structures	Art Painting – Georgia O'Keefe	DT Food – A Healthy and Varied Diet – making sandwiches
Computing	Purple mash – Animation	Purple mash – Effective Searching	Purple mash – Spreadsheets

Class 5 Curriculum Overview (A)

SLIMBRIDGE primary school

	Term 1	Term 2	Term 3
Focus	Focus Subject – HISTORY and GEOGRAPHY ANGLO SAXONS + SETTLEMENTS	Focus Subject: HISTORY WORLD WAR ONE	Focus Subject: HISTORY WORLD WAR ONE
Focus texts	**Titanic: My Story** by Ellen Emerson White Town is by the Sea – Joanne Schwartz	**War Horse** – Michael Morpurgo The Piano – Literacy shed film narrative The Christmas Truce – Carol Ann Duffy	**War Horse** – Michael Morpurgo Ruckus – Lit Shed
Maths	Can do Maths Autumn 1 Number Sense Additive Reasoning	Can do Maths Autumn 2 Number Sense Multiplicative Reasoning Geometric Reasoning	Can do Maths Spring 1 Number Sense Additive Reasoning
Science	Electricity	Light	Forces
Geography & History	Anglo Saxons	**World War One:** Conscription + feelings about 'signing up' for war The Trenches/uniform – building trenches War War One themed day – tasting rations Postcards/letters home Propaganda Remembrance - Visit the church GRAVEYARD and look at the graves Women's role in the war effort War Horse Writing based on book	
Music	Pulse and Metre Young Voices Vocal training / rounds	Singing part songs Young Voices Composition	Tuned percussion Learning melodies and harmonies Xylophones and glockenspiels
Art & DT	Art Sketching – Titanic - One point Perspective	DT Electrical systems more complex circuits and switches – Buzz wire game	Art David Hockney Painting
Computing	Online Safety Coding and Programming	Online Safety Coding and creating games	Online Safety

Class 5 Curriculum Overview (A)

SLIMBRIDGE Primary School

	Term 4	Term 5	Term 6
Focus	Focus Subject – GEORGAPHY BIOMES	Focus Subject – HISTORY THE ANCIENT MAYA	Focus Subject – GEOGRAPHY + SCIENCE GLOBAL WARMING + EVOLUTION
Focus texts		**When Life Gives you Mangoes** *Adrift* – Literacy Shed Sci-Fi extract *Pandora* – Literacy shed film Sci-fi	**The Last Wild** – Piers Torday **The Tin Forest** **The Great Kapok Tree** – Lynne Cherry
Maths	Can do Maths Spring 2 Number Sense Multiplicative Reasoning Geometric Reasoning	Can do Maths Summer 1 Number Sense Additive Reasoning	Can do Maths Summer 2 Number Sense Additive Reasoning Geometric Reasoning
Science	Animals, including humans Circulatory system Making blood	Living Things and Their Habitats Earth and Space Week	Evolution and Inheritance Peppered Moth Study Mr Men Inheritance task Evolution from early man – present day
Geography & History	**Biomes:** Focus on the 7 key biomes Location (maps), climate, habitats (animals/plants that live there)	**Ancient Maya:** First Civilisations People, costumes, rituals, gods	**Global Warming** Flooding/drought Pollution Renewable/non-renewable energy Sustainable solutions Deforestation
Music	Composition/IT GarageBand Chrome Music Lab	Ukulele—WCET	Organising rhythmic and melodic ideas in a structure. Composition
Art & Design Tech	Art Frida Kahlo – portraits featuring Biome backgrounds	DT - Food and Nutrition – celebrating culture and seasonality – making bread and scones	DT - Moving Vehicles/Pulleys and Gears – controllable car
Computing	Online Safety Spreadsheets	Online Safety Creating media – video production	Online Safety Animation

Class 5 Curriculum Overview (B)

SLIMBRIDGE primary school

	Term 1	Term 2	Term 3
Focus	Focus Subject – GEOGRAPHY Global Warming and Climate Change	Focus Subject: HISTORY Crime and Punishment	Focus Subject: SCIENCE/HISTORY Engineering – Past, Present and Future
Focus texts	Shackleton's Journey – William Grill When the World Turns Wild – Nicola Penfold The Jabberwocky – Lewis Carroll	The Highwayman – Alfred Noyes Holes – Louis Sachar The Good Thieves – Katherine Rundell	The Viewer – Gary Crew/Shaun Tan Clockwork – Phillip Pullman Rose Blanche – Ian McEwan
Maths	Can do Maths Autumn 1 Number Sense Additive Reasoning	Can do Maths Autumn 2 Number Sense Multiplicative Reasoning Geometric Reasoning	Can do Maths Spring 1 Number Sense Additive Reasoning
Science	Electricity	Light	Forces
Geography & History	Global Warming and Climate Change	Crime and Punishment	Engineering – Past, Present and Future
Music	Performing rhythms expressively – solo and in small groups	Exploring musical styles and performance skills	Playing and creating chord sequences and basslines - GarageBand
Art & Design Technology	Watercolour (mixing skills) Electrical Systems		Watercolour – scenic work on Clifton Suspension Bridge Pencil/shading - Eyes
Computing	Online Safety Coding and Programming	Online Safety Coding and creating games	Online Safety

Class 5 Curriculum Overview (B)

SLIMBRIDGE primary school

	Term 4	Term 5	Term 6
Focus	Focus Subject – **HISTORY/SCIENCE** Engineering: Past, Present, Future	Focus Subject – **GEOGRAPHY/HISTORY** Migration	Focus Subject – **SCIENCE** Live, Grow, Evolve
Focus texts	Town is by the Sea – Joanne Schwartz Journey – Aaron Becker The Island - Armin Gerder	Freedom 1783 – Catherine Johnson Coming to England – Floella Benjamin Windrush Child – Benjamin Zephaniah When the Sky Falls – Phil Earle	The Dam – David Almond Moth – An Evolution Story by Isabel Thomas What Mr Darwin Saw – Frances Lincoln
Maths	Can do Maths Spring 2 Number Sense Multiplicative Reasoning Geometric Reasoning	Can do Maths Summer 1 Number Sense Additive Reasoning	Can do Maths Summer 2 Number Sense Additive Reasoning Geometric Reasoning
Science	Animals, including humans	Living Things and Their Habitats Earth and Space Week	Evolution and Inheritance
Geography & History	Engineering – Past, Present, Future Greek Week	Migration – The Windrush Generation	Stone Age Week
Music	Using harmony to create moods and atmosphere	WCET – ukulele	Composing and performing music for an occasion - Leavers' song
Art & Design Tech	Claywork - Greek Pottery Tone – 3D lettering	Wire sculptures – Exploring the work of Alberto Giacometti Pastels Food and Nutrition – celebrating culture	Moving Vehicles/Pulleys and Gears
Computing	Online Safety Spreadsheets	Online Safety Creating media – video production	Online Safety Animation

Writing Progression

Writing

We believe that confident writers possess a range of essential skills to express their ideas effectively. From spelling and handwriting to composition and imagination, we aim to develop these fundamental characteristics that make our students successful writers.

Our curriculum focuses on nurturing fluent writers who can engage audiences with their detailed and captivating writing across various subjects. We encourage our students to unleash their vivid imagination, captivating readers and igniting their love for written expression. With a highly developed vocabulary and excellent knowledge of writing techniques, our students master the art of expanding details and creating vibrant descriptions.

At Slimbridge, we emphasise the importance of organised and structured writing, incorporating a variety of sentence structures to enhance clarity and impact. Our students hone their transcription skills, ensuring their writing is neatly presented, accurately punctuated, and free of spelling errors. We foster a genuine love for writing and cultivate an appreciation for its educational, cultural, and entertainment values.

To foster these skills, we offer a diverse range of writing opportunities throughout the curriculum. We follow the renowned 'Talk for Writing' programme developed by Pie Corbett, which allows our students to learn texts orally, internalising the language patterns of stories and non-fiction texts. They then progress to shared and independent writing, applying their skills with confidence. Additionally, our older students have the privilege of studying high-quality models of writing, analysing and exploring them to serve as inspiration for their own written works. Our students engage in various forms of writing, including stories, poetry, reports, and newspaper articles, developing versatility and creativity.

We also understand the significance of phonics and spelling in developing writing skills. Our dedicated phonics/spelling sessions contribute to our students' writing proficiency, and we provide specific handwriting sessions to ensure they develop strong fine motor skills and master the art of legible, joined-up writing as they progress through the school.

At Slimbridge Primary School, we are dedicated to fostering confident writers who can effectively communicate their ideas and experiences. By providing a rich and stimulating writing curriculum, we empower our students to become lifelong learners and skilled
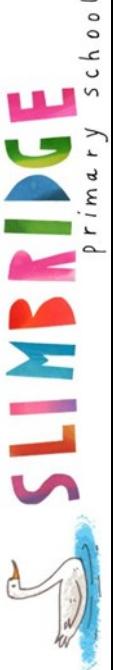
Writing Progression Document

*adapted from Pie Corbett's Talk 4 Writing Progression document.

This document illustrated how text structure, sentence construction, word structure, punctuation and language progresses from Reception to Year 6.

Each year group uses this document as a 'guideline' for the teaching of writing.

When looking at a specific year group, the preceding year group's progression grid should be consolidated.

SLIMBRIDGE primary school

Reception – Writing Progression

Text structure	Sentence Construction	Word structure	Punctuation	Language
T4W – Planning tool	**Introduce simple sentences**		**Introduce:**	**ntroduce:**
'story map/story mountain'.				
	Introduce simple connectives:	**Determiners:**	Finger spaces	Finger spaces
Whole class retelling of stories	and, but	the/a/an		
		my/your	Full stops	Letter
Understanding of:	**oral rehearsal of connectives:**	this/that		
Beginning, middle and end	who, until	his/her/their	Capital letters	Word
		some/all		
Retelling simple 5-part story:	saying sentences out loud, writing sentences and reading it back to check sense	**Prepositions:**		Sentence
Once upon a time		up/down		
First, then, next		in/into/out		Full stops
But	Compound sentences using connectives (coordinating conjunctions) and, but	To/onto		
So				Capital letter
Finally...happily ever after		**Adjectives:**		
		e.g. old, little, big, small, quiet		
Non-Fiction:	**ly openers**	**Adverbs:**		
Factual writing closely linked to a story with simple factual sentence based around a specific theme:	luckily, suddenly, unfortunately	e.g. luckily, unfortunately. Fortunately, suddenly		
	'run' – repetition for rhythm			
Names	e.g. He walked and he walked			
Labels	Repetition in description			
Captions	e.g. a lean cat, a mean cat			
Lists				
Diagrams				
Message				

SLIMBRIDGE Primary School

Year 1 – Writing Progression

Text structure	Sentence Construction	Word structure	Punctuation	Language
Introduce: Fiction	**Introduce types of sentences:** Statements / Questions / Exclamations	**Introduce:**	**Introduce:**	Finger spaces
Planning Tools: Story map / story mountain		**Prepositions:** inside/outside / towards/across/under	**Capital letters:** at the start of sentences / for proper nouns / for the pronoun 'i'	Letter / Word / Sentence / Full stops / Capital letter / Simile
Plan opening around: characters, setting, time of day and type of weather.	**Simple connectives:** and / or, but, so / because, so that, then, that, while, when, where	**Determiners:** the/a/an / my/your / this/that / his/her/their / some/all / lots of/many/more / those/these	full stops / question marks / exclamation marks / speech bubble / bullet points	**Introduce:** Punctuation / Questions mark / Exclamation mark / Speech bubble / Bullet point
Understanding of beginning, middle and end to a story.	**-ly openers:** fortunately, unfortunately, sadly			Singular and plural
Understanding 5 parts to a story:	**Simple sentences:**	**Adjectives** The old house / The huge elephant		Adjective / Verbs
Opening E.g. Once upon a time	I went to the shop / The house is haunted / The giant had an enormous beard / Brown owls enjoy eating delicious nuts.	**Alliteration** dangerous dragon / slimy snake		Alliteration / Simile – 'as' / connective
Build up: One day...	**Compound sentences:**	**Similes: using as – an** As tall as a house / As red as a radish		
Problem/dilemma: Suddenly, unfortunately	Introduce 'relative pronoun' who to use in a relative clause: Once upon a time there was a little old man who lived in a forest. There are many children who like to play in the sand	**Precise language to give information:**		
Resolution: Fortunately...		First, press the red button.		
Ending: Finally...				

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'run' – repetition for rhythm

e.g.

He walked and he walked and he walked.

Repetition in description

e.g. a lean cat, a mean cat

A green dragon, a fiery dragon

Next, wait for the green light to flash...

Regular plural noun suffixes

-s or -es

(e.g. cat, cats, dish, dishes)

Superlatives/comparatives:

Fast, faster, fastest

Help, helping, helped

Prefixes:

How the prefix -un changes the meaning of verbs and adjectives: undo, unkind, untie

Use phonic knowledge to spell words, including common exception words

Year 2 – Writing Progression

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Text structure	Sentence Construction	Word structure/language	Punctuation	Language
Introduce: **Fiction** **Secure the use of planning tools:** Story map Story mountain Story grid Boxing-up grid **Plan opening of stories around:** characters, setting, time of day and type of weather **Understanding 5-parts to a story with more complex vocabulary:** **Opening:** In a land far away... One cold but bright night... Once upon a time **Build-up:** Later that day... **Problem/dilemma:** To his amazement... **Resolution:** As soon as... **Ending:** Luckily, fortunately	**Introduce types of sentences:** Statements Questions Exclamations Commands **-ly openers:** Usually, eventually, finally, carefully, slowly **Vary openers** to sentences Use **adjectives** and **adverbs** to extend sentences: The boy peered inside the dark cave Pip ran quickly down the lane **Secure the use of coordinating conjunctions:** and, or, but, so **Secure use of relative clauses for subordination:** Who/which e.g. Dan, **who** was happy, jumped for joy. The Fire of London, **which** started in Pudding Lane, spread quickly. **Use subordinating conjunctions:**	**Introduce:** **Prepositions:** Behind, above, along, before, between, after **Alliteration:** wicked witch slimy slugs **Similes using like:** e.g. ...like sizzling sausages ...hot like a fire **Use two adjectives to describe a noun:** The scary, old woman Squirrels have long, bushy tails **Adverbs for description and information:** Snow fell gently and covered the cottage in the woods Lift the pot carefully onto the stove. **Generalisers for information:** Most dogs.. Some cats...	Capital letters Full stops Questions marks Exclamation marks **Commas** to separate information in lists **Commas after -ly sentence** starters (fortunately, slowly) Use **speech marks/speech bubbles** for **direct speech** Implicitly understand how to change from indirect to direct speech **Apostrophes for contraction and singular possession:** Don't, can't The cat's name Joe's dog	**Introduce:** Finger spaces Letter Word Sentence Full stops Capital letter Question marks Exclamation marks Speech bubble Bullet point Singular/plural Adjective Verb Connective Alliteration Simile (as, like) Apostrophe for contraction Apostrophe for singular possession Commas for description 'speech marks' Suffix Verb/adverb Statement Question

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Command (bossy verbs)
Exclamation

Tense (past, present, future)

Adjective
Noun

Noun phrase
Generalisers

Coordinating and subordinating conjunctions

Suffixes:
-ness, -er, -ful, -less
Using suffixes -er and -est to form comparisons.

See the full list of suffixes in appendix

What, while, when, where, because, then, so that, if, to until

Vary sentence lengths to include **long and short.**

Longer sentences to add description and shorter sentences for more emphasis

Expanded noun phrases:
e.g. lots of people, plenty of food, fluffy pencil case

List of 3 for description:
e.g. He wore **old shoes**, a **dark coat** and a **red hat.**

African elephants have **long trunks, curly tusks** and **large ears.**

Ending should be a short paragraph rather than a short sentence e.g. suggest how the character is feeling in the final sentence.

Non-Fiction:
Secure the use of planning tools:
Text maps
Washing line
Boxing-up grids

Introduction:
Heading
Hook to engage the reader
Factual statement / Definitions
Opening question

Middle Section(s)
Group all related ideas or facts into sections
Use subheadings to introduce sections
Use lists – what is needed, steps to take, bullet points for facts
Diagrams

Ending:
Final comments to the reader
Extra tips
Did you know? Facts
True or false

The consistent use of present tense vs. past tense throughout texts

Use of continuous form of verbs in the present and past tense to mark actions in progress (e.g. – she is drumming, he was shouting).

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Year 3 – Writing Progression

Text structure	Sentence Construction	Word structure	Punctuation	Language
Introduce:	**Introduce:**	**Introduce:**	**Colon** before a list e.g. *What you need:*	**Introduce:**
Fiction **Secure the use of planning tools:** Story map Story mountain Story grid Boxing-up grid	**Vary long and short sentences:** **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy* *Visit the farm now*	**Prepositions** *Next to, by the side of* *In front of, during, through, throughout, because of*	**Ellipses** to keep the reader hanging on **Secure use of inverted commas for direct speech**	Word family Conjunction Subordinating conjunction Coordinating conjunction
Plan opening of stories around: characters, setting, time of day and type of weather	**Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave….*	**Powerful verbs** e.g. *stare, tremble, slither*	Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.*)	Clause Subordinate clause
Paragraphs to organise ideas into each story part	*Amazingly, small insects can….* **Adverbial phrases** used as a 'where', 'when' or 'how' starter	**Boastful Language** e.g. *magnificent, unbelievable, exciting!*		Adverb Preposition Direct speech
Extended vocabulary to introduce the 5 story parts;	**Fronted adverbials** **A few days ago,** we discovered a hidden box.	**More specific / technical vocabulary to add detail** e.g.		Inverted commas Prefix
Introduction: Detailed description of setting and characters	**At the back of the eye,** is the retina. **In a strange way,** he looked at me.	*A few dragons of this variety can breathe on any creature and turn it to stone immediately.*		Consonant/Vowel Determiner
Build-up: Build in some suspense towards the problem or the dilemma	**Prepositional phrases to place the action:** on the mat; behind the tree, in the air	*Drops of rain pounded on the corrugated, tin roof.*		Synonyms Relative clause
Problem/dilemma: Include detail of actions/dialogue	**Co-ordinating conjunctions to make compound sentences:** **FANBOYS** For, and, nor, but, or, yet, so	*Nouns formed from prefixes* e.g. *auto… super…anti…*		Relative pronoun Imperative Colon for instructions
Resolution: Should link with the problem	**Develop complex sentences, using subordinate conjunctions:** (see appendix)	**Word Families based on common words** e.g. *teacher–teach, beauty –*		
Ending: Clear ending should link back to the problem				

Non-Fiction:

Secure the use of planning tools:
Text maps
Washing line
Boxing-up grids
Story-grids

Paragraphs:
To organise ideas around the theme

Introduction:
Develop a **hook** to introduce and tempt the reader:

What? Who? Where?
Why? When? How?

Middle Section(s)
Group all related ideas or facts into paragraphs
Use subheadings to introduce sections/paragraphs
Topic sentences to introduce paragraphs
Lists of steps to be taken
bullet points for facts
flow diagrams

Develop Ending:
Personal response
Extra information/reminders:
e.g. Information boxes, 5 amazing facts, wow comments

Use of the perfect form of verbs to mark relationships in time and cause

Use of present perfect instead of simple past:
He has left his hat behind, as opposed to **he left** his hat behind.

-ing words to start sentences:
Sighing, the boy did his homework
Grunting, the pig rolled in the hay

Relative clauses:
Who, whom, which, whose

The Clifton Suspension Bridge, **which was completed in 1864,** is a tourist attraction.

Sentences of 3 for description:
The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.

Pattern of 3 for persuasion:
Visit, swim, enjoy….

Topic sentences to introduce non-fiction paragraphs:
Dragons are found across the world

Dialogue:
"Hello," she whispered.

---

beautiful

Use of determiners a, an

e.g. *a rock, an open box*

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Year 4 – Writing Progression

Text structure	Sentence Construction	Word structure	Punctuation	Language
Introduce: **Fiction** **Secure the use of planning tools:** Story map Story mountain Story grid Boxing-up grid **Plan opening of stories around:** Description and action **Paragraphs** to organise each part of the story to indicate a change in place or a jump in time **Build in suspense writing to introduce the dilemma** **Develop 5 parts to story:** Introduction Build-up Problem/Dilemma Resolution/ending Clear distinction between the resolution and ending. The ending should include reflection on events or the characters. **Non-Fiction:** **Secure the use of planning tools:** Text maps Washing line Boxing-up grids Story-grids	**Introduce:** The use of **standard English** instead of local spoken forms. **Long and short sentences:** **Long sentences** to add description or information. **Short sentences to** move events on quickly. *e.g. it was midnight. It's great fun.* **Start with a simile** *e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.* **Use co-ordinating conjunctions to make compound sentences:** **FANBOYS** *For, and, nor, but, or, yet, so* **Develop complex sentences, using main and subordinate clauses and subordinating conjunctions:** (see appendix) **-ed clauses as starters** *e.g. Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.*	**Introduce:** **Prepositions** *At, underneath, since, towards, beneath, beyond* **Modal Verbs:** *Could, should, would* **Proper nouns:** *Monday, Windsor Castle, England, Slimbridge Primary School* **Plural and possessive 's'** *Pupil's, pupils', dogs, dog's* **Standard English for verbs instead of local spoken forms:** *We were - rather than we was I did — rather than I done* **Metaphors and Onomatopoeia**	Introduce **commas to mark clauses and for fronted adverbials.** Full punctuation for direct speech: New speaker – new line Commas between direct speech and reporting clause – *e.g. "It's late," gasped Lucy.* **Apostrophes to mark singular and plural possession:** The girl's name The boys' boots	Singular/plural Suffix/prefix Word family Consonant/vowel Adjective Noun phrase Adverb Adverbial Imperative verbs Tense – past, present and future Conjunction Preposition Determiner Clause Subordinate clause Relative clause Relative pronoun Coordinating conjunction Subordinating conjunction Alliteration Simile – as/like

Year 4 – Writing Progression

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Paragraphs:
To organise ideas around the theme
Logical organisation
Group related paragraphs
Develop the use of a topic sentence
Link information within paragraphs with a range of connectives.
Use bullet points, diagrams

Introduction:
Middle Section(s)
Ending

Ending could include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader.

Appropriate use of pronoun or noun across sentences to aid cohesion

-ing clauses as sentence starters
Grinning menacingly, he slipped the treasure into his rucksack.
Hopping speedily toward the pool, the frog dived underneath the leaves.
Jane, laughing at the teacher, fell off her chair.
The tornado, sweeping across the city, destroyed the houses.

Sentences of 3 for action:
Sam rushed down the road, jumped on the bus and sank into his seat.
The Romans enjoyed food, loved marching but hated the weather.

Repetition for persuasion:
Find us to find the fun...

Dialogue – verb + adverb
"Hello," she whispered, shyly.

Synonyms
Introduce:

Pronouns
Possessive pronouns
Adverbial
Fronted adverbial
Apostrophe for plural possession

Year 5 – Writing Progression

SLIMBRIDGE primary school

Text structure	Sentence Construction	Word structure	Punctuation	Language
Fiction **Secure the use of planning tools:** Story map Story mountain Story grid Boxing-up grid **Plan opening of stories around:** Description, action and dialogue **Paragraphs** vary connectives within paragraphs to build cohesion into a paragraph. Use change of time, place and action to link across paragraphs. **Use 5 parts to story:** Writing could start at any of the five points. This may include flashbacks **Introduction** Should include action/description of character or setting **Build-up** develop suspense techniques **Problem/Dilemma** May be more the one problem to be resolved **Resolution** Clear links with the dilemma **Ending** Character could reflect on events, any changes or lessons, look forward to the future, ask a question.	**Relative clauses:** Who, which, that, where, when, whose **Secure the use of simple / embellished sentences** **Secure the use of compound sentences** **Develop complex sentences, using main and subordinate clauses and subordinating conjunctions:** (see appendix) **Expanded -ed clauses as starters** e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. **Elaborate sentence starters using adverbial phrases:** Beyond the dark gloom of the cave, Dave saw the wizard move. Throughout the night, the wind howled like an injured creature. **Drop in –'ed' clauses:** Poor Tim, exhausted by so much effort, ran home.	**Introduce:** Metaphor Personification Onomatopoeia **Empty words:** Someone, somewhere was out to get him Develop the use of **technical language** **Use suffixes** to convert nouns or adjectives into verbs -ate, -ise, -ify **Verb prefixes** -dis, -de, -mis, -over, -re **Prepositions** At, underneath, since, towards, beneath, beyond	Introduce Rhetorical questions Brackets, dashes, commas for parenthesis Colons Commas to clarify the meaning and also to avoid ambiguity	Singular/plural Suffix/prefix Word family Consonant/vowel Adjective Noun phrase Adverb Adverbial Imperative verbs Tense – past, present and future Conjunction Preposition Determiner Clause Subordinate clause Relative clause Relative pronoun Subordinate clause Relative clause Adverbial Fronted adverbial

Year 5 – Writing Progression

SLIMBRIDGE primary school

Non-Fiction:

Independent planning across all genres

Secure the use of a range of different layouts which are suitable to the text

Structure:
Introduction, middle, ending

Secure use of paragraphs:

Use a variety of different ways to open texts and draw the reader in.
Make the purpose clear.
Link ideas within and across paragraphs using a full range of connectives.
Use rhetorical questions to draw the reader in

Express opinions clearly and consistently maintain viewpoint.

Summarise work clearly at the end to appeal directly to the reader.

The lesser known Sugar Dragon, recognised by its pink ears, is rarely seen.

Sentence reshaping techniques:
Lengthening or shortening sentences for meaning or effect

Moving sentences around (how, when, where) for different effects.

Use of rhetorical questions

Stage directions in speech:
"Stop!" he shouted, picking up the stick and running after the thief.

Indicating degrees of possibility using modal verbs: might, should, could, may, will, must, perhaps, surely, etc.

Modal Verbs:
Could, should, would

Proper nouns:
Monday, Windsor Castle, England, Slimbridge Primary School

Plural and possessive 's'
Pupil's, pupils', dogs, dog's

Standard English for verbs instead of local spoken forms:
We were - rather than we was
I did – rather than I done

Metaphors and Onomatopoeia

Alliteration
Simile – as/like
Synonyms
I

ntroduce:

relative clause
pronoun
modal verb
parenthesis
bracket – dash
determiner
cohesion
ambiguity
metaphor
personification
onomatopoeia
rhetorical question

tense: present and past
progressive

Year 6 – Writing Progression

SLIMBRIDGE primary school

Text structure	Sentence Construction	Word structure	Punctuation	Language
Secure independent planning across story types using 5 part story structure: Include suspense, cliff hangers, flashbacks, flash forwards, time slips	**Secure use of simple / embellished simple sentences and compound sentences**	**Build in literary features to create effects:** alliteration onomatopoeia similes metaphors	**semi-colon, colon and dash** in place of commas.	Sentence Statement question exclamation Command
Start story at any point of the 5 part structure: Maintain plot consistently working from plan	**Secure use of complex sentences:** Main and subordinate clauses with **full range of conjunctions.**	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	**Use of colon to introduce a list** and **semi-colons within lists.**	Full stops/ Capitals Question mark
Paragraphs - Secure use of linking ideas within and across paragraphs	**Active and passive verbs** to create effect and to affect presentation of information e.g. Active: Tom accidently dropped the glass. Passive: The glass was accidently dropped by Tom.	**How words are related as synonyms and antonyms** e.g. big/ large / little	**Bullet points**	Exclamation mark
Secure development of characterisation	**Rhetorical questions for persuasion**		How **hyphens** can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)	'Speech marks' / inverted commas Direct speech/indirect speech
Non-fiction: **Secure** planning across non-fiction genres and application	**Expanded noun phrases** to convey information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)			Bullet points Apostrophe for contraction Apostrophe for possession
Use a variety of text layouts appropriate to purpose				Colon
Use range of techniques to involve the reader: comments, questions, observations, rhetorical questions				Instructions Parenthesis – brackets, commas, dash
				Singular/ plural Suffix/ Prefix Word family Consonant/Vowel
				Adjective / noun / noun phrase
				Verb / Adverb Imperative Tense (past, present, future)

Year 6 – Writing Progression

SLIMBRIDGE primary school

Modal verbs
Conjunction / Connective
Preposition
Determiner/ generaliser
Pronoun – relative / possessive
Clause
Subordinate / relative clause
Adverbial
Fronted adverbial
Rhetorical question
Present and past progressive
present perfect; past perfect

Cohesion
Ambiguity
Alliteration
Simile –as'/'like'
Metaphor
Personification
Onomatopoeia

Introduce:
- **Active and passive voice**
- **Subject and object**
- **Hyphen**
- **Synonym, antonym**
- **Colon/ semi-colon**
- **Bullet points**
- **Ellipsis**
- **Subjunctive**

The difference between structures typical of informal speech and structures appropriate for formal speech and writing:
Question tags: *He's your friend, isn't he*
The Subjunctive: (in formal writing
- *If I were you*

Express balanced coverage of a topic

Use different techniques to conclude texts

Use appropriate formal and informal styles of writing

Choose or create publishing format to enhance text type and engage the reader

Linking ideas across paragraphs using a wider range of **cohesive devices:**

Semantic **cohesion** (e.g. repetition of a **word** or phrase), **grammatical connections** (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **elision** (I'm, let's).

Use a variety of layout devices: headings, sub-headings, columns, bullets, or tables, to structure texts

Phonics

Phonics

Phonics/Spelling

At Slimbridge we use Animaphonics, a DfE-approved, synthetic phonics and spelling programme which is designed to enable all children to develop effective reading and writing skills.

During their time at Little Otters, our youngest children are introduced to Phase 1 of our phonics program, aligning with the Department for Education's (DfE) guidance on early phonics teaching.

The DfE emphasises the importance of developing phonological awareness in early years education, stating that "high-quality phonic work should be taught discretely, with opportunities provided for children to apply their phonic knowledge in reading and writing activities across the curriculum." Through engaging activities and resources, we lay the foundation for phonics development, nurturing children's ability to recognise and manipulate sounds in spoken language.

As our children start Reception, they begin Phase 2 of our phonics program, following the recommended approach outlined by the DfE. The interactive AnimaPhonics materials used in our teaching have been carefully selected to provide a multi-sensory and engaging learning experience. The DfE's guidance highlights the importance of using high-quality phonics resources, stating that they should "engage and challenge pupils, while embedding opportunities to apply their phonic knowledge and skills." By immersing our students in AnimaPhonics, we ensure they develop a solid understanding of letter-sound correspondences and are well-equipped to decode and blend words.

Throughout Key Stage 1, our students progress through a systematic synthetic phonics program, in line with the DfE's recommended approach. The DfE emphasises the effectiveness of synthetic phonics in teaching children to read and write, stating that "a synthetic approach focuses on teaching the common sounds represented by letter or letter groups and how to blend them together to read or write new words." Our carefully sequenced program enables our students to build their phonics knowledge and skills progressively, equipping them to read and write a wide range of words and phonemes.

We recognise that some children may require additional support in phonics and spelling. In line with the DfE's guidance on intervention programs, our Teacher Assistants and SENCo provide targeted one-to-one or small group interventions to address individual needs, helping our students make progress and thrive in their phonics and spelling development.

The core principles of teaching phonics

- Teach the relationship between sounds and letters in a clear and incremental way.

- In the beginning stages, emphasise phonemes not their letter names.

- When children read independently, ensure reading materials are decodable and match the level of alphabetic code knowledge taught to date.

- Do not teach or encourage guessing or prediction, either from context, pictures or first letter cues. This can cause bad reading habits to form, which need to be unpicked later on.

- Do not teach sight words, where children are expected to memorise words as whole units.

- Introduce common exception words slowly, drawing attention to the 'tricky' part of the word, then emphasising that all words can be blended from left-to-right.

Common Exception Words

There are some common words that contain grapheme-phoneme correspondences that are an exception to those children have been taught, such as 'said' or 'you'.

As children's knowledge of the alphabetic code increases, many of these common words will become fully decodable. However, in the early stages of the programme, children must be taught to decode and spell these common exception words.

In *Anima Phonics: Letters and Sounds Updated*, these common exception words are known as Rainbow Words.

Rainbow Words are introduced systematically throughout the programme, beginning towards the end of Phase 2.

Children's attention is drawn to the 'tricky' part of the word that does not fit in with what has been taught so far. This enables children to easily identify the grapheme(s) that make the word an exception word.

Once the 'tricky' part of the word has been identified, it is important to emphasise that a child can apply their blending skills to Rainbow Words, as with any other word.

Practitioners should avoid the temptation to ask children to memorise common exception words by sight. Whilst this might appear to work well at first, teaching children mixed strategies is shown to have a negative impact on their overall reading development.

Accents

Considerable variations in accents exist not just in the United Kingdom, but around the world. Individual teachers will need to take this into consideration, adapting their practice where necessary to match regional accents. This may be particularly evident when teaching common exception words, as some grapheme-phoneme correspondences may differ depending on the local accent.

Our physical resources

Anima Phonics: Letters and Sounds Updated is a multi-sensory phonics programme. Our high-quality classroom resources are an integral part of supporting teaching and learning

The Frieze

Use the *Anima Phonics: Letters and Sounds Updated* wall frieze to aid speedy recall of sounds and graphemes. As children's knowledge of the alphabetic code grows, update the wall frieze with our Key Stage 1 additions.

Flashcards

Use our handy flashcards as part of your daily routine. Each card shows the grapheme on one side and the mnemonic animal mascot on the reverse.

Sound Charts

A variety of table-top sound charts provide the perfect learning aid for children working independently. Each chart displays the mnemonic animal mascot next to its corresponding grapheme.
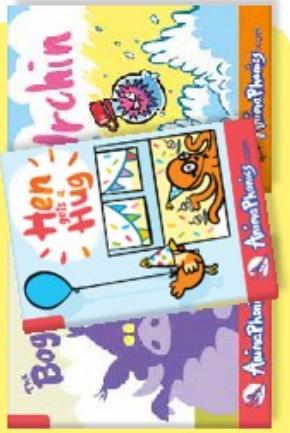
Decodable Readers

A selection of decodable texts and story books ensure children practise reading with texts closely matched to their level of phonic attainment. At home or at school, children quickly develop into confident and fluent readers.

Tabletop Games

Use our exciting phonics games to give children regular opportunities to practise and apply the core phonics they have been taught.

Handwriting

Letter Bugs, our mini-beast themed handwriting scheme, groups letters by common start and finish points. Meet the Curly Caterpillars, Tall Mantis letters and even Fire Bug!

Planning Documents

Detailed planning documents guide teachers, day-by-day, through the core skills of phonics teaching to ensure the effective delivery of the *Anima Phonics: Letters and Sounds Updated* programme. Use our termly overviews, weekly plans and guided activities to sequentially introduce new elements of the alphabetic code.

Assessment Materials

Our assessment resources allow practitioners to assess core skills such as grapheme recognition, letter formation, word blending, oral segmenting and sentence reading. Our easy-to-use assessment tracker automatically colour codes each child, providing teachers with clear feedback on who is at risk of falling behind.

Activity Sheets

At every stage of the programme, our daily activity sheets allow children to put their new phonics skills into practice. Simply log on to the website, download and print!

Parental Engagement

Enable your parents to support their child at home. Our quick reference guide covers all the basics, from blending and segmenting to how they can support their child when reading. A handy chart shows all the *Anima Phonics: Letters and Sounds Updated* animal mascots and corresponding actions.

Phase 5a - Week 1

Focus GPCs:

ure er

Focus learning:

Letter Names

Common exception word:
their

Learning Objectives

- Identify previously learned GPCs.
- Learn new GPCs: ure, er.
- Orally segment the sounds in words containing the focus phoneme and blend them together.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Name the letters of the alphabet in order.
- Identify vowels and consonants.
- Read the common exception word: their.

▲ Interactive resource available

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Revise & Review	▲ Sound recap.	▲ Sound recap.	· Sing the alphabet song.	· Sound recap using printed flashcards.	· Recap Rainbow Words from Unit 2.
Teach	▲ Sound and action poem: ure. ▲ Letter formation: ure.	▲ Sound and action poem: er. ▲ Letter formation: er.	▲ T-Rex Letter Names: Vowels.	▲ Repeat T-Rex Letter Names: Vowels. Draw attention to the consonants.	▲ Introduce common exception word: their.
Practise	▲ Blend words: *pure, cure, lure, cured.* ▲ Read caption: *The cure is pure.*	▲ Blend words: *ever, offer, order, power.* ▲ Read caption: *The owl is in the tower.* ▲ Read-and-see e-book.	· Circle Time: Go around the circle, each child saying the next letter of the alphabet. Each time a child says a vowel letter, they must sit down. Continue until one child remains.	· Circle Time: Go around the circle, each child saying the next letter of the alphabet. Each time round, change a letter to the word 'buzz'. Children sit down if they make a mistake.	· Mini-whiteboards: children copy the new common exception word, sound-talking each GPC. One-by-one, call out a GPC to be erased.
Apply	· Independent activity page (choose from selection).	· Independent activity page (choose from selection).	· Identifying Vowels activity page.	· Identifying Consonants activity page.	· Rainbow Words activity page.
Assess (all applicable throughout the week)	Can children identify the new GPC?	Do children use clearly identifiable letters to communicate meaning?	Can children identify and name the five vowel letters?	Can children identify and sort vowel and consonants?	Can children read the common exception words?

Reading Spine

Reading

Research shows that children who 'read for pleasure' experience higher levels of well-being, engage in learning and are more successful in life. Therefore, our aim at Slimbridge is to give our children access to a wide range of reading materials which enthuse, challenge and ignite their imagination.

Starting from the Early Years, our children follow the synthetic phonics programme: Animaphonics. We use 'Big Cat' phonics books as our reading scheme and these are matched to the children's knowledge.

We are lucky to have a fiction and non-fiction library, which has an wide variety of reading books for different ages, interests and abilities. We encourage children to visit the library regularly to look at books, talk about books and explore genres. Each class has their own classroom library too – our aim is to make reading central to all that we do and help our children develop a love of reading that lasts a lifetime.

Reading is taught in a variety of ways at Slimbridge – but predominantly through the 'whole class reading' approach whereby texts are explored together and discussion is centred around the key elements of comprehension: vocabulary, inference, prediction, explanation, retrieval, sequencing and summarising.

How do we choose which books we use?

We want children to feel immersed in their learning, so carefully choose texts which fit well with our curriculum topics. Children's written work is often inspired by the books we study in our English lessons.

Our Curriculum

Our reading curriculum is always evolving as we continue to explore new authors and books, adapting these to the needs of our children. Our reading curriculum is specific to our school; it outlines books we use within each class and covers a variety of genres and cultures.

Traditional	Classic	Modern	Multicultural	Poetry	Information
Gingerbread Man	Tiger Who Came to Tea	The Squirrels That Squab-bled	Old Mikambo Had a Farm	Commotion in the Ocean	Worms – Vivian French
Three Billy Goats Gruff	Zog	Koala Who Could	Jamaica's Find	Tree	Oliver's Vegetables
Three Little Pigs	Gruffalo	Lion Inside	Rocket Says Clean up	Oi Frog	
The Enormous Turnip	Farmer Duck	The Gingerbread Girl	Look Up!	Oi Dog	
Elves and The Shoemaker	Duck in a Truck	Stuck!	Rama and Sita	Monkey Puzzle	
Chicken Licken	FunnyBones	Lost and Found	Chinese Zodiac Story		
Magic Porridge Pot	Peace at Last	How To catch a Star			
	Can't Sleep Little Bear	Jack Frost			
	We're Going on a Bear Hunt	Leaf Man			
	The Very Hungry Caterpil-lar	On Sudden Hill			
	Rosie's Walk	The Leaf Thief			
	Would You Rather	Supertato			
		Penguin			
		Pirate Pete			
		Daft Bat			
		Ruby's Worry			
		Mini Rabbit Not Lost			

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Where We Live	Space	Once upon a time		India	Pirates
Key fiction text	Elmer The Jolly Postman	Bob the Man on the Moon	The Three Little Pigs	Billy and the Beast	The Tiger Child	The Night Pirates
Key fiction / non-fiction genre	Recount (A walk around Slimbridge)	Biography (Neil Armstrong)	Explanation (How a House is Built)	Diaries (of a person living in a castle in 1400)	Non-chronological report (Indian animals)	Instructions (How to build a pirate ship)
Poetry	Reading poems: Traditional poems and rhymes	Writing poems: Calligrams (Christmas)	Reading poems: The Puffin Book of First Poems	Writing poems: Acrostic Poems (Easter)	Writing poems: Riddles (Indian animals)	Reading poems: Pirate Poems
Reading aloud (Picture books/ Classic/ Modern/ Multicultural/ Non-fiction)	Julia Donaldson stories Shirley Hughes stories (Dogger/Alfie) Judith Kerr stories (Mog) A Place Called Home: Look Inside Houses from Around the World *Traditional poems and rhymes*	Dougal's Deep Sea Diary Neil Armstrong / Mae Jemison (Little People Big Dreams) The Skies Above My Eyes Beegu Field Trip to the Moon Space – selection of non-fiction books *A Rocketful of Space Poems*	The True Story of the Three Little Pigs The Three Little Wolves and the Big Bad Pig Grimm's fairy tales Hann's Christian Andersen fairy tales Mixed Up Fairy Tales Once Upon a Time Map Book Castles – selection of non-fiction books *The Puffin Book of First Poems*	A Necklace of Raindrops and other stories Aesops fables Twisted Fairy Tales: Goldilocks (Allen Ahlberg), How the Library Saved Rapunzel, Once upon a Wild Wood, Snow White in New York, Fearless Fairy Tales Castles – selection of non-fiction books *Julia Donaldson Poems to Perform*	The Tiger Who Came to Tea Classic Tales from India Dear Greenpeace The Great Kapok Tree Rainforests – selection of non-fiction books India – selection of non-fiction books *My Village Poems from around the world*	The Night Pirates The Pirates of Scurvy Sands Pirate Stew The Pirates Next Door DK Find Out Pirates 100 Questions About Pirates *Pirate Poems*

SLIMBRIDGE primary school

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Terrific Toys	Inventors	Great Fire of London		Amazing Africa	Islands
Key fiction text	Traction Man	The Wright Flight	Vlad and The Great Fire of London	Video: Pudding Lane, Literacy Shed – narrative settings	Zoo – Anthony Browne	Katie Morag Island Stories
Key non-fiction genre	Instructions – How to make a toy	Recount – The First Flight Biography – The Wright Brothers/ Other inventors	Diaries – Samuel Pepys and the Great Fire of London	Explanation text – How the Fire Brigade has changed over time	Persuasive writing - Zoo debate	Letters and post-cards
Poetry	Reading poems: Michael Rosen Inky, Pinky, Ponky: Playground Rhymes	Writing poems: Haiku	Reading poems: Roger McGough	Writing poems: Kennings	Reading poems: Tiger, Tiger Burning Bright: Animal Poems for Every Day of the Year	Writing poems: Free Verse (What We Found at the Seaside by Kate Williams)
Reading aloud (Picture books/Classic/ Modern/Multicultural/ Non-fiction)	Brown Paper Bear The Lost Property Office That Rabbit Belongs to Emily Brown Lost in the Museum Toys in Space Paper Dolls Dogger Stanley's Stick Naughty Bus Toys from the Past Toys from Around the World Toys and Games	Mr Gumpy's Motor Car Mrs Armitage on Wheels Emma Jane's Aeroplane Last Stop on Market Street Amelia Earhart (Little People, Big Dreams) Journeys and Migrations	Vlad and the Great Fire of London The Great Fire of London Liz Gogerly Toby and the Great Fire of London Margaret Nash The buildings that made London David Long Josie Shenoy	Author focus: Jill Tomlinson – link to science topic: living things and their habitats	Lila and the Secret of Rain Anansi and the Golden Pot One Day on Our Blue Planet (In the Savannah) Catch that Chicken Mama Miti Okapi loves his zebra pants The Last Rhino	The Storm Whale The Secret of Black Rock The Lighthouse Keeper's Lunch Flotsam Dolphin Boy At the Beach (postcards) A First Book of the Sea (poetry)

SLIMBRIDGE primary school

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	**The Victorians**	**Forces**	**Volcanoes**	**The Romans**	**Forests**	**Our Oceans**
Key fiction text Reading aloud (Picture books/Classic/ Modern/Multicultural/ Non-fiction)	Chimney Child	Tell me a Dragon Kassim and the greedy dragon	When the giant stirred	How to be a Roman Soldier (Non-fiction)	The Minpins	Oliver and the Seawigs
Key non-fiction genre	Instructions	Non-chronological reports	Newspaper Reports	Diaries	Explanations	Recounts
Poetry	Reading poetry: Edward Lear	Writing poetry: Dragons	Writing poetry: Acrostic poems: vol-canoes			

SLIMBRIDGE primary school

Class 4 a	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	The River Severn	Invaders	World War Two		Edward Jenner	Our Changing World
Key fiction text	**Why the Whales Came** – Michael Morpurgo		**Friend or Foe** – Michael Morpurgo **Letters from thew Lighthouse** – Emma Carroll **Carrie's War** – Nina Bawden		**Krindlekrax** by Philip Ridley	**Brightstorm** by Vashti Hardy
Key non-fiction genre	Reports Non-fiction Diaries	Reports Poetry Diaries narrative	Diaries Newspaper reports Non-chron reports Letters/postcards		Newspaper articles Reports Diaries Narrative Play scripts	Reports Adverts Narrative Poetry
Reading aloud (Picture books/Classic/ Modern/Multicultural/ Non-fiction)	**Town is by the Sea**	Arthur and the Golden Rope	My Secret War Diary – Flossie Albright		Journey	Varmints – Helen Ward

SLIMBRIDGE primary school

Class 4 b	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Habitats	European Travel	Engineering – Past, Present, Future		Natural Disasters	What's it like living in the local area?
Key fiction text	Twitch M G Leonard	Kensuke's Kingdom – Michael Morpurgo	The Nowhere Emporium – Ross Mackenzie		The Somerset Tsunami – Emma Caroll	The Boy at the Back of the Classroom – Onjali Rauf
Key writing genres	Diaries Debates Narrative Reports poetry	Diaries Narrative Newspaper articles poetry	Non-chron reports Narrative Explanation Recounts		Newspaper articles Diaries Adverts Reports	Reports Interviews Explanation texts Narrative Letters
Reading aloud (Picture books/ Classic/ Modern/ Multicultural/ Non-fiction	Voices in the Park – Anthony Browne		The Day the crayons quit			

Class 5 Year A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	Anglo Saxons and Settlements (History and Geography) Electricity (Science)	World War One (History) Light (Science)	World War One (History) Forces (Science)	Global Warming Animals, Including Humans (Science)	The Ancient Maya (History) Living things and their Habitats (Science)	Biomes (Geography) Live, Grow, Evolve Evolution and Inheritance (Science)
Key fiction Non-fiction text	Titanic: My Story by Ellen Emerson White	War Horse – Michael Morpurgo The Piano – Literacy shed narrative The Christmas Truce – Carol Ann Duffy Daisy and the Unknown Warrior – Tony Bradman Vlad and the First World War – Kate Cunningham		Adrift – Literacy Shed Sci-Fi extract Pandora – Literacy shed film Sci-fi	When Life Gives you Mangoes	What Mr Darwin Saw The Last Wild Piers Torday
Writing genres	Narrative – descriptive settings Non-chronological reports Instructions Newspaper Articles Diaries	Diaries Film Narrative Poetry Letters Recounts		Narrative Descriptions Non-chronological reports Sci-Fi narrative	Narrative Reports Poetry Diaries	Reports Biography Poetry Adverts Persuasive Letters Debates
Poetry			The Christmas Truce – Carol Ann Duffy In Flanders Field – John McCrae			Tyger Tyger William Blake The Lost Words Jackie Morris
Reading aloud (Picture books/ Classic/ Modern/ Multicultural/ Non-fiction)	Town is by the Sea	Archie's War – Marcia Williams		The Promise by Nicola Davies and Laura Carlin	The Great Kapok Tree – Lynne Cherry	Window by Jeannie Baker

SLIMBRIDGE primary school

Class 5 b	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Global Warming and Climate Change (Geography) Animals including humans - (Science)	Crime and Punishment (History) Light (Science)	Engineering – past, present, future (History, Science, Technology) Electricity/Forces (Science)		Migration The Windrush Generation (History/Geography) Living Things + Habitats (Science)	Our Evolving Earth Evolution and Inheritance (Science)
Key fiction and non-fiction texts	Floodland by Marcus Sedgwick Where the World Turns Wild – Nicola Penfold	Holes – Louis Sachar The Good Thieves Katherine Rundell	Clockwork – Phillip Pullman		Coming to England Floella Benjamin Windrush Child Benjamin Zephaniah Freedom 1786 Catherine Johnson	Moth: An evolution story – by Isabel Thomas Shakespeare There's a Boy in the Girl's Bathroom – Louis Sachar
Writing Genres	Narrative Recounts (diaries)	Narrative (settings) Letters Non-chron Reports Diaries Recounts	Narratives Information Texts Biographies Chronological reports Persuasive Writing – Leaflet/adverts Film Narratives Reviews		Narrative Recounts - Diaries Recounts - Letters Newspaper reports Poetry Balanced Arguments	Persuasive leaflets Biography Recounts – diaries Non-chron reports Adverts
Poetry	Jabberwocky – Lewis Carroll	The Highwayman – Alfred Noyes			Windrush Child – by John Agard Benjamin Zephaniah	
Reading aloud (Picture books/Classic/ Modern/Multicultural	One Plastic Bag – Miranda Paul		The Viewer – Shaun Tan Rose Blanche – Ian McEwan The Island – Armin Gerder		Mirror by Jeannie Baker	What Mr Darwin Saw Frances Lincoln

Maths

Maths at Slimbridge

We believe that mathematics is not only a key form of communication but also an essential part of everyday life. The skills learned in maths are critical to understanding the wider world, as well as learning in science, technology, finance, and other disciplines.

At Slimbridge Primary School, we follow the programmes of study laid out in the National Curriculum for mathematics. Each year, our students engage with defined areas of study, including number and place value, addition and subtraction, multiplication and division, fractions, measurement, shape, and position and direction. As students progress through the school, additional areas such as statistics in Year 2, ratio and proportions in Year 6, and algebra in Year 6 are introduced. Our carefully developed curriculum ensures that skills are built upon and progress as children move through each year.
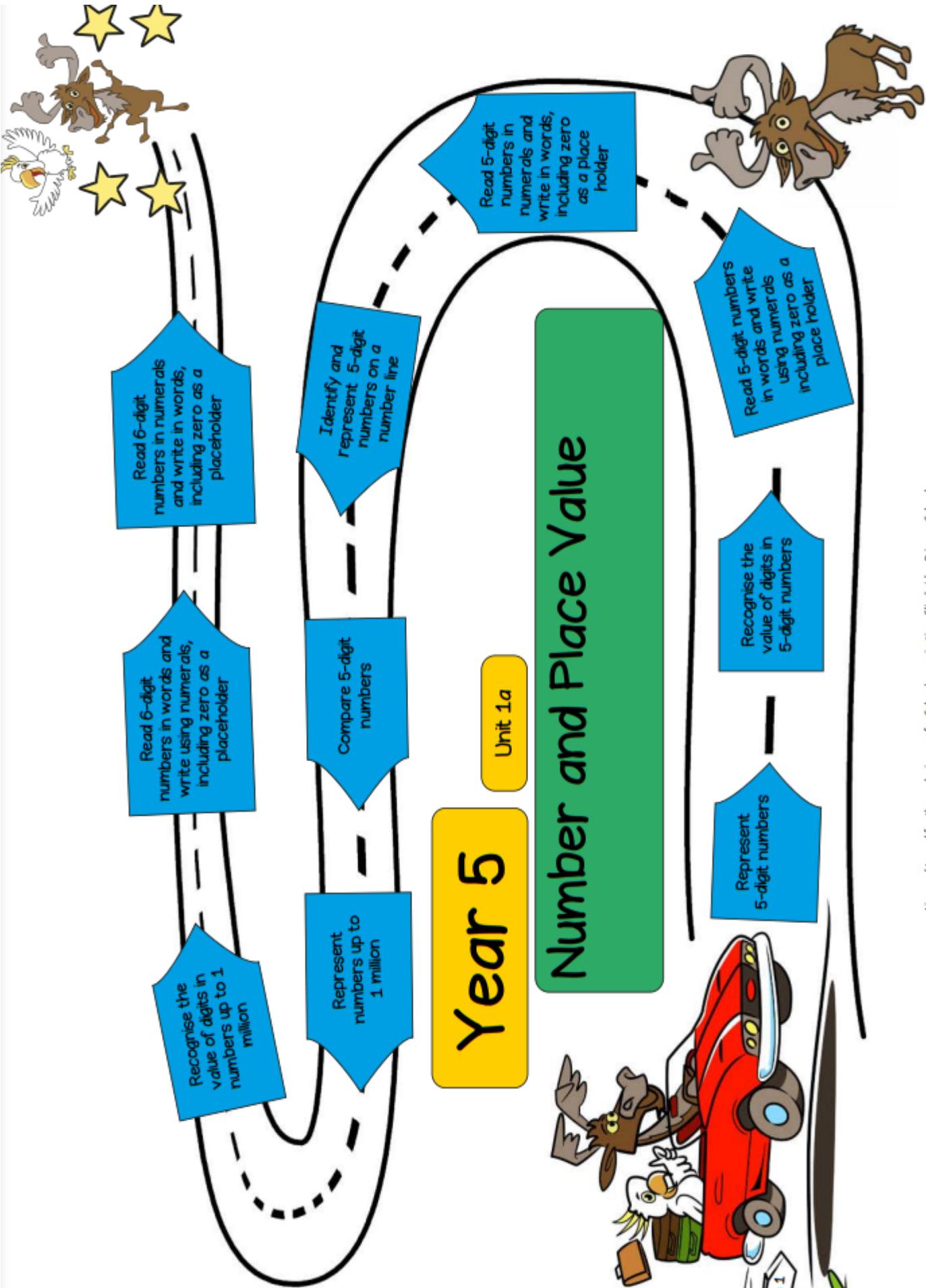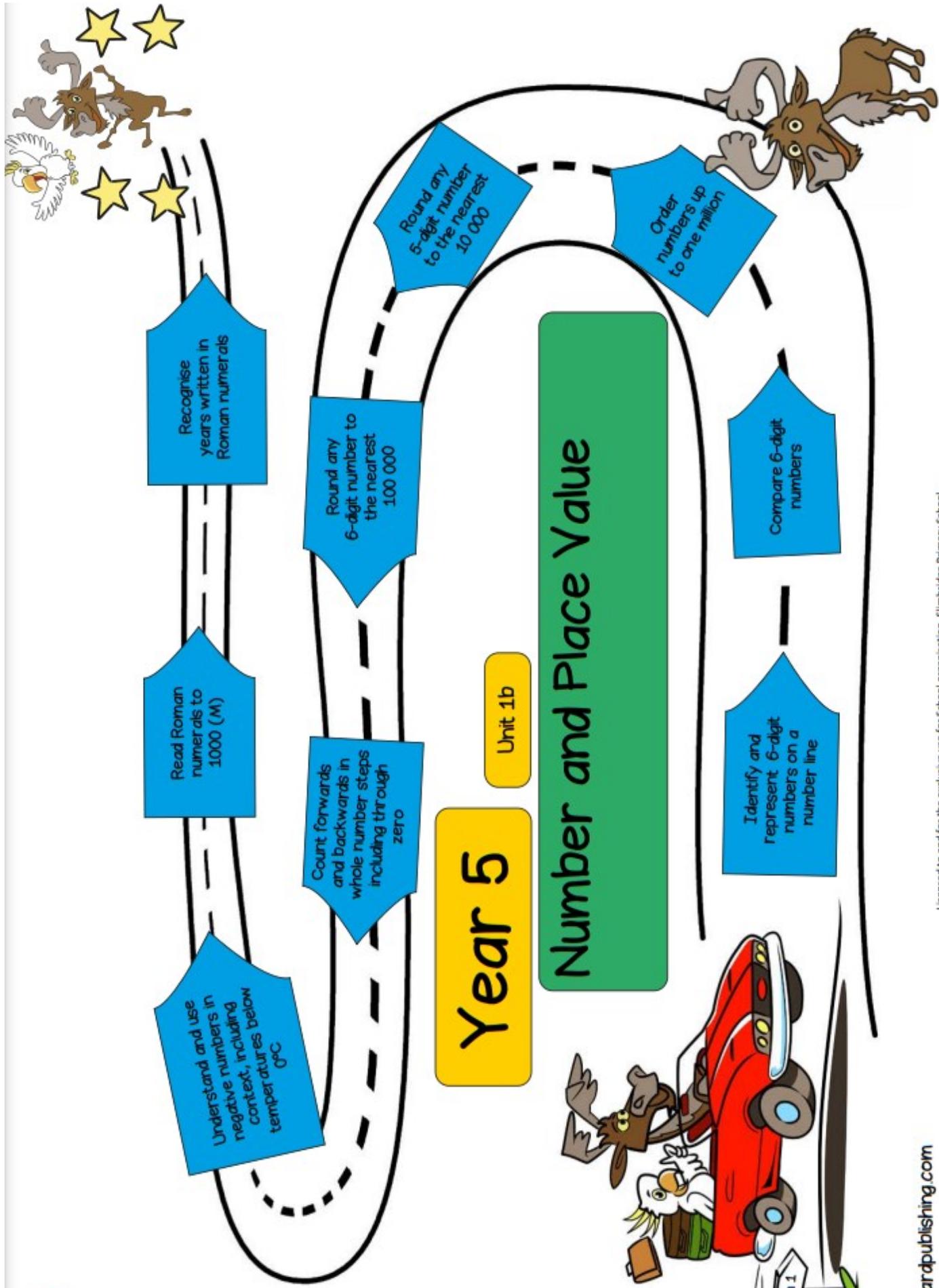
The programmes of study are organised into distinct domains, but we encourage our students to make connections across mathematical ideas through problem-solving and real-life maths opportunities. We believe that mathematics is best learned through application, and therefore, all our lessons provide time for students to use and apply their mathematical skills in practical contexts.

At Slimbridge Primary School, we prioritise the development of mathematical reasoning alongside mathematical skills. Mathematical reasoning involves critical thinking, logical analysis, and problem-solving. We encourage our students to think deeply about mathematical concepts, make connections, and justify their solutions using logical arguments.

We plan our mathematics lessons using the 'Can Do' maths approach, which promotes mathematical reasoning and problem-solving, while ensuring that the plans are adapted to meet the needs of all children.

The following pages are an example of one of our units from 'Can Do Maths.'

Year 5

Unit 1a

Number and Place Value

Read 5-digit numbers in numerals and write in words, including zero as a place holder

Identify and represent 5-digit numbers on a number line

Read 6-digit numbers in numerals and write in words, including zero as a placeholder

Read 6-digit numbers in words and write using numerals, including zero as a placeholder

Compare 5-digit numbers

Recognise the value of digits in numbers up to 1 million

Represent numbers up to 1 million

Read 5-digit numbers in words and write using numerals, including zero as a place holder

Recognise the value of digits in 5-digit numbers

Represent 5-digit numbers

Term 1

Year 5

Unit 1b

Number and Place Value

- Understand and use negative numbers in context, including temperatures below 0°C
- Read Roman numerals to 1000 (M)
- Recognise years written in Roman numerals
- Count forwards and backwards in whole number steps including through zero
- Round any 6-digit number to the nearest 100 000
- Round any 5-digit number to the nearest 10 000
- Order numbers up to one million
- Compare 6-digit numbers
- Identify and represent 6-digit numbers on a number line

Term 1

Curriculum Progression

Manageable Steps

Depth of Understanding

	Represent 5-digit numbers	Recognise the value of digits in 5-digit numbers	Read 5-digit numbers in words and write using numerals including zero as a place holder	Read 5-digit numbers in numerals and write in words, including zero as a place holder
What it is / What it is also	Use place value counters to represent the following numbers: 40,000 42,000 42,006 42,056 42,100	Find the value of the underlined digit: 1<u>2</u>,564 <u>1</u>2,564 12,<u>5</u>64 12,<u>5</u>64 12,56<u>4</u> 12,0<u>6</u>4	Write the following in numerals: Forty thousand Forty thousand, three hundred and sixty-one Forty thousand, three hundred and one Forty thousand, three hundred and sixty Forty thousand and three hundred	Write the following in words: 20,000 21,000 21,400 21,450 21,456 21,056 21,406 20,050
What it is not	Colin thinks that he has represented 43,162: Explain why he is incorrect.	Colin thinks that the 4 in 42,356 is worth ten thousand. Explain why he is incorrect.	Colin thinks that he has written twenty thousand, one hundred and thirty-six. 20000,100,306 Explain why he is incorrect.	Colin thinks that he has written 43,521 in words. Four million, three thousand, five hundred and twenty-one. Explain why he is incorrect.
What problems can I solve?	Colin thinks he can represent five different numbers using five different place value counters from this pile of counters. Do you agree? Explain your answer.	Always/Sometimes/Never True In a 5-digit number, the ten thousands digit is greater than the thousands digit.	How many different ways can the number ☐ty-☐thousand, ☐hundred and ☐☐ be written using numerals if the words six, seven, eight and nine can only be used once each?	Complete the descriptors of 34,010 using the words: Thousand	Hundreds	Tens	Ones Thirty-four ☐ and ten Thirty-four thousand and ten Three thousand, four hundred and one Three hundred and forty ☐ and ten Repeat for the numbers 34,001 and 34,100

Curriculum Progression
Manageable Steps

Depth of Understanding	Identify and represent 5-digit numbers on a number line	Compare 5-digit numbers	Represent numbers up to one million	Recognise the value of digits in numbers up to one million
What it is / What it is also	Identify the numbers: [number line 26,000 27,000 28,000 29,000 with arrows a, b, c] Plot 30,100 and 32,100 on a number line.	Insert < > or = 12,341 ○ 22,341 34,432 ○ 31,562 45,729 ○ 45,689 70,564 ○ 70,546 89,763 ○ 89,768	Use place value counters to represent the following numbers: 500,000 530,000 530,007 530,047 530,247 531,247 530,200	Find the value of the underlined digit: 125,643 125,643 125,643 125,643 125,643 125,643 105,643
What it is not	Colin thinks that 40,500 is between 40,000 and 40,100. Use a number line to explain why he is incorrect.	Colin thinks that 54,321 < 39,876 because 39,876 has more digits greater than the digits in 54,321. Explain why he is incorrect.	Colin thinks that he has represented the number 654,321 [place value counters]. Explain why he is incorrect.	Colin thinks that the 4 in 423,856 is worth four million. Explain why he is incorrect.
What problems can I solve?	Find the missing digits. 4□,□00 is halfway between 4□,□00 and 4□,□00. Solve this problem in several ways showing it on a number line. Solve it using six different digits.	Using the digits 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 once each make the statement true. □□□□□ > □□□□□. Solve the problem several different ways.	Coco think she can represent six different numbers with six different place value counters chosen from this pile: [counters 1, 10, 100, 1000, 10,000, 100,000]. Do you agree? Explain your thinking.	Always/Sometimes/Never True. In a 6-digit number, the thousands digits are greater than the other digits.
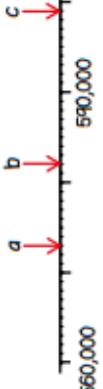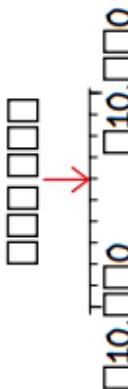
Curriculum Progression

Manageable Steps

Depth of Understanding →

	Read 6-digit numbers in words and write using numerals including zero as a place holder	Read 6-digit numbers in numerals and write in words, including zero as a place holder	Identify and represent 6-digit numbers on a number line	Compare 6-digit numbers
What it is / What it is also	Write the following in numerals: Five hundred thousand Five hundred and forty thousand Five hundred and forty-eight thousand Five hundred and forty-eight thousand, three hundred and sixty-one Five hundred and forty-eight	Write the following in words: 700,000 720,000 721,000 721,400 721,450 721,456 721,056 721,406 721,400 721,050 721,006	Identify the numbers: 560,000 590,000 a b c Plot 410,000 and 420,000 on a number line.	Insert < > or = 722,341 ◯ 822,341 344,329 ◯ 335,626 457,296 ◯ 456,897 705,643 ◯ 705,463 897,638 ◯ 897,683
What it is not	Colin thinks that he has written seven hundred and twenty-nine thousand, one hundred and thirty-six. 729,000,100,306 Explain why he is incorrect.	Colin thinks that he has written 903,502 in words. Ninety-three thousand, five hundred and two Explain why he is incorrect.	Colin thinks that 555,000 is halfway between 500,000 and 600,000 Use a number line to explain why he is incorrect.	Colin thinks that 654,321 < 399,999 because 399,999 has more 9 digits. Explain why he is incorrect.
What problems can I solve?	How many different ways can the number ☐ hundred and ☐ty ☐ thousand, ☐ hundred and be written using numerals using the words five, six, seven, eight and nine once each? What if all the words for the digits 0-9 can be used?	Always/Sometimes/Never True Writing a 6-digit number uses eleven words.	Find the missing digits. ☐10,☐☐0 ☐10,☐☐0 Solve the problem in several different ways.	Roll a 0-9 die and place the digit in one of the boxes. Roll the die again and place another digit in one of the boxes. ☐☐☐☐☐☐ > ☐☐☐☐☐☐ Is it possible to always complete all the boxes? Explain.

Depth of Understanding

Year5Unit1NumberandPlaceValue

Curriculum Progression
Manageable Steps

	Order numbers up to one million	Round any 5-digit number to the nearest 10 000	Round any 6-digit number to the nearest 100 000	Count forwards and backwards in whole number steps including through zero
What it is / What it is also	Put the numbers in order from smallest to largest: 212,373 316,784 124,592 432,603 21,237 31,684 124,592 43,603 545,931 531,243 56,789 508,289 413,884 413,484 413,684 431,984 400,900 409,000 49,000 490,000	Round the numbers to the nearest 10 000: 31,245 25,678 50,964 65,000 94,999	Round the numbers to the nearest 100 000: 312,458 256,783 509,643 850,000 649,999	Count 4 forwards from 1 Count 4 backwards from 1 Count 4 forwards from -1 Count 4 backwards from -1 Count 3 forwards from -3 Count 3 backwards from -3
What it is not	Colin thinks that he has put the numbers in order from smallest to largest: 135,578, 875,531, 87,653, 98,245 Explain why he is incorrect.	Colin thinks that 40,500 rounded to the nearest 10,000 is 50,000. Explain why he is incorrect.	Colin thinks that 450 000 rounded to the nearest 100 000 is 400 000. Explain why he is incorrect.	Colin thinks that if he counts 4 forwards from -2 he will say the number -6 Explain why he is incorrect.
What problems can I solve?	Always, Sometimes, Never True A 6-digit number with at least one 9 digit is greater than a 6-digit number without a 9 digit.	Find the missing digits: 2□,□□□ **rounded to the nearest 10,000 is 30,000** □□,□□□ **rounded to the nearest 10,000 is 100,000** Solve each problem in several different ways.	Always/Sometimes/Never True A 6-digit number rounded to the nearest 100 000 is a 6-digit number.	Find the missing digits. Count □ forwards from -□ is □ Solve the problem in several different ways. How many ways can you solve the problem using 4 digits? Investigate if using any 4 digits will always give the same number of solutions.

Depth of Understanding

Curriculum Progression

Manageable Steps

	Understand and use negative numbers in context, including temperatures below 0°C	Read Roman numerals to 1000 (M)	Recognise years written in Roman numerals
What it is / What it is also	The temperature in London is 3°C. Find the temperature in the cities: City / Temperature Athens — 4°C warmer Birmingham — 2°C warmer Paris — 3°C colder Berlin — 5°C colder Bucharest — 9°C colder	Write the Roman numerals using Arabic numerals: CX CL CC CCCLX CM	Work out the year: MM MMX MMXIX MMXX MCMXCIX
What it is not	Colin thinks that 4°C warmer than –4°C is –8°C. Explain why he is incorrect.	Colin thinks that 199 is ICC in Roman numerals. Explain why he is incorrect.	Colin thinks that 2014 is MMXIIII in Roman numerals. Explain why he is incorrect.
What problems can I solve?	Research European cities with the coldest and warmest temperatures in December. Find the difference in temperatures between different cities.	Colin says 'I'M LIVID' because he can not remember how to write 1, 1000, 51, 6 and 500 in Roman numerals !!!! This is his idea of a maths joke … explain the joke to a friend. What other words can you make using Roman numerals? Find the value of the words.	What exciting events are happening on these dates XXV/XII/MMXX ? I/I/MMXXI? Investigate writing other important dates, such as your date of birth, using Roman numerals.

Depth of Understanding

Science

Science

The aims and objectives of the National Curriculum for Science ensure that children get a broad and balanced coverage of all scientific disciplines throughout the primary years. Children are encouraged to carry out scientific enquiries, make observations, explore and ask questions about the world and to develop an understanding of the present and future implications of science.

We have designed our curriculum to ensure that each year group has a balanced coverage of all science objectives and disciplines from the explorative stage in the Early Years, to the end of KS2.

Science is assessed by making informal judgements and observations during lessons and through questioning and discussion. Formative assessment is on-going throughout the year and teachers assess whether children are working at, above or below age related expectations. At UKS2, work is assessed using national exemplification documents to ensure consistency with national standards. There are currently no formal assessments for Science.

EYFS

Science is taught integrally as part of 'Understanding of the World' in the EYFS curriculum. All learning is underpinned by the 'Characteristics of Effective Learning' which is enabled through a learning environment that promotes inquisitiveness about the world through play and discussion, observation, engaging in new experiences, asking questions, making predictions, testing ideas and noticing patterns.

Slimbridge Science by Year Group and Year (A/B)

Class 2 (Y1/2)	Class 3 (Y2/3)	Class 4 (Y4/5)	Class 5 (Y5/6)
	YEAR A		
Everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Identify and compare the uses of a variety of everyday materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	**Living things and their habitats** Explore and compare the difference between things that are living, dead and things that have never been alive Identify that most living things live in habitats to which they are suited and how habitats provide for the basic needs of different kinds of animals and plants Identify and name plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	**States of Matter (Y4)** Compare and group materials together, according to whether they are solids, liquids or gasses Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 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	**Living things and their habitats** Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics
Animals, including humans Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	**Animals including humans** Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 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 animals have skeletons and muscles for support, protection and movement	**Living Things and their habitats (Y4 +Y5)** Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognize that environments can change and that this can sometimes pose dangers to living things Describe the difference in the life cycle of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plans and animals	**Evolution and Inheritance** Recognise that living things have changed over time and that fossils provide information about living things that inhabit 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

Seasonal changes
How the season is associated with day

Rocks
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

Properties and Changes of Materials (Y5)
Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
Demonstrate that dissolving, mixing and changes of state are reversible changes
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Animals including humans
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function
Describe ways in which nutrients and water are transported within animals, including humans

Plants
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
Identify and describe the basic structure of a variety of common flowering plants, inc trees
Observe and describe how seeds and bulbs grow into mature plants.
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Plants
Observe and describe how seeds and bulbs grow into mature plants
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant

Animals including humans (y4/5)
Describe the simple functions of the basic parts of the digestive system in humans
Identify the different teeth in humans and their simple functions
Construct and interpret a variety of food chains, identifying producers, predators and prey
Describe the changes and humans develop to old age. Y5

Forces
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Earth and Space
Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
Describe the Sun, Earth and Moon as approximately spherical bodies
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Investigate the way in which water is transported within plants
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Electricity (y4)
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
Recognize that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
Recognize some common conductors and insulators, and associate metals with being good conductors

Sounds (y4)
Identify how sounds are made, associating some of them with something vibrating.
Recognize 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.
Recognize that sounds get fainter as the distance from the sound source increases

Light
Recognise that light appears to travel in straight lines
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Living things and their habitats
Identify that most living things live in habitats to which they are suited and how these meet their basic needs.
Identify and name plants and animals in their habitats, including micro-habitats
Explore and compare the difference between things that are living, dead and things that have never been alive

Light
Recognize that they need light in order to see things and that dark is the absence of light
Notice that light is reflected from surfaces
Recognize that light from the sun can be dangerous and that there are ways to protect their eyes
Recognize that shadows are formed when the light from a light source is blocked by a solid object
Find patterns in the way that the size of shadows change

Animals including humans
birds and mammals
Identify and name carnivores, herbivores & omnivores
Describe and compare the structure of a variety of animals.
Notice that animals, including humans, have offspring which grow into adults
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Forces and magnets
Compare how things move on different surfaces
Notice that some forces need contact between two objects, but magnetic forces can act at a distance
Observe how magnets attract or repel each other and attract some objects but not others
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
Describe magnets as having two poles
Predict whether two magnets will attract or repel each other, depending on which poles are facing

Electricity
Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of the cells used in a circuit
Compare and give reasons for the variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches
Use recognized symbols when representing a simple circuit in a diagram

Animals including humans
Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function
Describe ways in which nutrients and water are transported within animals, including humans –

Living things and habitats
Recognise that living things can be grouped in a variety of ways
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
Recognise that environments can change and that this can sometimes pose dangers to living things
Describe the difference in the life cycle of a mammal, an amphibian, an insect and a bird. Y5
Describe the life process of reproduction in some plants and animals.

Sounds
Identify how sounds are made, associating some of them with something vibrating.
Recognize that vibrations from sounds travel through a medium to the ear

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Notice that animals, including humans, have offspring which grow into adults
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
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Seasonal changes
• How the season is associated with day

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Compare and give reasons for the variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off positions of switches

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Light

Recognise that light appears to travel in straight lines

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

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Identify the different teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey

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Electricity

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Living things and their habitats

Explore and compare the difference between things that are living, dead and things that have never been alive

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Identify and name plants and animals in their habitats, including micro-habitats

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

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Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

associate metals with being good conductors

Everyday materials
Distinguished between an object and the material from which it is made
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
Describe the simple physical properties of a variety of everyday materials
Compare and group together a variety of everyday materials on the basis of their simple physical properties
Identify and compare the uses of a variety of everyday materials
Find out how the shapes of solid objects made from some materials cab be changed by squashing, bending, twisting and stretching

Plants
Observe and describe how seeds and bulbs grow into mature plants
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Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, and room to grow) and how they vary from plant to plant
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Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

States of Matter (y4)
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Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
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

Evolution and Inheritance
Recognise that living things have changed over time and that fossils provide information about living things that inhabit 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

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Recognise that soils are made from rocks and organic matter

Properties and Changes of Materials (Y5)
Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Living Things and their habitat
Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
Give reasons for classifying plants and animals based on specific characteristics

Earth and Space
Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
Describe the Sun, Earth and Moon as approximately spherical bodies
Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

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

Art & Design

SLIMBRIDGE
primary school

Art Intent Statement

The National Curriculum for Art aims to ensure that all pupils:

- To produce creative work, exploring their ideas and recording their experiences.

- To become proficient in drawing, painting, sculpture and other art, craft and design techniques

- To evaluate and analyse creative works using the language of art, craft and design.

- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

At Slimbridge Primary School, the intention is that children are engaged, inspired, challenged and equipped with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Pupils will learn about a range of multicultural artists and will use this influence to inspire and evaluate their own work.

Art Implementation Statement

The Art and Design curriculum should enable all children to be able to communicate what they see, feel, and think through the use of colour, texture, form, pattern and different materials and processes. We aim to achieve this by embedding knowledge and skills;

- to enable children to observe and record from first-hand experience and from imagination,
- to develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes,
- to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space,
- to foster enjoyment and appreciation of the visual arts and develop a knowledge of a wide range of significant artists, craftspeople and designers,
- to increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

All children will have an opportunity to experiment, invent and create their own work, using a variety of starting points. They will use their sketchbooks to show the learning journey to their final piece of work and to refer back to techniques previously used. Children are encouraged to use sketchbooks as the place to practice, develop and focus their work using a variety of media, as well as to explore, comment and reflect upon the work of other artists.

Art Impact Statement

The Arts provide the learner with an alternative form of communication, this has the ability to enhance self-confidence, interaction with others through the visual form, self-reflection and a real sense of achievement. The Arts also encourage an awareness of culture and history in countries from across the world.

Children are able to appreciate and learn from artists work and take enjoyment from this appreciation. Art influences society by changing opinions, instilling values and translating experiences across time. We measure the impact of our curriculum through:
- Summative assessment of pupil discussions about their work.
- Comparison of images and work in their sketchbooks.
- Assessment against the progression document.

SLIMBRIDGE
primary school

Primary Art Progression Map

Developing creativity, imagination and solve real and relevant problems.

		Year 1	Year 2	Year 3
Building Blocks	Drawing	Experiment with a variety of media.	Control the types of marks made with a variety of media.	Use different grades of pencil to build on skills of tonal shading in a drawing to show light and shadow.
		Begin to control the types of marks made with a pencil to add detail in pictures.	Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil.	Create textures and patterns with a wide range of drawing implements including hatching & cross hatching.
		Develop different tones using coloured pencils.	Choose and use three different grades of pencil when drawing.	Vary the pressure on a pencil to sketch lightly without using a rubber.
		Draw lines of different shapes and thickness, using 2 different grades of pencil.	Develop the use of drawing materials to include pencil, charcoal and pastel to create drawings.	Show facial expression in art.
		Investigate textures by describing, naming, rubbing and copying.	Begin to use the side of a pencil to add shading.	Begin to show an awareness of objects having a third dimension and perspective.
		Communicate something about themselves.	Continue to investigate textures and produce an expanding range of patterns including dots and lines.	Use their sketches to help produce a final piece of work.
			Use a viewfinder to focus on a specific part of an artefact before drawing it.	Annotate sketches to explain and elaborate.
	Painting	Explore different brush sizes and tools.	Continue to develop control of the types of marks made with a range of painting techniques: layering, mixing and adding texture.	Experiment with different effects and textures: blocking in colour, washes, thickened paint and textural effects.
		Choose to use thick and thin brushes as appropriate.	Mix paint to create all the secondary colours and predict the outcomes.	Create a background using a wash.
		Begin to control the types of marks made.	Create brown with paint.	Use a range of brushes to create different effects.
		Start to mix a range of secondary colours, moving towards predicting resulting colours.	Create tints with paint by adding white.	Mix colour, tints and shades with increasing confidence.
		Name the primary and secondary colours.	Create tones with paint by adding black.	Know where each of the primary and secondary colours sits on the colour wheel.
	3D / Sculpture	Experiment with a variety of malleable media.	Use equipment to shape and model materials for a purpose with increasing confidence.	Construct a simple base for extending and modelling other shapes.

		Manipulate malleable materials in a variety of ways including cutting, rolling, coiling, pinching and kneading. Apply simple decoration techniques; impressed, painted and applied. Experiment with constructing and joining recycled, natural and manmade materials. Use tools and equipment safely and in the correct way.	Use malleable material to create an imaginary or realistic form. Explore carving as a form of 3D art. Develop experience in surface patterns and textures and use them when appropriate. Develop an increasing awareness to use tools and equipment safely and in the correct way.	Join two parts successfully. Learn to secure work to continue at a later date. Produce more intricate surface patterns and textures and use them when appropriate. Use language appropriate to skill and technique.
	Printing	Explore printing simple pictures with a range of hard and soft materials. Create a simple repeating pattern and recognise pattern in the environment.	Explore different ways of printing e.g. impressed printing and printing in relief. Use equipment and media correctly and be able to produce a clean printed image.	Explore mono printing. Design patterns of increasing complexity and repetition. Experiment with overprinting motifs and colour.
	Collage	Collect and sort colours appropriate for an image. Fold, crumple, tear and overlap papers.	Use different kinds of materials and explain why they have chosen them. Sort and group different materials for different purposes e.g. colour, texture.	Cut materials and shapes with developing accuracy. Begin creating and experimenting with mosaic.
	IT	Use a simple painting program to create a picture.	Use different effects within an IT paint package	Use digital images taken by themselves and combine with other media to produce artwork.
	Knowledge of Great Artists	Describe what I can see and give an opinion about the work of an artist. Ask questions about a piece of art.	Suggest how artists have used colour, pattern and shape. Create a piece of art in response to the work of another artist.	Identify the techniques used by different artists. Compare the work of different artists. Recognise when art is from different cultures. Recognise when art is from different historical periods.

SLIMBRIDGE
primary school

Primary Art Progression Map

Developing creativity, imagination and solve real and relevant problems.

		Year 4	Year 5	Year 6
Building Blocks	Drawing	Develop techniques to create intricate patterns, marks and lines using a growing range of media. Use these techniques to develop texture and tone in drawings. Organise line, tone, shape and colour to represent figures and forms in movement. Have opportunity to begin developing drawings featuring the third dimension and perspective. Show reflections in their art. Show facial expressions and body language in their sketches.	Use learnt techniques to work in a sustained and independent way. Develop a key element of their work: line, tone, pattern and texture. Use these different techniques and shading to create mood and feeling. Express emotion in my art. Continue to develop simple perspective by using a focal point and horizon. Use drawing techniques to work from a variety of sources: observation, photographs and digital images. Explain why they have chosen specific materials to draw with.	Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes. Ensure sketches communicate emotions and a sense of self with accuracy and imagination. Develop further simple perspective by using a focal point and horizon. Develop an awareness of composition, scale and proportion. Explain why they have combined different tools to create their drawings. Use feedback to make amendments and improvement to my art.
	Painting	Confidently control types of marks made. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Create all the colours they need through mixing.	Be able to identify primary secondary, tertiary, complementary and contrasting colours. Mix and match colours to create atmosphere and light effects. Mix colour, tints and shades with confidence. Start to develop a painting from a drawing.	Purposely control the types of marks made. Work in a sustained and independent way to develop their own style of painting. Choose appropriate paint, paper and implements to adapt and extend their work. Explain why they have chosen specific painting techniques.
	3D / Sculpture	Work in a safe, organised way, caring for equipment. Make a slip to join two pieces of clay.	Show experience in combining pinch, slab and coil. Develop understanding of different ways of finishing	Model and develop work through a combination of pinch, slab and coil to produce end pieces.

		Develop experience in carving as a form of 3D art. Continue to use language appropriate to skill and technique. Show an awareness of the effect of time upon sculptures.	work: glaze, paint and polish. Gain experience in modelling over an armature Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Demonstrate awareness in environmental sculpture and found object art.	Work around armatures or over constructed foundations. Confidently carve a simple form. Recognise sculptural forms in the environment. Compare the style of different approaches
	Printing	Develop experience in printing using at least three colours. Print onto different materials including fabric. Explore combining prints taken from different objects to produce an end piece.	Use a variety of tools in a safe way. Create an accurate print design that meets a given criteria. Collect and record visual information from different sources as well as planning and trying out ideas.	Demonstrate experience in a range of printmaking techniques. Over print to create different patterns Describe the techniques and processes they use. Adapt their work according to their views and describe how they might develop it further.
	Collage	Select and arrange materials to create a striking effect.	Use learnt techniques to add collage to a painted, printed or drawn background. Use and mix a variety of textures	Use a range of materials and justify why they have chosen them. Combine pattern, tone and shape to create a finished piece.
	IT	Integrate my own digital images into my art.	Use images which I have created, scanned and found; altering them where necessary to create art.	Use a range of e-resources to create art.
	Knowledge of Great Artists	Experiment with the styles used by other artists. Explain some of the features of art from historical periods.	Research the work of an artist and use their work to replicate a style. Begin to recognise the art of some key artists.	Explain the style of my work and how it has been influenced by a famous artist. Continue recognising the art of key artists and begin to place them in key movements or historical events.

Computing

Computing Intent Statement

The National Curriculum for Computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent and creative users of information and communication technology

At Slimbridge Primary School the intention is to provide children with the necessary skills and knowledge to use computer technology to understand a changing world. Children need to be able to find, explore, analyse, exchange and present information and develop the skills necessary to use information in a discriminating and effective way. Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

The computing curriculum develops pupil's learning and acquisition of knowledge of the world around them, ensuring all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation and analyse of problems in computational terms. Children will have practical experience of writing computer programs in order to solve problems and cement their computational thinking skills. Throughout, the teaching children will be made aware of how to stay safe in an increasingly digital British society.   Pupils will evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

Computing Implementation Statement

In Computing children are asked to solve problems and develop their learning of the digital world. This allows the children develop both skills and knowledge to think critically, understand risk, and apply skills.

Teaching and learning should facilitate progression across all key stages within the strands of digital literacy, information technology and computer science. Children will have the opportunity to explore and respond to key issues such as digital communication, cyberbullying, online safety, security, plagiarism and social media.

- Access to resources which aid in the acquisition of skills and knowledge.
- Children will have access to the hardware (computers, tablets, programmable equipment/toys) and software that they need to develop knowledge and skills of digital systems and their applications
- A clear and effective scheme of work that provides coverage in line with the National Curriculum.
- Wider Curriculum links and opportunities for the safe use of digital systems are considered in wider curriculum planning.
- The importance of online safety is shown through displays within the learning environment and computer suite.
- Parents are informed when issues relating to online safety arise and further information/support is provided if required.
- As well as opportunities underpinned within the scheme of work, children will also spend time further exploring the key issues associated with online safety

Computing Impact Statement

We measure the impact of our curriculum through; reflection on standards achieved against the planned outcomes; pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work. As confident technology users, children will develop skills and attributes they can use beyond school and into adulthood.

Our aim is for the children to be confident users of technology, able to use it to accomplish a wide variety of goals, both at home and in school.

- Children will have a secure and comprehensive knowledge of the implications of technology and digital systems. This is important in a society where technologies and trends are rapidly evolving.

- Children will be able to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty when using digital systems.

SLIMBRIDGE
primary school

Primary Computing Progression Map

Developing digital skills to support understanding of a changing world

		Year 1	Year 2	Year 3
Building Blocks	**Algorithms and programming**	Create a series of instructions Plan a journey for a programmable toy	Use a range of instructions (e.g. direction, angles, turns). Use a range of instructions (e.g. direction, angles, turns). Test and amend a set of instructions. Find errors and amend (debug). Write a simple program and test it. Predict what the outcome of a simple program will be (logical reasoning). Understand that algorithms are used on digital devices. Understand that programs require precise instructions	Design a sequence of instructions, including directional instructions. Write programs that accomplish specific goals. Work with various forms of input. Work with various forms of output.
	Information technology	Create, store and retrieve digital content. Use a web site. Use a camera Record sound and playback	Organise digital content Retrieve and manipulate digital content Navigate the web to complete simple searches	Use a range of software for similar purposes Collect information. Design and create content. Present information. Search for information on the web in different ways Manipulate and improve digital images
	Digital literacy	Use technology safely. Keep personal information private	Use technology respectfully Know where to go for help if I am concerned Know how technology is used in school and outside of school	Use technology respectfully and responsibly Know different ways I can get help if I am concerned Understand what computer networks do and how they provide multiple services Discern where it is best to use technology and where it adds little or no value

SLIMBRIDGE
primary school

Primary Computing Progression Map

Developing digital skills to support understanding of a changing world

<table>
<tr><td colspan="2"></td><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr>
<td rowspan="3">Building Blocks</td>
<td>Algorithms and programming</td>
<td>Experiment with variables to control models.

Give an on-screen robot specific instructions that takes them from A to B

Make an accurate prediction and explain why I believe something will happen (linked to programming).

De-bug a program</td>
<td>Combine sequences of instructions and procedures to turn devices on and off

Use technology to control an external device

Design algorithms that use repetition and 2-way selection</td>
<td>Design a solution by breaking a problem up.

Recognise that different solutions can exist for the same problem

Use logical reasoning to detect errors in algorithms.

Use selection in programs

Work with variables.

Explain how an algorithm works

Explore 'what if' questions by planning different scenarios for controlled devices.</td>
</tr>
<tr>
<td>Information technology</td>
<td>Select and use software to accomplish given goals.

Collect and present data.

Produce and upload a pod cast.</td>
<td>Analyse information

Evaluate information

Understand how search results are selected and ranked.

Edit a film.</td>
<td>Select, use and combine software on a range of digital devices.

Use a range of technology for a specific project.</td>
</tr>
<tr>
<td>Digital literacy</td>
<td>Recognise acceptable and unacceptable behaviour using technology</td>
<td>Understand that you have to make choices when using technology and that not everything is true and/or safe.</td>
<td>Discuss the risks of online use of online technology

Identify how to minimise risks.</td>
</tr>
</table>

Design &
Technology

Design Technology Intent Statement

The National Curriculum for Design Technology (DT) aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook

At Slimbridge Primary School the intention is to provide children with a DT education that is relevant in our rapidly changing world. Children will have the opportunity to become problem solvers who can work creatively on a shared project.

Our objective is to inspire children to think independently, innovatively and develop creative, procedural and technical understanding.

We are committed to provide children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work. Children will be exposed to a wide range of media including textiles, food and woodwork; through this, children will develop their skills, vocabulary and resilience. They will explore the subject materials and skills as individuals and in small groups to develop communication skills and teamwork.

Design Technology Implementation Statement

The DT curriculum ensures children have access to key knowledge, language and meanings to understand Design Technology and to use these skills across the curriculum. In Design Technology children are asked to solve problems and develop their learning, allowing the children to develop both skills and knowledge to think critically, understand risk, and apply new learning.

Developing technical knowledge is a key element of DT these include:

- Building structures, exploring how they can be made stronger, stiffer and more stable/reinforced
- Exploring and using mechanisms – levers, sliders, wheels, axles, gears, pulleys, cams, levers and linkages
- Understand and use electrical systems – series circuits using switches, bulbs, buzzers and motors
- Apply their understanding of computing to programme, monitor and control their products

Children will be taught to;
Design
- Design purposeful, functional, appealing products
- Generate, develop, model and communicate their ideas
- Use research and develop design criteria
Make
- Select and use a range of tools and equipment
- Select from a range of materials and components
Evaluate
- Explore, investigate, analyse and evaluate a range of existing products
- Evaluate their design ideas against design criteria
- Understand how key events and individuals in design and technology have helped shape the world

Design Technology Impact Statement

Design Technology gives the children the opportunity to work with a range of materials and resources and developing their interest for design and making. It also allows students to discover areas of strength, building their sense of achievement, self-confidence and independence. As designers, children will develop skills and attributes they can use beyond school and into adulthood.
We measure the impact of our curriculum through;
- reflection on standards achieved against the planned outcomes and progression document
- pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work.

Primary DT Progression Map

Developing creativity, imagination and solve real and relevant problems.

		Year 1	Year 2	Year 3
Building Blocks	Designing	State what products they are designing and making. Say whether their products are for themselves or other users. Describe what their products are for Begin to explain how their products will. work Generate ideas by drawing on their own experiences. Communicate ideas by talking and drawing.	Work confidently within a range of contexts Use simple design criteria to help develop their ideas. Explain how they will make their products suitable for their intended users. Use knowledge of existing products to help come up with ideas. Develop and communicate ideas by talking and drawing.	Gather information about the needs and wants of particular individuals and groups. Explain how particular parts of their products work. Generate realistic ideas, focusing on the needs of the user.
	Making	Plan by suggesting what to do next. Select from a range of tools and equipment, explaining their choices. Cut and shape materials and components. Assemble, join and combine materials and components.	Select from a range of materials and components according to their characteristics. Measure, mark out, cut and shape materials and components. Use finishing techniques, including those from art and design.	Select tools, materials and equipment suitable for the task. Order the main stages of making. Measure, mark out, cut and shape materials and components with some accuracy. Apply a range of finishing techniques.
	Evaluating	Talk about their design ideas and what they are making.	Make simple judgements about their products and ideas against design criteria.	Refer to their design criteria as they design and make.

		Say what they like and dislike about products.	Suggest how their products could be improved.	Use their design criteria to evaluate their completed products. Begin to learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.
	Technical Knowledge	Know about the simple characteristics of some materials and components. Know about the movement of simple mechanisms like levers, sliders. Understand how freestanding structures can be made stronger, stiffer and more stable.	Know about the movement of simple mechanisms such as levers, sliders, wheels and axles. Know that a 3-D textiles product can be assembled from two identical fabric shapes. Begin to know the correct technical vocabulary for the projects they are undertaking.	Know how mechanical systems such as levers and linkages create movement. Know how simple electrical circuits and components can be used to create functional products. Know that food ingredients can be fresh, pre-cooked and processed.
	Cooking and Nutrition	Know that all food comes from plants. or animals Know that everyone should eat at least five portions of fruit and vegetables every day. Begin to use techniques such as cutting and peeling	Know that food has to be farmed, grown elsewhere. or caught. Name and sort foods into the five groups in The Eatwell plate Prepare simple dishes safely and hygienically, without using a heat source. Use techniques such as cutting, peeling and grating.	Know that a healthy diet is made up from a variety and balance of different food and drink. Know that to be active and healthy, food and drink are needed to provide energy for the body. Use a range of techniques such as peeling, chopping, slicing, grating, mixing

Primary DT Progression Map

Developing creativity, imagination and solve real and relevant problems.

		Year 4	Year 5	Year 6
Building Blocks	Designing	Describe the purpose of their products. Develop their own design criteria and use these to inform their ideas. Share and clarify ideas through discussion. Model ideas using prototypes and pattern pieces. Make design decisions that take account of the availability of resources.	Indicate the design features of their products that will appeal to intended users. Carry out research, using surveys, interviews, questionnaires and web-based resources. Identify the needs, wants, preferences and values of particular individuals and groups. Generate innovative ideas, drawing on research	Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment Develop a simple design specification to guide their thinking. Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas. Make design decisions, taking account of constraints such as time, resources and cost
	Making	Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Explain their choice of materials and components according to functional properties and aesthetic qualities. Assemble, join and combine materials and components with some accuracy.	Produce appropriate lists of tools, equipment and materials that they need. Accurately measure, mark out, cut and shape materials and components Accurately apply a range of finishing techniques	Formulate step-by-step plans as a guide to making. Use a wider range of materials and components. Accurately assemble, join and combine materials and components. Use techniques that involve a number of steps.
	Evaluating	Identify the strengths and areas for	Evaluate their ideas and products against their	Critically evaluate the quality of the design, manufacture and fitness

		development in their ideas and products. Begin to investigate where products were designed and made and whether products can be recycled or reused.	original design specification. Consider the views of others, including intended users, to improve their work. Investigate and analyse how much products cost to make.	for purpose of their products as they design and make. Investigate how sustainable the materials in products are and what impact products have beyond their intended purpose. Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.
	Technical Knowledge	that materials have both functional properties and aesthetic qualities. Know how to make strong, stiff shell structures. Know that a 3D textiles product can be made from a combination of fabric shapes.	Know the correct technical vocabulary for the projects they are undertaking. Know how to reinforce and strengthen a 3D framework. Know that a recipe can be adapted by adding or substituting one or more ingredients.	Know how mechanical systems such as cams or pulleys or gears create movement. Know how more complex electrical circuits and components can be used to create functional products.
	Cooking and Nutrition	Understand that food is grown, reared and caught in the UK, Europe and the wider world. Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source	Begin to understand how food is processed into ingredients that can be eaten or used in cooking. Know that different food and drink contain different substances that are needed for health. Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Understand that seasons may affect the food available. Know that recipes can be adapted to change the appearance, taste, texture and aroma.

Geography

Geography Intent Statement

The geography curriculum is designed to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children will investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Slimbridge and the River Severn, so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special. We also develop the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

The National Curriculum for Geography aims to ensure that all pupils;
- to develop a contextual knowledge of the location of globally significant places – both land and sea – including their physical and human characteristics and how these factors impact on each place.
- Understand the process that have occurred to influence and change both the human and physical world, making the world the way it is today, and how these processes can be linked and dependent on each other to bring about change.
- Collect, analyse and communicate a range of data gathered from the environment and use their understanding of the world to deepen their understanding
- Interpret a range of geographical sources of information – maps, diagrams, globes, aerial photos
- Communicate information in appropriate ways – maps, diagrams, reports

At Slimbridge Primary School the intention is to provide children with a Geography education that gives them the skills necessary to interpret our rapidly changing world. Children will have the opportunity to understand how the world has developed naturally and through human influence and how these influences continue to impact on the world.

Geography Implementation Statement

The Geography curriculum ensures children have access to key knowledge, language and skills to understand their world and to use these skills across the curriculum. In Geography children are asked develop both skills and knowledge to think critically, understand change, and apply this to understand the impact of nature and humans on the world. The skills and knowledge for each year group will be repeated throughout the year to embed learning.

Strong links are made between Geography and other subjects within a topic, particularly Maths and Literacy.

The curriculum will focus on developing the children's knowledge of the world, including our local area. There will be an emphasis on vocabulary development and first-hand experience. Sequences of work will cover;

Locational Knowledge
- Continents, oceans
- Countries of the UK, capital cities and counties
- Countries of the world and capital cities
- Hemispheres, Poles, longitude and latitude, Tropics and time zones

Place Knowledge
- Recognising similarities and differences when comparing places and countries or continents

Human and Physical Geography
- Seasonal changes and weather patterns
- Recognising the different climate zones expected in different parts of the world – including in specific places e.g. mountains
- Describe land use, economic activity and natural resources

Geographical skills and fieldwork
- Use maps, atlases, globes, aerial photographs

Geography Impact Statement

Whilst at Slimbridge Primary School, children will have the opportunity to developed their geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, with knowledge and skills repeated to embed and develop learning.

We measure the impact of our curriculum through; reflection on standards achieved against the planned outcomes; pupil discussions about their learning, which includes discussion of their thoughts, ideas, processing and evaluations of work. Children will develop skills and knowledge that will prepare them to become competent geographers in secondary education but, we hope, will also equip them to understand and take care of our world.

Primary Geography Progression Map

Developing a knowledge and understanding of the world

<table>
<tr><td colspan="2"></td><th>Year 1</th><th>Year 2</th><th>Year 3</th></tr>
<tr>
<td rowspan="4">Building Blocks</td>
<td>Locational knowledge</td>
<td>Explain where I live and tell someone my address

Name the four countries in the United Kingdom and locate them on a map.

Name some of the main towns and cities in the United Kingdom.</td>
<td>Name the continents of the world and locate them on a map.

Name the world oceans and locate them on a map.

Name the capital cities of England, Wales, Scotland and Ireland.</td>
<td>Locate and name some of the world's most famous volcanoes.

Name a number of countries in the northern hemisphere.

Find at least six cities in the UK on a map.</td>
</tr>
<tr>
<td>Place knowledge</td>
<td>Explain how the weather changes throughout the year and name the seasons</td>
<td>Identify likes and dislikes about a known location.

Describe a place outside Europe using geographical words

Explain the facilities that a village, town and city may need and give reasons.</td>
<td>Use the correct geographical words to describe a place.

Name and locate the capital cities of neighbouring European countries.</td>
</tr>
<tr>
<td>Human and Physical Geography</td>
<td>Explain some of the main things that are in hot and cold places

Explain the clothes I would wear in hot and cold places.</td>
<td>Describe some features of an island.

Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean and valley.

Explain how jobs may be different in other locations.

Explain how an area has been spoilt or improved and give my reasons.</td>
<td>Explain how volcanoes are created.</td>
</tr>
<tr>
<td>Geographical skills and Fieldwork</td>
<td>Keep a weather chart and answer questions about the weather.</td>
<td>Find where I live on a map of the United Kingdom.</td>
<td>Use some basics Ordinance Survey map symbols.

Use grid references on a map.

Use an atlas by using the index to find places.</td>
</tr>
</table>
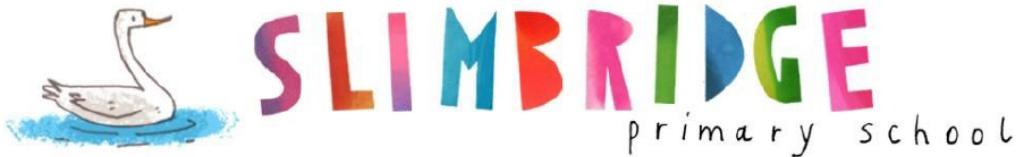
SLIMBRIDGE
primary school

Primary Geography Progression Map

Developing a knowledge and understanding of the world

<table>
<tr><th colspan="2"></th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr>
<tr>
<td rowspan="4">Building Blocks</td>
<td>Locational knowledge</td>
<td>Plan a journey to a place in England.

Locate the Tropic of Cancer and Tropic of Capricorn.

Explain the difference between the British Isles, Great Britain and the United Kingdom.</td>
<td>Plan a journey to a place in another part of the world, taking account of distance and time.</td>
<td>Name the largest desert in the world and locate desert regions in an atlas.

Identify and name the Tropic of Cancer and Capricorn as well as the Arctic and Antarctic Circles.

Explain how time zones work and calculate time differences around the world.</td>
</tr>
<tr>
<td>Place knowledge</td>
<td>Carry out research to discover features of villages, towns or cities.

Explain why people may choose to live in one place rather than another

Know the countries that make up the European Union.</td>
<td></td>
<td>Describe how some places are similar and dissimilar in relation to their human and physical features,</td>
</tr>
<tr>
<td>Human and Physical Geography</td>
<td>Explain why people may be attracted to live in cities.

Name and locate some of the main islands that surround the United Kingdom.

Name the areas of origin of the main ethnic groups in the United Kingdom and in our school.</td>
<td>Explain how a location fits into its wider geographical location with reference to human and economical features,</td>
<td></td>
</tr>
<tr>
<td>Geographical skills and Fieldwork</td>
<td>Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.).

Find at least six cities in the UK on a map.</td>
<td>Name and locate many of the world's most famous mountainous regions in an atlas.

Name and locate many of the world's most famous mountainous regions in an atlas.</td>
<td>Use ordinance survey symbols and 6 figure grid references.

Answer questions by using a map.

Use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</td>
</tr>
</table>

History

History Intent Statement

The History curriculum is designed to develop a curiosity and knowledge of Britain's past and how that relates to the wider world. The aim is for children to become aware that their understanding of the past is influenced by the evidence they see and how that has been interpreted at the time or later and how they can question, look at evidence and judge the arguments before coming to their own conclusions. History gives us an insight into the lives of others, how these have been influenced and changed and how this relates to their own lives.

As a result of the curriculum children will;
- Develop language to use in inquiry and explanation
- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

At Slimbridge Primary School the intention is to provide children with a history education that gives them the skills necessary to interpret their world and how it has been influenced by the past. Children will have the opportunity to understand how the world has changed naturally and through human influence and how this influences our thinking.

History Implementation Statement

The History curriculum ensures children have access to key knowledge, language and skills to understand their world and to use these skills across the curriculum. Children will develop an understanding of the sequence of historical events and their influence on the world, through timelines, sequencing events and comparing different societies. The use of evidence, visits and artefacts support a child's understanding of a time in history, they are asked develop both skills and knowledge to think critically, understand change, and apply this to understand the impact of historical periods on the world.

Lessons will include Teacher led, instruction, modelling skills and techniques, demonstration and inquiry based learning as children start to understand a period of history and gain confidence and the skills to delve deeper. History has strong links with Literacy and is often used as a meaningful way to represent different writing genres.

The curriculum will focus on developing the children's knowledge of British history and how this has been influenced by, and in turn influenced, the wider world and in turn developing a language to explain and process this understanding. In addition, the children will study;

- Significant aspects of the wider world, including civilisations, empires and characteristics of non-European societies
- Concepts of continuity and change, cause and consequence, similarity and, difference and significance and use them to develop an understanding of history
- The importance of using evidence to support arguments and interpretations of the past
- Connections between different context, – culturally, economically, militarily, politically, religiously and socially

History Impact Statement

Whilst at Slimbridge Primary School, children will have the opportunity to develope their understanding of the sequence of historical events and the impact of these events on times that came later. How each part of our history, both personally and in the wider world, has an impact in the future.

Primary Computing Progression Map

Developing digital skills to support understanding of a changing world

		Year 1	Year 2	Year 3
Building Blocks	Algorithms and programmi	Use words and phrases like: old, new and long ago	Use words and phrases like: before, after, past, present, then and now.	Describe events from the past using dates when things happened. Explain some time when Britain has been invaded.
	Information technology	Recognise that some objects belong to the past. Ask and answer questions about old and new objects. Explain what an object from the past might have been used for	Find out things that about the past by talking to an older person. Research the life of a famous person from the past using different sources of evidence.	Use my mathematical knowledge to work out how long ago events happened
	Digital literacy	Explain changed since born	Recount the life of someone famous from Britain who lived in the past. Explain what they did earlier and what they did later. Give examples of things that were different when their grandparents were children.	Use a timeline with a specific period of history to set out the order that things may have happened.

SLIMBRIDGE
primary school

Primary History Progression Map

Developing an awareness of the past and chronology of events

		Year 4	Year 5	Year 6
Building Blocks	**Language**	Use mathematical skills to round up time differences into centuries and decades. Explain how an event from the past has shaped our life today.	Explain how our locality has changed over time. Test out a hypothesis in order to answer questions.	Summarise how Britain has had a major influence on the world. Describe the features of historical evidence and way of life from periods studied; presenting to an audience.
	Evidence	Explain how the lives of wealthy people were different from the lives of poorer people. Explain how historic items and artefacts can be used to help build up a picture of life in the past.	Explain how parliament affects decision making in England.	Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). Identify and explain the differences, similarities and changes between different periods of history. Describe a key event from Britain's past using a wide range of evidence from different sources.
	Chronology	Plot events on a timeline using centuries.	Draw a timeline with different historical periods showing key historical events or lives of significant people. Describe how crime and punishment has changed over a period of time	Place features of historical events and people from the past societies and periods in a chronological framework. Summarise the main events from period of history, explaining the order of events and what happened
	Research	Research two versions of an event and explain how they differ. Research what it was like for children in a given period of history and present my findings to an audience.	Compare two or more historical periods; explaining things which changed and things which stayed the same.	Identify and explain propaganda.

Languages

Foreign language Intent Statement

The National Curriculum for Foreign language aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources

- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

- discover and develop an appreciation of a range of writing in the language studied

At Slimbridge Primary School, the intention is that children gain a firm understanding of what the value of learning a foreign language is, through listening, reading, speaking and writing, whilst stressing the active, practical and positive aspects of language acquisition.

Our objective at Slimbridge Primary School is to develop a love of language, as well as an understanding of foreign language and an awareness of the different cultures associated with countries where the chosen foreign language is spoken. We believe that it is vital that children value and appreciate different languages and cultures as well as their own, so that they can become tolerant, informed and valuable citizens in the future.

We are committed to ensuring children understand the value and importance of being able to understand and speak a foreign language and we strive to include elements of fun in language learning, whilst stressing the benefit to mother tongue language skills, which the acquisition of a different language can provide.

Foreign language Implementation Statement

The foreign language curriculum ensures students feel confident to participate in lessons, contributing orally and in written form, whilst developing listening and reading skills to ensure that the receptive skills are fully embedded. Once this has been achieved, the productive skills of speaking and writing can be further developed and children can feel a real sense of achievement when they can produce language that enables them to communicate clearly in the target language.

The teacher responsible for foreign languages leads language activities but every teacher is encouraged to foster a love for languages in their everyday lessons.

The idea that all four language skills are linked is essential and children will see that skills overlap and can be easily transferred when awareness of structures have been embedded. Songs, games and oral repetitions can effectively enhance pronunciation and comprehension and such tasks are integral to presentation of language specific goals. Children learn how to communicate efficiently in all four skill areas and are encouraged to participate fully in all aspects of the target language. In KS2, each class has access to foreign language lessons for 45 minutes per week.

Foreign language Impact Statement

The integral nature of languages and the learner can allow students to gain more general life skills such as self-confidence, interaction with and awareness of others, self-reflection and a real sense of achievement. Foreign languages can also encourage good communication skills and allow students to display greater levels of empathy and understanding, including an awareness of culture and history in countries from across the world.

Children are able to enjoy language acquisition in many ways - as listener, creator, reader or performer. They can dissect language and comprehend its parts. They enjoy the feeling of togetherness created by confidently communicating with others and achieving things on an individual basis.

Furthermore, students who can conquer a different language often go on to achieve greater success in life. As Voltaire said, 'the person who knows two languages is worth 2 people.'

SLIMBRIDGE
primary school

Primary Languages Progression Map

Deepen understanding of the world, express idea and thoughts in another language, respond to speakers

		Year 1/2	Year 3/5	Year 5/6
Building Blocks	Spoken	Join in songs and rhymes Respond to simple commands Answer with simple words or phrases Ask appropriate questions Name people, place and objects Use set phrases Choose the right word to complete a phrase or short sentence	Name and describe people, places and objects Take part in a short conversation saying 3-4 things Respond using a short phrase Starting to speak in sentences	Hold a simple conversation with at least 4 exchanges Use grammatical knowledge to speak correctly
	Read	Read and understand single words Read and understand short phrases Use simple dictionaries to find the meaning of words	Read and understand a short passage using familiar language Explain the main points in a short passage Read a passage independently Use a dictionary to look up new words	Understand a short story or factual text and note the main points Use the context to work out unfamiliar words
	Writing	Write single words correctly Label a picture Copy a simple word or phrase	Write phrases from memory Write 2-3 short sentences on a familiar topic Say likes/dislikes about a familiar topic	Write paragraphs of 4-5 sentences Substitute words and phrases

Music

Music Intent Statement

The National Curriculum for music aims to ensure that all pupils:

• Perform, listen to, review and evaluate music
• Be taught to sing, create and compose music
• Understand and explore how music is created, produced and communicated.

At Slimbridge Primary School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Our objective at Slimbridge Primary School is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We want music to inspire self-confidence in our children through development of a fun and safe learning environment, and encourage a feeling of fellowship through shared creation and appreciation of music.

Music Impact Statement

Whilst at Slimbridge Primary School, children have the option to access individual instrumental lessons and quality whole class lessons, which allows students to discover areas of strength, as well as areas they might like to improve upon. This is supported by peripatetic music teachers and the music specialist teacher. Together we aim to foster a love of playing an instrument promoted and encouraged in their ability to do so as a form of expression.

The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music can also be used as an aid to develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world.

Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They enjoy the feeling of togetherness created by confidently singing as an ensemble or as a whole school. Whole class ensemble teaching empowers every child to feel they have a role in an ensemble/orchestra and that their part is valued. They have an understanding of how to further develop skills less known to them, should they ever wish to develop an interest in their lives. They are aware of how music can be an integral part of other school themes, such as mindfulness, growth mind-set, SMSC or FBV, through staff modelling and selection of musical choices integrated across the curriculum and through a 'pupil voice' carried out by the music specialist teacher at the end of each unit of work.

Music Implementation Statement

The music curriculum ensures students sing, this is the heart of our music curriculum, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances (both in and out of school), and the option to learn instruments. Musical activities are led by the music specialist teacher but every teacher is encouraged to use music in their everyday classroom activities. Every child at Slimbridge Primary School is given the opportunity to perform to each other in class, but also to members of the wider community and their families through whole school performances.

The interrelated dimensions of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn about the sounds that instruments make. In doing so, they become familiar with the method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on the interrelated dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. The music specialist teacher teaches all classes across KS2 for an hour a week, in KS1 music is taught by the class teacher. Our music room is well equipped with a variety of tuned and untuned percussion instruments. Children also participate in WCET, every child in KS2 learns to play the ukulele and a tuned percussion instrument for a short term each academic year, building on the skills embedded from the previous year.

In addition, children at Slimbridge Primary School are able to use music technology to create digital music online through the use of iPads, children are shown how to use Garage Band and explore the wide potential this software poses. Children from the youngest year groups use programmes such as Chrome Music Lab to explore musical sounds, whilst this progresses through different programmes until the end of KS2, where children can compose whole songs and experiment with loops.

Primary Music Progression Map

Developing a sense of pulse and rhythm, Adding melody to, pulse and Rhythm

		Year 1	Year 2	Year 3
Building Blocks	Pulse	Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, ¾ and 4/4 using at least 3 different tempos NC2.1/ NC2.3
	Rhythm	Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4	Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4	Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4
	Melody (and notation)	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4
Strands of Learning	Active Listening	Identify musical features in a range of highquality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4	Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance NC1.3/ NC1.4	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6
	Composing and Improvising	Improvise simple rhythms based on given stimuli (e.g. rhythm grids) NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NC1.4	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2
	Performing	Play basic rhythms on untuned percussion instruments and using body percussion NC1.2	Play longer phrases on untuned percussion instruments and body percussion NC1.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1
	Singing	Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1	Sing simple songs and folk songs in rounds NC1.1	Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1

Primary Music Progression Map

Adding melody to, Developing as a musician, Pulse and Rhythm

		Year 4	Year 5	Year 6
Building Blocks	Pulse	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3
	Rhythm	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3	Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.	Perform pieces which use offbeat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1
	Melody (and notation)	Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4	Perform from and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated NC2.4
Strands of Learning	Active Listening	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6	Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why the music uses those types of rhythms NC2.2/ NC2.5/ NC2.	Talk about the key features of music including: ● Tempo ● Metre ● Instrumentation ● Melody Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6
	Composing and Improvising	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) NC2.2	Create four bar melodies (in different tempos and time signatures that can be performed and include some	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6

			off-beat rhythms NC2.2/ NC2.5/ NC2.6	
	Performing	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1	Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4
	Singing	Sing pieces in two parts that have contrasting melodies and countermelodies NC2.1	Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1	Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4

PHSE & RSE

PSHE Intent Statement

Twinkl Life scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. We want to ensure that they have the necessary knowledge about drugs, alcohol, healthy diet, sleep and other areas to help them begin to make healthy life choices now and in the future.

The children are encouraged to explore and communicate their ideas confidently helping them to develop their own voice and express their own individuality whilst also raising their self-esteem as valued members of their community.

We want to inspire our children to be enterprising and to support them in making effective transitions, positive learning and career choices and in managing their finances effectively. It gives children and young people the skills to reflect on and analyse their own values and equips them to face difficult and sometimes conflicting attitudes they may face in the future.

PSHE Implementation Statement

The Twinkl Life scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum. The scheme is designed to be taught in thematic units each with supporting materials including a planning overview, assessment statements and display materials. The themes are revisited in each year group to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons also signpost keywords, building a rich vocabulary to develop understanding.

The three main units of Twinkl are: Health and wellbeing → Growing up, It's my body, Safety first, Think positive Living in the wider world → Aiming high, Diverse Britain, Money Matters, One world

Relationships → Be yourself, digital wellbeing, Together Everyone Achieves More (TEAM), Very Important People (VIP)

Units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games. Each lesson begins with a discussion of the children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect on learning. We follow our RSHE policy which has been developed in accordance with national and county guidance. There has been pupil and parental involvement in the development of this curriculum. Age appropriate lessons are delivered from Reception up to Year Six and links are made to the Science, PE and DT curriculum where appropriate. Science curriculum where appropriate. At Slimbridge we use Twinkl scheme of work as a basis for our RSE teaching. We have adapted some of this planning after staff discussion, parental survey and a parent workshop. Teaching staff have copies of planning in folders. The UPKS2 RSE lessons are within the Twinkl units:

Health and wellbeing → Growing up, It's my body

Relationships → Be yourself, digital wellbeing, Together Everyone Achieves More (TEAM), Very Important People

PSHE Impact Statement

• Our children have the necessary knowledge about drugs, alcohol, healthy diet, sleep and other areas to help them begin to make
healthy life choices now and in the future.
• Children understand and prioritise their own wellbeing needs, practice self-care and contribute positively to the wellbeing of
those around them.
• Children have the skills, knowledge and understanding to develop healthy, fulfilling relationships now and in the future
• They have the skills and knowledge to become successful citizens in the future and to contribute fully to their communities, confidently communicating their ideas and options.
• They understand the importance of respecting individuals regardless of whether their culture, opinions and life choices are the same as theirs or not.

Level Expected at the End of EYFS

The following early years goals are prerequisite skills for PSHE in KS1.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding the World (Technology)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Physical Development (Health and Self-Care)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Government Guidance

SMSC, Personal Development and Behaviour and Attitude

► All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

(b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Taken from: Section 78 (1) Education Act 2002

Learning Outcomes and Core Themes

▲ Our resources for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**

Order of Study

Here is a suggested order for teaching the units in the Twinkl Life PSHE and Citizenship Scheme of work.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**KS1 TEAM** (Relationships)	**KS1 Think Positive** (Health and Wellbeing)	**KS1 Diverse Britain** (Living in the Wider World)	**KS1 Be Yourself** (Relationships)	**KS1 It's My Body** (Health and Wellbeing)	**KS1 Aiming High** (Living in the Wider World)
Year 2	**KS1 VIPs** (Relationships)	**KS1 Safety First** (Health and Wellbeing)	**KS1 One World** (Living in the Wider World)	**KS1 Digital Wellbeing** (Relationships)	**KS1 Money Matters** (Living in the Wider World)	**KS1 Growing Up** (Health and Wellbeing)
Year 3	**LKS2 TEAM** (Relationships)	**LKS2 Think Positive** (Health and Wellbeing)	**LKS2 Diverse Britain** (Living in the Wider World)	**LKS2 Be Yourself** (Relationships)	**LKS2 It's My Body** (Health and Wellbeing)	**LKS2 Aiming High** (Living in the Wider World)
Year 4	**LKS2 VIPs** (Relationships)	**LKS2 Safety First** (Health and Wellbeing)	**LKS2 One World** (Living in the Wider World)	**LKS2 Digital Wellbeing** (Relationships)	**LKS2 Money Matters** (Living in the Wider World)	**LKS2 Growing Up** (Health and Wellbeing)
Year 5	**UKS2 TEAM** (Relationships)	**UKS2 Think Positive** (Health and Wellbeing)	**UKS2 Diverse Britain** (Living in the Wider World)	**UKS2 Be Yourself** (Relationships)	**UKS2 It's My Body** (Health and Wellbeing)	**UKS2 Aiming High** (Living in the Wider World)
Year 6	**UKS2 VIPs** (Relationships)	**UKS2 Safety First** (Health and Wellbeing)	**UKS2 One World** (Living in the Wider World)	**UKS2 Digital Wellbeing** (Relationships)	**UKS2 Money Matters** (Living in the Wider World)	**UKS2 Growing Up** (Health and Wellbeing)

Physical Education

Physical Education Intent Statement

The National Curriculum for Physical Education (PE) aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

At Slimbridge Primary School the intention is that children gain a firm understanding of the benefits and enjoyment you can achieve from being fit, healthy and involved with sports. Children will have an opportunity to play sports, develop skills and refine movement.

Our objective at Slimbridge Primary School is to develop agility, balance and co-ordination, individually and with others, as well as an understanding and acceptance of the validity and importance of all types of physical activity, and an unbiased respect for the role that sport plays person's life and its impact on people's well-being.

We are committed to ensuring children understand the value and importance of physical activity in the wider community, and are able to use their skills, knowledge, and experiences to involve themselves in sports, in a variety of different contexts. We want PE to inspire self-confidence in our children through development of a fun and safe learning environment, and encourage a feeling of team work, sportsmanship and leadership through shared experiences.

Physical Education Implementation Statement

The PE curriculum ensures children are physical active, cooperate in sports, perform and evaluate their physical activities. This is embedded in our outside play and well-being activities such as, yoga, as well as in sports clubs and competitive games in school and outside school. PE is led by a specialist teacher who provides mainstream and inclusive sports activities. Every child at Slimbridge Primary School is given the opportunity to join clubs and teams and compete outside the school, the whole school compete at the annual Sports Afternoon. The PE specialist teaches all classes across KS1 and KS2 for an hour a week.

Children will be taught to;
- develop skills in running, jumping, throwing and catching
- develop balance, agility, coordination, flexibility, strength and control
- develop skills and techniques, inc in swimming
- Develop tactics for attacking and defending
- Perform dances and sequences of movement
- Play competitive games

Where children show an aptitude for a specific sports the school will support parents to look for 'grassroots' sport and activities outside school.

Physical Education Impact Statement

Whilst at Slimbridge Primary School, children have the opportunity to take part in mainstream and inclusive PE lessons, which allows students to discover areas of strength, as well as areas they might like to improve upon. This is supported by additional sports clubs run by staff, coaches and volunteers. Together we aim to foster a love of sports and physical fitness.

The integral nature of PE is to foster feelings such as: achievement, self-confidence, leadership, and team work. Sports can also be used as an aid to develop an understanding of the wider community and opportunities.

Children are able to enjoy the wide opportunities available in PE, and many will choose to take up a sport or activity outside school later in their lives. They will enjoy the feeling of being part of a team or group, that will provide challenge, support and community.

SLIMBRIDGE primary school

Primary PE Progression Map

Developing agility, balance and coordination. Health and fitness. Cooperative physical activities.

		Year 1	Year 2	Year 3
Building Blocks	Games	Throw underarm Hit a ball with a bat Move and stop safely Throw and catch with both hands Throw and kicking in different ways	Hitting, kicking and/or rolling in a game Use a space during a game Use tactics in games Follow rules	Throw and catch with control Be aware space and use it in attack and defence Play fairly
	Gymnastics	Curl, tense, stretch and relax the body Travel and balance Copy and repeat sequencing Roll, curl, travel and balance in different ways	Plan and perform a sequence of movements Improve a sequence based on feedback Plan more than one sequence that follows a set of rules Work on individually and with a partner	Adapt sequences according to equipment and criteria Explain how strength and suppleness affect performance Compare and contrast sequences
	Dance	Move to music Copy dance moves Perform dance moves Make up short dances Move safely in a space	Change rhythm, speed, level and direction Demonstrate control and coordination Link sequences Demonstrate mood and feeling	Improvise and translate ideas from a stimulus into movement Share and create sequences with a partner or small group Repeat, remember and perform sequences
	General	Copy actions Repeat actions and skills Move with control and care Use equipment safely	Copy and remember actions Talk about difference between their own and others actions or sequences	
	Athletics			Run at fast, medium and slow speeds; change speed and direction Take part in a relay
	Outdoor and adventurous			Follow a map in a familiar context Use clues to follow a route Follow a route safely

SLIMBRIDGE
primary school

Primary PE Progression Map

Developing agility, balance and coordination. Health and fitness. Cooperative physical activities.

		Year 4	Year 5	Year 6
Building Blocks	Games	Catch with one hand Throw and catch accurately Hit a ball with control Keep possession of a ball Vary tactics depending on play	Work as part of a team to gain possession Pass in different ways Use forehand and backhand with a racket Field Choose tactics to attack and defend Use various techniques to pass, dribble and shoot	Play to an agreed set of rules Explain rules to others Umpire Communicate a plan to a team Lead others in a game
	Gymnastics	Work in a controlled way Change speed and direction Produce a range of shapes Work with a partner to create, repeat and improve a sequence with at least 3 phases	Make complex extended sequences Combine action, balance and shape Perform consistently to different audiences	Combine their work with that of others Sequence to specific timings
	Dance	Take a lead when working with a partner of group Use dance to communicate an idea	Compose creative dances Perform to music Demonstrate clarity, fluency, accuracy and consistency	Develop a sequence to a specific style Choose own music and style
	Athletics	Run long distances Sprint for short distances Throw in different ways Hit a target Jump in different ways	Maintain control when taking off and landing Throw accurately Combine running and jumping	Demonstrate stamina
	Outdoor and adventurous	Follow a map in a familiar setting Follow a route within a time limit	Follow a map in an unknown location Use clues and a compass to navigate a route Change a route to overcome a problem Use new information to change a route	Plan a route and series of clues for someone else Plan with others, taking account safety and danger

Religious Education

Gloucestershire Agreed Syllabus for RE

2017–2022

Gloucestershire County Council

RE

Introduction

The 2017 Gloucestershire Agreed Syllabus has been created for Gloucestershire SACRE and approved by Gloucestershire County Council. It provides a syllabus for religious education (RE) for Gloucestershire schools. Since 1944, all schools have been required to teach RE to all pupils on roll (except those withdrawn by their parents, see p.9). RE remains part of the basic curriculum for all pupils.

This syllabus explains the value and purposes of RE for all pupils, and specifies for teachers what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in RE, and enabling pupils to reach their potential in the subject. It builds on the good practice established in the previous Gloucestershire syllabuses since 2006. These elements will be familiar to teachers:

Continuity:

RE and personal development: The 2017 syllabus retains its emphasis on RE contributing to the personal development of pupils. RE is not simply about gaining knowledge and understanding about religions and beliefs. It also helps pupils to develop their own understanding of the world and how to live, in the light of their learning, developing understanding, skills and attitudes. It makes a significant contribution to pupils' spiritual, moral, social and cultural development, as well as important opportunities for exploring British Values.

Religions and beliefs: The 2017 syllabus maintains the required study of religions and beliefs in each key stage, as in the previous syllabus. Teachers are still free to teach RE flexibly, through weekly timetabled lessons, RE days or RE weeks, for example, or a combination of different models.

Open, enquiring RE: The 2017 syllabus continues to offer open, enquiring, exploratory RE, suitable for pupils who have religious faith of their own as well as for those who have no religious faith – the latter form a substantial proportion of pupils in many of our classrooms (note the local census statistics on p.146).

Planning process: The planning process that was integral to the 2011 syllabus has been retained. It encourages and empowers teachers to develop their own excellent RE lessons, taking them through the steps of using the syllabus to underpin their planning (long-, medium- and short-term) and creative classroom practice.

New emphasis:

Coherent understanding: There is an increased emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw together their learning each year (see a sample long-term plan on pp.147).

Core concepts: Clarity about identifiable core concepts of religions and beliefs helps teachers and pupils to understand how beliefs and practices connect, so that pupils are able to build effectively on prior learning as they progress through the school (see key question overview on pp.16-17 and concept outlines on pp.137-146).

Teaching and learning approach: There is a clear teaching and learning approach at the heart of the 2017 syllabus, whereby all units enable pupils to **'make sense'** of the religions and beliefs studied, **'understand the impact'** of these beliefs in people's lives, and to **'make connections'** in their learning and their wider experience of the world (pp.13-14).

Assessment: Flexible assessment opportunities are given, based on end of phase outcomes, linked to the teaching and learning approach. Each unit has specific outcomes that help pupils to achieve the end of phase outcomes (see pp.18-19).

Understanding Christianity: The 2016 resource from RE Today is being used in many schools in the county. This syllabus incorporates the *Understanding Christianity* approach, so that schools who are using that resource can be confident that they are meeting the requirements of the agreed syllabus with regard to the teaching of Christianity.

Unit 1.1 What do Christians believe God is like? [God]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:	• Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like.
Make sense of belief:	• Tell the story of the Lost Son (Luke 15:1–2, 11–32) using interactive and reflective story-telling techniques. Draw out the forgiveness and love shown by the father. Explain that the story is a 'parable' – a special story Jesus told to help people understand ideas. Parables might be harder to understand than some other stories as they have can have hidden meanings.
• Identify what a parable is	
• Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father	• Refer back to the key question: What do Christians believe God is like? Do pupils have any ideas yet, about what the story says about what Christians believe about God? Discuss: What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and Lost Coin in Luke 15 as more examples.
• Give clear, simple accounts of what the story means to Christians	• The Parable of the Lost Son teaches that God loves people, even when they go off on their own way. As a class think of ways that Christians might show how glad they are that God loves them so much e.g. sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, pray and talk to God, pray and ask God to help, be generous. Explore some examples of these, e.g. by talking to some Christians, matching pictures.
Understand the impact:	• Christians often understand the Parable of Lost Son as teaching them that God is loving and forgiving, and will forgive them too, and so forgiving and being forgiven is also important – they should also practise forgiveness. Talk about whether forgiving people is only important for Christians or for other people too.
• Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)	• Talk about what happens in school if they do something wrong. Share any fresh start/new day practices you might have and the importance of forgiving pupils in school.
• Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)	• Talk about other times when forgiveness is given (through role play, if appropriate): At home? At out of school clubs? How do parents forgive? Link this last question to God as a forgiving father in the Lost Son. Refer to the question 'What do Christians believe God is like?' – how fully can pupils answer this, focusing on understanding of the parable's meaning?
	• What happens when forgiveness is not given? Get pupils to practise saying "I'm very sorry' and 'That's ok – I forgive you' to each other around the class. Talk together: Is it good to forgive people? Why/why not? How does it feel if you don't forgive? Why is it sometimes hard to forgive?
Make connections:	• Listen to 'You Can Hold On' by Fischy Music (there is a free extract on www.fischy.com). Discuss the messages in the song. Write an extra verse to the song or even a class poem focusing on what it is like to forgive or not forgive.
• Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas	• Explain that Christians often talk about there being four main types of prayer: praise, saying 'sorry', saying 'thank you' and asking for something. The story of the Lost Son might lead Christians to think it is very important to say 'praise' and 'saying "sorry" prayers.
• Give a reason for the ideas they have and the connections they make.	• Look through the Lost Son and see if they can see what types of prayers the characters might say at different parts of the story and write some examples of characters' prayers. Compare with some Christian prayers from today (e.g. The Lord's Prayer, some examples online from Christian websites, e.g. www.prayerscapes.com/prayers/prayers.html).
	• Refer back to the core question: What do Christians believe God is like? The story teaches that, like the father in the story, God is loving and forgiving. Talk to a Christian about how this makes a difference to how they live.

These outcomes and activities are abridged from *Understanding Christianity*, published by RE Today © 2016. Used by permission.

**KS1 units
of study**