St Ambrose RCPS

Whole School National Curriculum Assessment and Performance Indicator Statements

Can. 794 §1. The duty and right of educating belongs in a special way to the Church, to which has been divinely entrusted the mission of assisting persons so that they are able to reach the fullness of the Christian life.

Can. 795 Since true education must strive for complete formation of the human person that looks to his or her final end as well as to the common good of societies, children and youth are to be nurtured in such a way that they are able to develop their physical, moral, and intellectual talents harmoniously, acquire a more perfect sense of responsibility and right use of freedom, and are formed to participate actively in social life.

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

St Ambrose: RE: Come and See – Knowledge engaged curriculum. Sequence determined by the liturgical year. Big questions planned in planning meeting.							
Themes and Topics	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Domestic Church Family	Some Chn will be able to talk about their own feelings, experiences of being known and called by name. Some Chn will be able to recognise some phrases from the Psalms which tell about God's love for them.	Chn will be able to talk about their experiences and feelings about the roles of people within families and ask and respond to questions. Chn will be able to say what they wonder about the care given to people within families. Chn will be able to recognise and retell the stories and psalms which reveal God's love and care.	Chn will be able to talk, ask and respond to questions about their experience and feelings about new beginnings. Chn will be able to say and ask questions about what they wonder about the excitement that a new start can bring. Chn will be able to recognize and retell the story of Creation as a religious story. Chn will be able to recognize, describe and use some religious words and phrases about types of prayer. Chn will be able to recognize and describe that people are kind and loving because God made them. Chn will be able to say and ask questions about what they wonder about the beauty around them and God creating the world.	Chn will ask and respond to questions about experiences, feelings about homes. Chn will be able to ask questions and compare about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer. Chn will be able to retell some of the advice offered by Paul in his letters about living together as a family and the life of the Holy Family and make links between scripture and belief. Chn will describe some ways Christians live as people chosen by God and give reasons why Christians should love others. Chn will ask questions and compare about what they and others wonder about how God is always with us, and realise that this is a difficult question to answer.	Chn will be able to ask and respond to questions about their own and others' experiences and feelings about tracking back family trees and compare ideas to others. Chn will ask questions about what they and others wonder about family trees. Chn will be able to retell some of the stories from scripture about Jesus' family and make links between these stories and what people believe about God and Jesus. Chn will be able to describe some ways in which characters in the Bible lived out their lives and describe and show understanding of the roots of Jesus' human family.. Chn will be able to describe and show understanding of what Christians believe about how God leads and guides people.	Chn will make links between their beliefs about talents and qualities and how they use them and how it affects others. Chn will be able to compare their own and other people's ideas about questions of talents and qualities. Chn will make links between the words of Paul and the Christian's belief in peace. Chn will be able to give reasons why Christians believe in peace. Chn will begin to show understanding of how beliefs and values affect our love and care of each other. Chn will be able to describe and show an understanding of the scripture, beliefs, feelings and the experience of being made in image and likeness of God. Chn will begin to show understanding of how the call to be holy shapes life.	Chn will be able to make links between their beliefs about love, their behaviour and how it affects others and show understanding of how religious belief in God's unconditional love shapes life. Chn will be able to compare their own and other people's ideas about questions of unconditional love. Chn will be able to make links between the story of the prodigal son and the Christian's belief in God's forgiveness. Chn will be able to give reasons for a Christian's love and care. Chn will be able to describe and show understanding of the scripture, beliefs, feelings and experience of God's unconditional love and make links between them.
Baptism/ Confirmation Belonging	Chn will begin to talk about their own experiences and feelings of being welcomed. Chn will begin to say what they wonder about how they can make others feel welcome. Chn will begin to recognise some religious signs and symbols used in baptism. Some Chn will begin to use some religious words and phrases from the Rite of Baptism.	Chn will be able to talk about their experiences and feelings about belonging to different groups, ask and respond to questions. Chn will be able to say what they wonder about belonging and what that means. Chn will be able to recognise, describe and use some symbols religious words and phrases used in Baptism, such as 'I baptise you in the name of the Father…' candle etc. Chn will recognise that Baptism is the beginning of life in the Church family and will be able to ask questions about what they and others wonder about Baptism and becoming a Christian and realise some of these are difficult to answer.	Chn will be able to talk, ask and respond to questions about their experience and feelings about signs which help them daily and important symbols. Chn will be able to say what, ask and respond to questions about what they wonder about the meaning, importance and power of some symbols in their life. Chn will recognise the signs and symbols and use and describe some religious words and phrases used in the Sac of Baptism. Chn will be able to recognise and describe ways that Christians act in a particular way because they are members of the Church family.	Chn will be able to ask and respond to questions about promises and make links between their actions and the promises made. Chn will be able to ask questions about what they and others wonder about why people make promises and give reasons for the promises made at Baptism. Chn will be able to retell the story of the Baptism of Jesus. Chn will be able to describe the actions and symbols used at Baptism. Chn will be able to give reasons how and why Christians live as followers of the Light of Christ	Chn will ask and respond to questions about being chosen and make links to show how feelings can affect the responses they might make. Chn will ask questions about what they and others wonder about the reason for responses to being chosen. Chn will be able to retell some special stories about religious events and people and make links between scripture and the call to holiness. Chn will use religious words and phrases to describe what it means to be called. Chn will be able to describe and give reasons for some ways in which people are called to live a Christian life. Chn will use a developing religious vocabulary to give reasons for the actions and symbols used at Confirmation.	Chn will make links to show how feelings and beliefs affect their own and others' quality of care and commitment towards each other and begin to compare their own and other people's ideas. Chn will begin to engage with to questions of life, particularly in relationships. Chn will use a developing religious vocab to give reasons for the religious actions and symbols used in the Sacrament of Marriage, using religious terms to begin to show an understanding of the marriage liturgy and the Promises made. Chn will begin to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences making links between them; concerning the mission of a Christian and married people Chn will reasons for the love and service shown by Christians. Chn will make links to show how feelings and beliefs affect their behaviour and that of others, concerning their mission in life.	Chn will make links to show how feelings and beliefs affect behaviour in relation to commitment comparing to others. Chn will be able, using a developing religious vocab, to give reasons for the signs and symbols used in the Sacrament of Holy Orders, using religious terms to show an understanding of prayers of consecration and vows made at ordination and profession. Chn will be able to give reasons why Christians fulfil their baptismal promises by answering God's call through their chosen vocation in various ways, including the religious life. Chn will show how their own and others' commitment to service and care of others are influenced by beliefs and values. Chn will be able to show an understanding of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation.
Advent/ Christmas Loving	Chn will begin to talk about their own feelings as they wait for a birthday. Chn will begin to talk about their own experience of celebrating a birthday. Chn will begin to wonder at the joy of birthdays. Chn will begin to recognise the Nativity story. Chn will begin to recognise that the Advent Wreath, the crib and other signs indicate the approach of Christmas. Chn will begin to use and develop a vocabulary of religious words and phrases.	Chn will be able to talk about their experience and feelings about waiting and begin to ask and respond to questions. Chn will be able to say what they wonder and begin to ask and respond to questions about waiting. Chn will be able to recognise that Advent is a time of waiting to celebrate Jesus at Christmas and retell the story. Chn will be able to recognise the Advent wreath, calendar, the colour purple and the Crib as religious signs and symbols. Chn use some religious words and phrases about Advent and waiting and begin to describe some religious traditions and symbols of Advent and Christmas.	Chn will be able to talk, ask and respond to questions about their own experience and feelings of preparing for special occasions. Chn will be able to say, ask and respond to questions about what they wonder about the amount of time and care involved in preparing for Christmas. Chn will recognise and retell the events around the birth of Jesus as religious stories. Chn will be recognise, use and describe some religious signs and symbols and use religious words and phrases connected with the season of Advent. Chn will recognise that and describe how Christians, through their actions follow Jesus as the Light of the World.	Chn will ask and respond to questions about their own and others' experiences and feelings about visitors and make links with how they prepare for visitors. Chn will be able to ask questions about what they and others wonder about the joys and demands of visitors and why they might feel like that and realise that these questions are difficult to answer. Chn will be able to retell the stories of the events surrounding the birth of Jesus and make links between Scripture and Advent as a time to get ready for Jesus. Chn will be able to describe and give reasons for how Christians use the time of Advent to reflect on their lives in preparation for coming of Jesus.	Chn will ask and respond to questions about what is important in friendship and make links to show how beliefs affect their behaviour and that of others. Chn will be able to ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer and compare to ideas of others. Chn will be able to retell the story of the birth of Jesus and the visit of the Wise Men and make links between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah Chn will use religious words and phrases to describe and give reasons for religious actions and symbols connected with Advent and Christmas.	Chn will make links to show how feelings and beliefs behaviour whilst waiting and hoping, beginning to show understanding of how decisions about how they wait and hope are informed by beliefs and values. Chn will describe, begin to show understanding and make links between scripture texts showing how the people of God waited purposefully with hope, for the Messiah; and how Christians today hope to welcome Christ at Christmas and at the second coming. Chn will use developing religious vocab to give reasons for the religious actions and symbols connected with the liturgical season of Advent. Chn will give reasons and begin to show understanding of how belief in the coming of Christ shapes the lives of Christians Chn will begin to engage with and make a response to questions about the coming of Christ in the light of what they have learnt from scripture and Church teaching.	Chn will be able to make links to show how feelings and beliefs about expectations affect their behaviour and that of others showing an understanding of how they are informed by beliefs and values. Chn will be able to compare their own and other peoples' ideas about questions about expectation that are difficult to answer. Chn will be able to describe and show understanding of and make links between scripture of religious belief in Advent as a time of joyful expectation. Chn will be able to give reasons for certain actions by believers as they wait in joyful expectation of Advent and Christmas. Chn will be able to show understanding of how religious belief in Advent as a time of joyful expectation shapes lives.
Local Church Community	Chn will begin to talk about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. Chn will begin to wonder about why people celebrate and that the church/parish family celebrate in particular ways and recognise some of the elements and words used in Church celebrations.	Chn will be able to talk about their experience and feelings about the special people they know or have heard about and ask and respond to questions about them. Chn will be able to say what they wonder about the help special people give them. Chn will be able to recognise and retell some stories about Jesus' life. Chn will be able to recognise how everyone helps each other because they	Chn talk, ask and respond to questions about their experience and feelings about the different books that are used at home and school. Chn say what they wonder and ask questions about the importance of book . Chn will recognise that the Bible is a special book and name some of the stories in the Bible, retell Jesus' Baptism Chn will recognise and name some of the	Chn will be able to ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season and what they and others wonder about how we help one another on the journey through the year. Making links to show how feelings and beliefs affect how they and others behave in their life journey. Chn will be able to retell some of the	Chn will be able to ask and respond to questions about their own and others' experiences of being part of a community and make links to show how feelings and beliefs affect their commitment to community and that of others. Chn will be able to ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that	Chn will be able to make links to show how inspirational leaders affect their behaviour and that of others, showing an understanding of how their own and others' decisions in carrying out their mission in communities are informed by beliefs and values. Chn will be able to compare their own and other people's ideas about questions about what inspires people in their mission	Chn will be able to compare ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer. Chn will be able to make links between scripture and Christian beliefs. Chn will be able to give reasons for when and how Christians use the Bible. Chn will be able to describe and show an understanding of the Bible, the beliefs,

	Chn will begin to recognise the story of Jesus in the Temple.	belong to the parish family.	special books used in church, the people who use them and describe how the Gospels are used by the parish family. Chn will use religious words and phrases to describe and give reasons for the actions and symbols related to proclaiming the Gospel, making links between the Gospels and Christian beliefs.	stories of the Mysteries of the Rosary. Chn will be able to use religious words and phrases to describe the liturgical year and how it is composed of seasons and feasts days and give reasons why Catholics celebrate certain feasts. Chn will be able to describe how some prayer leads to good actions, making links between some scripture and what Christians believe.	some of these questions are difficult to answer and compare ideas to others. Chn will retell the story of the call of the apostles and make links between to God's call to people to serve him today. Chn will describe some of the advice St. Paul gives about being members of a community. Chn will describe and give reasons for some ways in people serve their parish.	and realise that some of these are difficult to answer. Chn will be able to make links between scripture and how describe and begin to show they understand each diocese continues that mission and work today. Chn will be able to give reasons and show they understand why people carry out Jesus' mission in different ways through what they say and do.	ideas, feelings and experiences of the Christian and make links between them. Chn will show understanding of how the Bible shapes the lives of Christians. Chn will engage with the question, 'What is God like?' or 'What is Jesus like?' in the light of religious teaching. Chn will be able to show how decisions are informed by beliefs and values which may be influenced by what they have read.
Eucharist Relating	Chn will begin to talk about the times they have gathered together with others and how they felt and say what they wonder about the enjoyment of being together. Chn will begin to recognise the story of Jesus with the chn as a religious story. Chn will begin to recognise the phrases "The Lord be with you." "And with your spirit." Chn will begin to recognise the Lectern and know how it is used. Chn will begin to recognise how at Mass people gather to share the stories of God's love and talk about their experiences of visiting church, listening to God's word.	Chn will be able to talk about their experience and feelings and ask and respond to questions about meals which are special to them. Chn will be able to say what they wonder about why people share special meals. Chn will be able to recognise and retell the story of Jesus' special meal at the Last Supper. Chn will be able to use religious words to say what happens at Communion at Mass.	Chn will talk, ask and respond to questions about their experience of receiving and giving thanks and wonder how others feel when they are thanked. Chn will recognise and retell the story of the Last Supper beginning to make links with the Eucharist. Chn will recognise and describe signs and symbols, different words and phrases used in the Eucharist to give thanks. Chn will recognise and describe that Catholics go to Mass to remember what Jesus did at the Last Supper and give thanks to God. Chn will begin to give reasons why some people are an Extraordinary Minister of Holy Communion.	Chn will be able to ask and respond to questions about their own and others' experiences and feelings about listening well and sharing, making links how their feelings and beliefs affect others. Chn will ask questions about what they and others wonder about the joys and difficulties of listening and sharing and realise that some of these questions are difficult to answer and compare to the ideas of others. Chn will use religious words and phrases to describe and give reasons for the actions and symbols used during the celebration of the Eucharist. Chn will describe some ways in which Christians share God's love with others and give reasons why.	Chn will ask and respond to their own and others' experiences and feelings about giving and receiving and make links to show how feelings and beliefs about giving and receiving affects their own behaviour and that of others. Chn will begin to show understanding of how their own and others' decisions about giving and receiving are informed by beliefs and values. Chn describe what happens during the Introductory Rite. Chn will make links between scripture and an understanding of the Eucharist. Chn will use a developing religious vocab to give reasons for religious actions and symbols used in and why Christians attend the celebration of the Eucharist. Chn will begin to describe and show understanding of Communion making links between the Communion Rite and beliefs, ideas, feelings and experiences. Chn will begin to show understanding of how belief in the Eucharist shapes life.	Chn will be able to compare their own and others' ideas about what makes a particular memory significant and why words, symbols or actions might evoke it and show understanding of how their own and others' decisions about memories are informed by beliefs and values. Chn will be able to describe and show understanding of scripture, beliefs, ideas, feelings and experiences and make links between the Passover, the Last Supper and belief in the Eucharist. Chn will be able to use a developing religious vocab to give reasons for religious actions and symbols connected to the Passover and the celebration of the Eucharist. Chn will be able to give reasons for why believers follow the example of Jesus in his life of sacrifice and how belief in the sacrifice of Jesus shapes the lives of Christians.	Chn will be able to make links to show how feelings and beliefs about what makes, and breaks friendship and unity affects their behaviour and that of others. Chn will ask and respond to questions about friendship and unity. Chn will be able to compare ideas about questions concerning friendship which are difficult to answer. Chn will be able to make links between scripture and the Eucharist and show understanding of these and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings. Chn will be able to use a developing religious vocab to give reasons for the action and symbols of the Communion Rite and show an understanding of different aspects of the Eucharist. Chn will be able to give reasons why Christians gather together in 'communion' and receive 'Holy Communion' and show understanding of how belief in Jesus, shapes the lives of Christians.
Lent/Easter Giving	Chn will begin to talk about their own experiences of 'growing' and how they feel Chn will begin to say what they wonder about growing, themselves and in nature. Chn will begin to recognise the stories of Good Friday and Easter Sunday as religious stories. Chn will begin to recognise the Cross, the words of the Sign of the Cross and the Easter garden. Chn will begin to recognise that Christians try to 'grow more like Jesus' particularly during Lent.	Chn will talk about their experience and feelings ask and respond to questions about changing and acquiring new skills. Chn will be able to say what they wonder about the ways in which change happens. Chn will be able to recognise and retell the stories of Palm Sunday, Good Friday and Easter Sunday as religious stories. Chn will be able to recognise and describe some religious signs and symbols of Ash Wednesday, Lent and Easter Sunday and use some religious words and phrases. Chn will recognise and describe that people use the opportunity of Lent to change and make a new start.	Chn will be able to talk, ask and respond to questions about their own experience and feelings of using opportunities for good. Chn will be able to say, ask and respond to questions about what they wonder about the good things that they see others doing. Chn will be able to recognise and retell some religious stories connected with Lent, Holy Week and Easter. Chn will be able to recognise and describe some religious signs and symbols associated with Lent, Holy Week and Easter and use appropriate religious vocabulary connected with them. Chn will be able to recognise and describe that some Christians use the time of Lent opportunity to choose to do good.	Chn will ask and respond to questions of their own and others' experience and feelings of how people give themselves for others and make links to show how feelings and beliefs affect their own and others' attitude to giving of themselves Chn will ask and respond to questions about the courageousness of giving and realise that some questions are difficult to answer. Chn will retell some of the stories of Holy Week and the Resurrection and make links between the scripture and what Christians believe about how they should act. Chn will be able to use religious words and phrases to describe the religious actions and symbols of Lent and Holy Week. Chn will be able to describe and give reasons for some ways in which Christians use the time of Lent to give to others.	Chn will be able to ask and respond to questions about their own and others' experiences and make links to show how feeling and beliefs affect their self-discipline and that of others. Chn will ask questions about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer and to compare to ideas of others. Chn will retell some of the religious stories of Triduum and make links to beliefs Chn will be able to use religious vocab to describe and give reasons for some religious actions and symbols of Lent and Holy Week, showing an understanding of the different liturgies of Holy Week Chn will describe and give reasons for some ways in which Christians try to be self-disciplined in Lent and how the religious belief shapes life.	Chn will be able to make links and compare to others to show how feeling and beliefs affect giving and refusing to give and appreciating the cost of giving. Chn will be able to make links between and describe and show understanding of a range the scripture stories of Holy Week and the Temptation in the desert and how Christians observe the season of Lent. Chn will be able to use a developing religious vocab to give reasons for religious actions and symbols used during Holy Week and the Easter Vigil showing an understanding of the different liturgies. Chn will be able to give reasons why Christians make sacrifices during Lent. Chn will show how decisions are informed by beliefs and values. Chn will be able to show understanding of how belief in the sacrifice Jesus made, and belief in the Resurrection shapes lives.	Chn will be able to make links to show how feelings and beliefs about loss and death affect their behaviour and that of others. Chn will be make links between Scripture and belief in the Resurrection of Jesus. Chn will be able to use a developing vocab to give reasons for religious actions and symbols connected with Lent, Holy Week and the Triduum. Chn will be able to give reasons for certain actions by believers during Lent. Chn will be able to show how decisions concerning the effects of death and loss are informed by beliefs. Chn will be able to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences connected with Lent and Easter; making links. Chn will use a variety of religious terms accurately to show an understanding of the different liturgies of Lent and Easter. Chn will show understanding of how belief in death and new life shapes life.
Pentecost Serving	Chn will begin to talk about how they feel when they have good news to share and when they hear it. Chn will begin to say what they wonder about the joy good news brings. Chn will begin to say what they wonder about Pentecost Day and the Holy Spirit. Chn will begin to recognise the Pentecost story as a religious story. Chn will begin to use and recognise religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit. Chn will begin to recognise that Christians are happy at Pentecost and go to church to celebrate the Good News.	Chn will be able to talk about their experience and feelings about holidays. Chn will be able to say what they wonder about what makes a holiday a happy time and ask and respond to questions about what makes them different to ordinary days. Chn will be able to recognise what a holy day is and retell the story of coming of the Holy Spirit at Pentecost. Chn will be able to recognise some symbols of the Holy Spirit and describe it as a helper and guide.	Chn will talk, ask and respond to questions about their own experience and feelings of both passing and receiving messages. Chn will be able to say what they wonder about the importance and responsibility of passing on messages in daily life. Chn will be able to recognise and retell the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost as religious stories. Chn will recognise how the disciples changed through the power of the Holy Spirit. Chn will be able to recognise how the Holy Spirit helps Christians in their lives and describe ways they spread the Good News. Chn will be able to say about what they wonder about Jesus' new life and the coming of the Holy Spirit.	Chn will be able to ask and respond to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good. Chn will ask questions about what they and others' wonder about the power of wind and fire and realise that some of these questions are difficult to answer. Chn will be able to retell the story of the Ascension and Pentecost and make links between these and Christian belief in the power of the Holy Spirit. Chn use religious words and phrases to describe what happened to the apostles at Pentecost, what they saw and felt. Chn will describe and give reasons for some ways in which Christians live when they use the gifts of the Holy Spirit.	Chn will be able to ask and respond to questions about their own and others' experiences of good news bringing life and make links to how these feelings affect behaviour. Chn will be able to ask questions about what they and others wonder about how good news brings life and happiness and compare ideas to others. Chn will be able to retell some special stories about the religious events and people connected with Pentecost and make links to belief in the new life of the Easter message through the power of the Holy Spirit. Chn will be able to use religious words and phrases to describe the events of Pentecost, some ways in which the apostles spread the Good News, give reasons why the apostles spread the Good	Chn will be able to make links to show how feelings and beliefs about the use of transforming energy affects their behaviour and that of others showing an understanding how these are informed by beliefs Chn will be able to give reasons for the actions of Cleopas on the road to Emmaus and describe and show understanding of religious sources, beliefs, ideas, feelings and experiences, concerning the conversation of Paul, making links between them. Chn will use a developing religious vocab to give reasons for religious actions and symbols connected with Pentecost. Chn will be able to give reasons for certain actions of Christians inspired by the Holy Spirit and show understanding of the transforming power of the Holy Spirit and	Chn will be able to make links to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness. Chn will be able to compare ideas about questions that are difficult to answer about having the courage to witness. Chn will be able to show how decisions about witnessing are informed by beliefs. Chn will be able to make links between Scripture and belief in the power of the Holy Spirit. Chn will be able to describe and show understanding of Scripture, beliefs, ideas, feelings and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them. Chn will be able to give reasons for the witness to Jesus Christ by believers and

					News and the reasons for the actions of Peter, John and Paul. Chn will be able to describe through the power of the Holy Spirit.	how it shapes the lives of Christians. Chn will be able to make links between scripture and God's gift of the Holy Spirit and forgiveness.	show how understanding of belief in the power of the Holy Spirit shapes lives.
Reconciliation Inter-relating	Chn will begin to talk about their experiences and feelings about what a friend is. Chn will begin to talk about making friends and when friendships go wrong. Chn will begin to wonder about what makes people friends. Chn will begin to recognise that Christians show love for one another because Jesus asked them to do so. Chn will begin to recognise Jesus' rule for friends and his words 'love one another'.	Chn will be able to talk about their experiences and feelings about making choices and ask and respond to questions about the consequences of choices. Chn will be able to say what they wonder about concerning making choices and being sorry for the wrong choices. Chn will be able to recognize & retell the story of the call of Levi and Jesus with Zacchaeus as religious stories. Chn recognize and use some religious words like 'being sorry' and 'forgiveness'. Chn will recognize and describe ways that people say sorry and forgive each other because they follow Jesus.	Chn will be able to talk, ask and respond to questions about their own experience and feelings about rules in their life. Chn will be able to say what they wonder about the importance of keeping rules for themselves and for others. Chn will be able to recognize and retell the story of Peter asking Jesus about forgiveness as a religious story. Chn will recognize and describe some religious words and signs that Christians use to express sorrow, forgiveness and the examination of conscience. Chn will recognize and describe ways that people say sorry and ask forgiveness because they are followers of Jesus.	Chn will ask and respond to questions about their own and others' experiences of making choices and make links to show how feelings and beliefs affect their and others' decisions about choices and their consequences. Chn will ask questions about what they and others wonder about how choices are made and realise that some of these questions are difficult to answer and compare to ideas of others. Chn retell the stories of the Two Sons and the Prodigal Son and make links to a belief in a loving and forgiving God. Chn use religious words and phrases to describe saying sorry and ask forgiveness. Chn will describe and give reasons for what happen in the Sacrament of Reconciliation and ways in which followers of Jesus live.	Chn will be able to ask and respond to questions about their own and others' experience and feelings about friendship and make links to show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendship. Chn will be able to use a developing religious vocabulary to describe some religious actions and symbols used in the Sacrament of Reconciliation. Chn will use religious words and phrases to give reasons for some religious actions and symbols used in the Sac of Reconciliation. Chn will be able to make links to show how feelings and beliefs about reconciliation affect their behaviour and that of others. Chn will be able to give reasons why believers ask forgiveness of others and forgive those who have hurt them.	Chn will be able to make links to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others and how these are informed by beliefs. Chn will be able to make links between the stories of the Ten Commandments, the Beatitudes and other texts studied and belief in God's rules for living freely and the responsibility this brings, describe and show understanding of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others. Chn will be able to give reasons why believers choose to live by God's laws and how having this responsibility shapes life.	Chn will be able to make links to show how feelings and beliefs about sickness and care affects behaviour. Chn will be able to compare ideas about questions concerning serious illness and bereavement which are difficult to answer. Chn will be able to use a developing religious vocab to give reasons for the religious actions and symbols used in the Sacrament of the Anointing of the Sick and show an understanding of the different liturgies offered to the sick and dying. Chn will be able to give reasons why Christians care for the sick and the needy. Chn will be able to show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility.
Universal Church World	Chn will recognise some words and phrases from the Psalms and recognise that people want to take care of the world and share with others because God said, "Take care of my world!" They will be able to say what they wonder about the world and how we can all work together to care for the world and will be able to talk about their own experiences of the world and what they love about our world.	Chn will talk about their experience and feelings about neighbours and be able to say what they wonder about neighbours both locally and globally. Chn will recognise that everyone is our neighbour and is loved by God, and because of that they act fairly towards others. Chn will ask and respond to questions about their own and others' experiences and feelings about neighbours. Chn will be able to retell special stories about Jesus and his friends and describe some ways in which religion is lived out by believers.	Chn will talk about, ask and respond to questions about their own experience and feelings about the treasures they see or have and be able to say what they wonder about the treasures they see or have. Chn will ask questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer. Chn will retell some special stories about creation and the treasures of God's world and be able to describe some ways in which religion is lived out by believers in the way they treasure God's world. Chn will compare their own and others' ideas about questions about the treasures of our world that are difficult to answer. Chn will make links between religious stories about creation/ treasuring our world and beliefs and give reasons for certain actions by believers in relation to treasuring God's world. Chn will make links between how they feel about their treasure and how that might affect their behaviour and that of others	Chn ask and respond to questions about their own and others' experiences of and feelings about special places and ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer. Chn will retell the stories about special places for Jesus and describe some ways in which religion is lived out by Christians in terms of pilgrimage and worship Chn will make links to show how feelings and beliefs about special places affect their behaviour and that of others and compare their own and others' ideas about questions relating to why some places are special that are difficult to answer. Chn will use a developing religious vocabulary to give reasons why Christians go on pilgrimage and give reasons why Christians should care about the world.	Chn will ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things and will ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer. Retell some special stories about religious events and people who show what God is like and will describe some ways in which religion is lived out by different saints. Chn will give reasons for certain actions by those people they have studied and be able to make links between Scripture and the action and beliefs of followers of God's Chn will make links to show how feelings and beliefs affect their behaviour and that of others and compare their own and other ideas about the question of what makes a person do extraordinary things and find it is a difficult question to answer. Chn will show how their own and others' decisions about actions in life are informed by beliefs and values and describe and show an understanding of Scripture, beliefs, ideas, feelings and experience, making links between them. Chn will show understanding of how religious belief has shaped the way some people live out their lives	Chn will make links to show how feelings and beliefs about care for the earth affect their own behaviour and that of others and be able to compare their own and other peoples' ideas about questions that are difficult to answer concerning their stewardship of the earth. Chn will be able to give reasons why Christians are concerned about the stewardship of creation and make links between scripture and the belief of caring for Creation. Chn show how their own and others' decisions about how they care for the earth are informed by beliefs and values and describe and show understanding of scripture, beliefs, ideas, feelings and experiences of being stewards of God's creation and make links between them. Chn will show understanding of how religious belief shapes life in relation to stewardship of creation and engage with and respond to questions of about care of creation in the light of religious teaching.	Chn will make links to show how their feelings and beliefs about being treated fairly/unfairly, justly/unjustly affect their behaviour and that of others and be able to compare their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness. Chn will make links between Micah, Matthew 25, the Beatitudes and beliefs and give reasons for certain actions by believers, in working for justice and the common good. Chn will show how their own and other's decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values and be able to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them. They will be able to show understanding of how religious belief in justice and of the common good of all shapes life and be able to engage with and respond to big questions around justice and the common good in the light of religious teaching. Chn will be explain what beliefs and values inspire and influence them and others to act justly and fairly and be able to identify sources of religious belief and explain how religious beliefs including Catholic Social Teaching about the common good arise. They will be able to demonstrate how religious beliefs and CST give some explanation of the purpose and meaning of life.

St Ambrose : English: RWInc, Literacy and Language supported by quality texts. Skills led curriculum
Purpose of Study: English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.
Aims: The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: - read easily, fluently and with good understanding - develop the habit of reading widely and often, for both pleasure and information - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language - appreciate our rich and varied literary heritage - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

St Ambrose : English						
	Reading			**Writing**		
Nursery	Begin to listen to stories with increasing attention and recall Join in with familiar repeated refrains. Anticipate key events and phrases in stories. Suggest how a story might end. Describe main story events and characters. Recognise familiar words and signs e.g. name /logos Knows that print carries meaning. Hears and says some initial sounds in words.			Give meaning to marks as they draw and paint. Ascribe meaning to marks that they see in different places. Begin to break the flow of speech into words. Begin to write own name. Attempt to write for a variety of purposes.		
Reception	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate an understanding when talking with others about what they have read.			**Use phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**		
English Yr 1 Reading: Word Reading	**Reading: Comprehension**	**Writing Transcript: Spelling**	**Writing Transcript: Handwriting**	**Writing: Composition**	**Writing: Vocab, grammar & punctuation**	**Spoken Language**
- apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes for all 40add phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions, and understand that the apostrophe represents the omitted letter(s) - read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - reread these books to build up their fluency and confidence in word reading	- develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - being encouraged to link what they read or hear to their own experiences - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense, and correcting inaccurate reading - discussing the significance of the title and events - making inferences on the basis of what is being said and done - predicting what might happen on the basis of what has been read so far - participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them	Pupils should be taught to spell: words containing each of the 40add phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters correctly form digits 0-9 correctly understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Pupils should be taught to write simple sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher	**Word** Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] **Sentence** How words can combine to make sentences Joining words and joining clauses using and **Text** Sequencing sentences to form short narratives **Punctuation** Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I **Terminology for pupils** letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates

English Year 2 Reading: Word Reading	Reading: Comprehension	Writing Transcript: Spelling	Writing Transcript: Handwriting	Writing: Composition	Writing: Vocab, grammar & punctuation	Spoken Language
- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - reread these books to build up their fluency and confidence in word reading	- develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - discussing the sequence of events in books & how items of information are related - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways - recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - understand both the books that they can already read accurately and fluently and those that they listen to by: - drawing on what they already know or on background information and vocabulary - checking that the text makes sense to them as they read, and correcting inaccurate reading - making inferences on the basis of what is being said and done - answering and asking questions, predicting	Pupils should be taught to spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Pupils should be taught to: form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters	develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear	Word - Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] - Formation of adjectives using suffixes such as –ful, –less - Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Sentence - Subordination and co-ordination - Expanded noun phrases for description and specification - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Text - Correct choice and consistent use of present tense and past tense throughout writing - Use of the progressive form of verbs in the present and past tense to mark actions in progress Punctuation - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Terminology for pupils noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma	Pupils should be taught to: participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates select and use appropriate registers for effective communication

English Year 3: Reading: Word Reading	Reading: Comprehension	Writing Transcript: Spelling	Writing Transcript: Handwriting	Writing: Composition	Writing: Vocab, grammar & punctuation	Spoken Language
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet. - adding suffixes beginning with vowel letters to words of more than one syllable - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **Reading Comprehension Cont.** - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction	- develop positive attitudes to reading, and an understanding of what they read, by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dict to check the meaning of words - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally - identifying themes and conventions in a wide range - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising different forms of poetry - understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied	Pupils should be taught to Please see the statutory list of words for years 3 and 4. Prefixes un-, dis-, mis-, in-, il-, ir, im. Words with the /eɪ/ sound spelt ei, eigh, or ey Suffix –ly. Words with the /k/ spelt ch (Greek in origin) scheme, chorus, chemist, echo, character Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) league, tongue, antique, unique Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline.	Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] Joined handwriting expected in all work in Year 4.	plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices - evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Word - Formation of nouns using a range of prefixes - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Word families based on common words, showing how words are related in form and meaning Sentence Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Punctuation Introduction to inverted commas to punctuate direct speech Terminology for pupils preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter inverted commas	Pupils should be taught to: - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 4: Reading: Word Reading	Reading: Comprehension	Writing Transcript: Spelling	Writing Transcript: Handwriting	Writing: Composition	Writing: Vocab, grammar & punctuation	Spoken Language
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet. Adding suffixes beginning with vowel letters to words of more than one syllable eg. forgotten beginner, gardener. read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **Reading Comprehension Cont.** identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction	- develop positive attitudes to reading, and an understanding of what they read, by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry - understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied	Pupils should be taught to Please see the statutory list of words for years 3 and 4. The suffix –ation Prefixes sub-, inter-, anti-, super-, auto-. The ending sounding like /ʒə/ is always spelt –sure. measure, treasure, pleasure, enclosure The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher. creature, furniture, picture, nature, adventure Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as –sion. ÷, invasion, confusion, decision, collision, television The suffix –ous. poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous	Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] Joined handwriting expected in all work in Year 3.	Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English app 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punc errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Word The grammatical difference between plural and possessive –s - Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) - Fronted adverbials [for example, Later that day, I heard the bad news.] Text Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials Terminology for pupils Determiner ,pronoun, possessive, pronoun, adverbial	Pupils should be taught to: listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective communication. - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 5 Reading: Word Reading	Reading: Comprehension	Writing Transcript: Spelling	Writing Transcript: Handwriting	Writing: Composition	Writing: Vocab, grammar & punctuation	Spoken Language
Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet - Words containing the letter-string: Ough - Words with the /i:/ sound spelt ei after c - Endings which sound like /ʃəs/ spelt –cious or –tious - Endings which sound like /ʃəl/ -tial, -cial. - Words with 'silent' letters (i.e. Letters whose presence cannot be predicted from the pronunciation of the word) - Homophones and other words that are often confused **Reading Comprehension Cont.** summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction	maintain positive attitudes to reading and an understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range - comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predict what might happen from details stated and imp	Please see the year 5 & 6 list of spellings Words containing the letter-string ough Words with the /i:/ sound spelt ei after c Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ -tial, -cial. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus	Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task **Writing Composition Cont.** proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - evaluate and edit by: assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agree ,distinguishing between the language of speech and writing and choosing the appropriate register	Word Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Sentence Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs or modal verbs Text Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time, place and number or tense choices Punctuation Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Terminology for pupils - modal verb, relative pronoun relative clause , parenthesis, bracket, dash, cohesion, ambiguity - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	listen and respond appropriately to all - ask relevant questions to extend understanding and knowledge - use relevant strategies to build vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective comm. - participate in discussions about books, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including formal presentations and debates, maintaining a focus on the topic and using notes where necessary - give reasoned justifications

Year 6: Reading: Word Reading	Reading: Comprehension	Writing Transcript: Spelling	Writing Transcript: Handwriting	Writing: Composition	Writing: Vocab, grammar & punctuation	Spoken Language

Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet Use of the hyphen adding suffixes beginning with vowel letters to words ending in –fer Words ending in –able and –ible Words ending in –ably and –ibly Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Homophones and other words that are often confused **Reading Comprehension Cont.** - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion -retrieve, record and present information from non-fiction - predicting what might happen from details stated and implied	maintain positive attitudes to reading and an understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding - drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	**Please see the year 5 & 6 list of spellings** Use of the hyphen adding suffixes beginning with vowel letters to words ending in –fer Words ending in –able and –ible Words ending in –ably and –ibly Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Homophones and other words that are often confused use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus	Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task **Writing Comprehension Cont.** proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader - evaluate and edit by: assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the app register	**Word** The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - How words are related by meaning as synonyms and antonyms **Sentence** - Use of the passive to affect the presentation of info in a sentence - difference between structures typical of informal speech and structures appropriate for formal speech and writing [eg., the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] **Text** - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, and ellipsis - Layout devices **Punctuation** - Use of the semi-colon, colon and dash to mark the boundary between independent clauses - Use of the colon to introduce a list and use of semi-colons within lists - Punctuation of bullet points to list information - How hyphens can be used to avoid ambiguity **Terminology for pupils** subject, object active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) - consider and evaluate different viewpoints, attending to and building on the contributions of others - select and use appropriate registers for effective comm. - participate in discussions about books, building on their own and others' ideas and challenging views politely - experiences and discuss their und of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - give reasoned justifications

St Ambrose : Maths: Maths No Problem years 1-4, White Rose Maths Hub Years 5 & 6. Knowledge engaged Curriculum.
Purpose of Study: Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.
Aims: The national curriculum for mathematics aims to ensure that all pupils: • become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. • reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language • can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

St Ambrose : Maths knowledge progression							
Nursery	**Number** Recite numbers in order to 10. Count up to ¾ objects. Begin to recognise some numbers of personal significance. Begin to recognise numerals 1 to 5. Represent numbers using marks on paper. Begin to show an interest in number problems.		**SSM** Show an awareness of similarities of shapes in the environment. Use shapes appropriately for tasks. Begin to use mathematical names for 2D shapes. Use positional language.				
Reception	Number Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing.		SSM Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.				
	Number and Place Value	**addition and Subtraction**	**Multiplication and ÷**	**Fractions, Decimals %**	**Measures**	**Geometry**	**Data**
Year 1	- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals, count in different multiples including 1s, 2s, 5s and 10s - given a number, identify one more and one less - identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read & write numbers from 1 to 20 in digits and words.	- read, write and interpret mathematical statements involving addition (add), subtraction (-) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20 (9 add 9, 18 – 9), including zero - solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.	- solve simple one-step problems involving multiplication and ÷, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	- recognise, find and name a half as one of two equal parts of an object, shape or quantity -recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	- compare, describe and solve practical problems for: - lengths and heights - mass or weight - capacity/volume - time to record the following: - lengths and heights - mass/weight - capacity and volume - time - recognise and know the value of diff coins and notes - sequence events in chronological order using language - recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	- recognise and name common 2-D and 3-D shapes, including: - 2-D shapes (e.g. rectangles (including squares), circles and triangles) - 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).	
Year 2	- count in steps of 2, 3, and 5 from 0, and count in 10s from any number, forward or backward - recognise the place value of each digit in a two-digit number - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use <, > and = signs	- solve simple one-step problems with add and - . - using concrete objects and pictorial rep, incl, quantities and measures - applying their increasing knowledge of mental and written methods - recall and use add and – facts to 20 fluently, and derive and use related facts up to 100 - add and – - a two-digit number and 1s - a two-digit number and 10s - adding three one-digit nos - show that add of two numbers can be done in any order (commutative) and subtraction of one number from another cannot - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number probs.	- recall and use x ÷ facts for the 2, 5 and 10 tables, incl recog odd and even nos - calculate mathematical statements for x and ÷ within the x tables and write them using x (×), ÷ (÷) and equals (=) signs - recognise and use the inverse relationship between x and ÷ in calculations - show that x of two numbers can be done in any order (commutative) and ÷	- recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity - write simple fractions e.g. ½ of 6 = 3 and recognise the equivalence of two quarters and one half.	- choose and use app standard units to est and measure length/height in any direction (m/cm); mass (kg/g); tem (°C); capacity (l/ml) to the nearest app unit, using rulers, scales, thermometers and vessels - compare and order lengths, mass, volume/capacity and record the results using >, < and = - read relevant scales to the nearest numbered unit	- identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid	- interpret and construct simple pictograms, tally charts, block diagrams and simple tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and compare categorical data.

	- read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems.		of one number by another cannot - solve one-step problems involving x and ÷, using materials, arrays, repeated addition, mental methods, and x and ÷ facts, including problems in contexts.		- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and match diff comb of coins to equal the same amounts of money; add and – money of the same unit, incl giving change - solve simple problems in a practical context inv add – of money - com and seq int of time - tell and write time to 5 min	- compare and sort common 2-D and 3-D shapes and everyday objects. - order and arrange comb of shapes in patterns - use math vocab to describe position, direction and movement, incl distinguish between rotation as a turn and in terms of right angles for quarter, ½ and ¾ turns (clockwise and anti-clockwise), and movement in a straight line.	
Year 3	- count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number - recognise the PV of each digit in a 3 digit number (hundreds, tens, ones) - compare and order numbers up to 1000 - identify, represent and estimate numbers using different representations - read and write numbers to at least 1000 in numerals and in words - solve number problems and practical problems involving these ideas.	- + and –numbers mentally, including: - a 3 digit number and ones - a 3 digit number and tens - a 3 digit number and 100s - add and subtract numbers with up to 3 digits, using the efficient written methods of column add and – - estimate the answer to a calculation and use inverse operations to check answers - solve problems, including missing number problems, using number facts, place value, and more complex add and -.	- recall and use x and ÷ facts for the 3, 4 and 8 tables - write and calculate math statements for x and ÷ using the tables that they know, including for 2 digit numbers times 1 digit numbers, using mental and progressing to efficient written methods solve problems, including missing number problems, involving x and ÷, including integer scaling problems and correspondence problems in which n objects involving x and ÷, including integer scaling problems and correspondence problems in which n objects are connected to m objects.	- count up and down in 1/10s; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1 digit numbers or quantities by 10 - recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - recognise and show, using diagrams, equivalent fractions with small denominators - + and – fractions with the same denominator within one whole - compare and order unit fractions with the same denominator	- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - measure the perimeter of simple 2-D shapes - add and subtract amounts of money to give change, using both £ and p in practical contexts - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight	- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy - recognise angles as a property of shape and associate angles with turning - identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle - identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.	- interpret and present data using bar charts, pictograms and tables - solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
Year 4	- count in multiples of 6, 7, 9, 25 and 1000 - find 1000 more or less - count backwards through zero to include neg numbers - recognise the PV of each digit in a four-digit number - order and compare numbers beyond 1000 - identify, represent and estimate numbers using different representations - round any number to the nearest 10, 100 or 1000 - solve number and practical problems that involve all of the above and with increasingly large positive numbers - read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value.	- add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate - estimate and use inverse operations to check answers to a calculation - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	- recall multiplication and division facts for multiplication tables up to 12 × 12 - use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers - recognise and use factor pairs and commutativity in mental calculations - multiply two-digit and three-digit numbers by a one-digit number using formal written layout. - solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems such as which n objects are connected to m objects	- count up and down in 1/100 ; recognise that 1/100 arise when ÷ an object by a hundred and ÷ tenths by ten - solve prob using harder fractions to calc quantities, and fractions to ÷ quantities, including non-unit fractions where the answer is a whole - identify, name and write equ fractions of a given fraction, inc 1/10 and 1/100 - + and – fractions with the same denominator. - recognise and write decimal equivalents of any number of t or hts - recognise and write decimal eq to ¼ ; ½ ¾ - find the effect of ÷ a 1- or 2-digit number by 10 and 100, identifying the PV of digits - round decimals with 1dp to the nearest whole number compare numbers with the same number of decimal places up to two decimal places - solve simple measure and money problems involving fractions and decimals to two decimal places	- convert between different units of measure (e.g. kilometre to metre; hour to minute) - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting - estimate, compare and calculate different measures, including money in pounds and pence - read, write and convert time between analogue and digital 12 and 24-hour clocks - solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - identify acute and obtuse angles and compare and order angles up to two right angles by size - identify lines of symmetry in 2-D shapes presented in different orientations - complete a simple sym figure with respect to a specific line of symmetry - describe positions on a 2-D grid as coordinates in the first quadrant - describe movements between positions as translations of a given unit to the left/right and up/down - plot specified points and draw sides to complete a given polygon.	- interpret and present discrete data using bar charts and continuous data using line graphs - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs
Year 5	- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit - count forwards or backwards in steps of	- add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction) - add and subtract numbers mentally with increasingly large numbers - use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy - solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	- identify multiples and factors, including finding all factor pairs - solve probs involving x and ÷ where larger numbers are used by decomposing them	- compare and order fracs whose denominators are all multiples of the same no - rec mixed numbers and improper fractions and convert from one to another	-convert between different units of measure (e.g. kilometre and metre; metre and centimetre; centimetre and millimetre; kilogram and gram; litre and millilitre)	-identify 3-D shapes, including cubes and cuboids, from 2-D representations - know angles are measured in degrees; estimate and measure them and draw a	Solve comparison, sum and difference problems using information presented in line graphs - complete, read and interpret information in tables, including timetables.

	powers of 10 for any given number up to 1 000 000 - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero - round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 - solve number problems and practical problems that involve all of the above - read Roman numerals to 1000 (M) and recognise years written in Roman numerals					into their factors - know and use the vocab of prime numbers, prime factors and composite (non-prime) numbers - establish whether a number up to 100 is prime and recall prime numbers up to 19 - x numbers up to 4 digits by a 1 or 2-digit number using an efficient written method, including long x for 2 digit numbers - x and ÷ numbers mentally drawing upon known facts - ÷ numbers up to 4 digits by a one-digit number using the efficient written method of short division and interpret remainders appropriately for the context - x and ÷ whole numbers and those involving decimals by 10, 100 and 1000 - recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) - solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign - solve problems involving x / including scaling by simple fractions and problems involving simple rates.	- + - the same denominator and related fractions; write mathematical statements >1 as a mixed number - x proper fractions and mixed numbers by whole numbers, supported - read and write decimal numbers as fractions - recognise and use 1/1000 and relate them to tenths, hundredths and decimal eq - round decimals with 2dp to the nearest whole number and to 1dp - read, write, order compare numbers with up to 3dp - solve problems involving number up to 3dp - recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.	- understand and use basic equivalences between metric and common imperial units and express them in approximate terms - measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres - calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes - recognise and estimate volume (e.g. using 1 cm3 blocks to build cubes and cuboids) and capacity (e.g. using water) - solve problems involving converting between units of time - solve problems involving addition and subtraction of units of measure (e.g. length, mass, volume, money) using decimal notation.	given angle, writing its size in degrees (o) - identify: . multiples of 90o . angles at a point on a straight line and ½ a turn (total 180o) . angles at a point and one whole turn (total 360o) . reflex angles, and compare different angles - draw shapes using given dimensions and angles - state and use the properties of a rectangle (including squares) to deduce related facts - distinguish between regular and irregular polygons based on reasoning about equal sides and angles Pupils should be taught to: - identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	
Year 6	**Place Value** - read, write, order and compare numbers up to 10 000 000 and determine the value of each digit - round any whole number to a required degree of accuracy - use negative numbers in context, and calculate intervals across zero - solve number problems and practical problems that involve all of the above.	**Four Operations** - multiply multi-digit numbers up to 4 digits by a two-digit whole number using the efficient written method of long multiplication - divide numbers up to 4 digits by a two-digit whole number using the efficient written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context - perform mental calcs, including with mixed ops and large numbers - identify common factors, common multiples and prime numbers - use their knowledge of the order of operations to carry out calculations involving the four operations - addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why - solve problems involving +, -, x and / - use estimation to check answers to calculations and determine, in the context of a problem, levels of acc.	**Algebra** - express missing number problems algebraically - use simple formulae expressed in words - generate and describe linear number sequences - find pairs of numbers that satisfy number sentences involving two unknowns. **Ratio and Proportion** - solve problems involving the relative sizes of two quantities, including similarity - solve problems involving unequal sharing and grouping.	**Fractions, Decimals %** - use common factors to simplify fractions; use common multiples to express fractions in the same denomination - compare and order fract, including fractions >1 - associate a fraction with ÷ to calculate decimal fraction equivalents for a simple frac - + - fractions with different denominators and mixed numbers, using the concept of equivalent fractions - x simple pairs of proper fractions, writing the answer in its simplest form - / proper fractions by whole - identify the value of each digit to 3dp and x ÷ numbers by 10, 100 and 1000 where the answers are up to 3dp - multiply 1 digit numbers with up to 2dp by whole no - use written ÷ methods where the ans has up to 2 dp - solve problems which need answers to be rounded to degrees of accuracy. - solve probs involving the calc of % of whole numbers or measures such as 15% of 360 and the use of % for comparison - recall and use equivalences between simple FDP in a range of contexts	**Measures** - solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate - use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places convert between miles and kilometres - recognise that shapes with the same areas can have different perimeters and vice versa - calculate the area of parallelograms and triangles - recognise when it is necessary to use the formulae for area and volume of shapes - calculate, estimate and compare volume of cubes and cuboids using standard units, including centimetre cubed (cm3) and cubic metres (m3) and extending to other units, such as mm3 and km3.	**Geometry** - recognise, describe and build simple 3-D shapes, including making nets - compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons - illustrate and name parts of circles, including radius, diameter and circumference - find unknown angles where they meet at a point, are on a straight line, and are vertically opposite. - describe positions on the full coordinate grid (all four quadrants) - draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	**Data** - interpret and construct pie charts and line graphs and use these to solve problems - calculate and interpret the mean as an average.

St Ambrose : Science: Snap Collins Year 1-6. Knowledge-engaged curriculum
Purpose of Study: A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.
Aims: The national curriculum for science aims to ensure that all pupils: develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future *Scientific knowledge and conceptual understanding* The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content. Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science. *The nature, processes and methods of science* 'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

St Ambrose : Science: Skills and Knowledge Progression						
Nursery	Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends/family. Talk about why things happen and how things work. Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment.					
Reception	Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one to another. Make observations of animals and plants and explain why some things occur, and talk about changes.					
Year 1	**Working Scientifically KS1** - asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	**Plants** - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees.	**Animals Including Humans** - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores	**Everyday Materials** -distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.	**Seasonal changes** - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.
Year 2		**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.	**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) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Uses of Everyday Materials** - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - 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 environment** - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other - identify and name a variety of plants and animals in their habitats, including microhabitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Year 3	**Working Scientifically LKS2** - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	**Plants** - identify & 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 soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported in plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	**Animals incl Humans** - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**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.	**Light** - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change.	**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 materials and 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

	- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest imp and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings					each other, depending on which poles face
Year 4		**Living things and their 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.	**Animals incl Humans** - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey.	**States of Matter** - compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Sound** - identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it - recognise that sounds get fainter as the distance from the sound source increases.	**Electricity** - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts incl cells, wires, bulbs, switches & buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether/ not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, assoc metals with being good cond.
Year 5	**Working Scientifically** - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments.	**Living things and their Habitats** - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals.	**Animals incl Humans** - describe the changes as humans develop to old age.	**Properties & changes of materials** - compare & group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), 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 & 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.	**Earth and Space** - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	**Forces** - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Year 6		**Living things ad their Habitats** - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics.	**Animals incl Humans** - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - describe the ways in which nutrients and water are transported within animals, including humans.	**Evolution and Inheritance** - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**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.	**Electricity** - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram.

St Ambrose : Art and Design: Skills led
Purpose of Study: Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able 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.
Aims: The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
Early Years
KS1: Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history
Principles for progression 1. Use common techniques across the school. 2. Practise the same skills at different ages over and over again - do the children tackle them better each time? 3. Revisit key areas of content and key vocabulary. 4. Keep an integrated model of artistic progression in mind. Aim to improve children's enquiry skills, knowledge and concepts, so they develop an ever deeper understanding of people and societies. 5. Attitudes have a huge impact on learning. Plan teaching activities that challenge and engage children, as well as yielding evidence of progression

St Ambrose : Art			
	Drawing	Painting	3d/sculpture
Nursery	Children begin to understand they can use lines to enclose a space and then begin to use these shapes to represent objects. Draw lines and circles with increasing confidence and control. Children give meaning to marks as they draw	Explore colour and how colours can be changed.	Children begin to mould shapes out of playdoh and can talk about what they have made
Reception	Children represent images they see and imagine Children can talk about the images they create	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Year 1 Lines and marks shape	Name match and draw lines, marks from observations Invent new lines Draw on different surfaces with a range of media Observe and draw shapes from observations Draw shapes in between objects Invent new shapes	Use a variety of tools and techniques including different brush sizes and types Identify primary colours by name Mix primary shades and tones Mix and match colours to artefacts and objects	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way.
Year 2 Tone Texture	Investigate tone by drawing light/dark line, light/dark patterns, light/dark shapes Investigate textures by describing, naming, rubbing, copying	Work on different scales Experiment with tools and techniques eg. Layering, mixing media, scraping through Name different types of paint and their properties Create textured paint by adding sand, plaster	Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art.
Year 3	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc… Experiment with different grades of pencil and other implements to create lines and marks Create textures with a wide range of drawing implements Apply a simple use of pattern and texture in drawing	Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects Create different effects and textures with paint according to what they need for the task Can use a brush to produce marks appropriate for work eg., teaching how to use dots and dashes. Mix colours and know which primary colours make secondary colours, predicting with increasing accuracy Mix and use tints and shades	Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art.
Year 4	Experiment with different grades of pencil and other implements to draw different forms and shapes Begin to show an awareness of objects having a third dimension Experiment with different grades of pencil and other implements to achieve variations in tone Apply tone in a drawing in a simple way	Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work on a range of scales. Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to look at working in the style of a selected artist (not copying).	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and produce marquettes confidently when necessarily. Model over an armature: newspaper frame for modroc. Use recycled, natural and man-made materials to create sculptures.
Year 5	To use dry media to make different marks, lines, patterns and shapes within drawing Experiment with wet media to make different marks, lines, patterns, textures and shapes To explore colour mixing and blending techniques with coloured pencils To use different techniques for different purposes e.g. shading, hatching within own work To start to develop their own style using tonal contrast and mixed media	Mix and match colours to create atmosphere and light effects Be able to identify primary, secondary, complimentary and contrasting colours. Develop a painting from drawing To begin to work in the style of an artist (not copying their work) Carry out preliminary studies, trying out different media, materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. Observational drawing, themes, poetry and music	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Gain experience in model ling over an armature: newspaper frame for modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.
Year 6	To begin to use simple perspective in their work using a single focal point and horizon To begin to develop an awareness of composition, scale and proportion in their paintings e.g. Foreground, middle ground and background To show an awareness of how paintings are created	Be able to identify primary, secondary, complimentary and contrasting colours Work with complimentary colours Can replicate patterns, colours and textures in their work. Can confidently work from imagination. Can begin to use different kinds of paints (Chrome, acrylics, watercolour etc.) Can confidently use language appropriate to skill and technique	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings.

St Ambrose : Computing: Purple Mash. Skills led
Purpose of Study: A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.
Aims: The national curriculum for computing aims to ensure that all pupils: □ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation □ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems □ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems □ are responsible, competent, confident and creative users of information and communication technology.
Early Years
Key stage 1 Pupils should be taught to: - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Key stage 2 Pupils should be taught to: - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Principles for progression 1. Use common techniques across the school. 2. Practise the same skills at different ages over and over again – do the children tackle them better each time? 3. Revisit key areas of content and key vocabulary. 4. Keep an integrated model of artistic progression in mind. Aim to improve children's enquiry skills, knowledge and concepts, so they develop an ever deeper understanding of people and societies. 5. Attitudes have a huge impact on learning. Plan teaching activities that challenge and engage children, as well as yielding evidence of progression

St Ambrose : Computing			
Year Group	Computer Science	Information Technology	Digital Literacy
Nursery	Understanding the World: Technology. Begin to talk about some of the things they have observed. Know how to operate simple equipment. Show an interest in technological toys and begin to show skill in making toys work by pressing parts, lifting flaps to achieve effects. Begin to know that information that be retrieved from computers. Know that information that be retrieved from computers. Begin to complete a simple programme on a computer.	Reception: Understanding the World: Technology Begin to explore different technology and use purposefully. Complete a simple programme on a computer. Use IT hardware to interact with age appropriate computer software. ELG: T – Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.	
Year 1	Children understand that an algorithm is a asset of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program. Children can work out what is wrong with a simple algorithm when the steps are out of order and can write their own simple algorithm. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code. When looking at a program children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.	Children are able to sort, collate, edit, retrieve and store dimple digital content	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that that use modern technology and those that do not. Children understand the importance of keeping information private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space.
Year 2	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs they show an awareness of being precise with their algorithms so that they can be successfully converted into code. Children can create a simple program that achieves a specific purpose. They can identify and correct some errors. Children's program designs display a growing awareness of the need for logical programmable steps. Children can identify the parts of a program that respond to specific events and initiate specific actions.	Children demonstrate an ability to organise data and can retrieve specific data for constructing simple searches. Children are able to edit more complex digital data. Children are confident when creating, naming saving and retrieving content. Children use a range of media in their digital content.	Children know the implication of inappropriate online searches. Children begin to understand how things are shared electronically. They develop an understanding of using email safely and know ways of reporting in appropriate behaviours and content to a trusted adult.
Year 3	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it. Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of understanding a timer command rather than a repeat command. Children understand how variables can be used to store information while a program is executing. Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. They make good attempt to step through more complex code to identify errors and can correct this. They can 'read' programs with several steps and predict the outcome accurately	Children can carry out simple searches to retrieve digital content. They understand that to do this they are connecting to the internet and using a search engine. Children can collect, analyse, evaluate and present data and information using a selection of software. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails.	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Children can explain the negative implications of failing to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools. They know more than one way to report unacceptable content and contact.
Year 4	When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs. Children's use of timers to achieve repetition effects are becoming more logical and integrated into their program. They understand 'if' statements for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to manipulate the value of variables. Children can make use of use inputs and outputs. Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures such as 'if' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct. They can 'read' programs with several steps and predict the outcome accurately	Children understand the functions, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software. Children share digital content within their community.	Children can explore the key concepts relating to online safety using concept mapping. The can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and conduct.
Year 5	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need support in identifying the specific line of code. Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection, and repetition with other coding structures to achieve their algorithm design They are beginning to think about their code structure in terms of the ability to debug and interpret code later. Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this is to be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information that it contains. Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software. They are able to use several ways of sharing content.	Children have a secure knowledge of online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental well being of themselves and others.
Year 6	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills. Children test and debug their program as they go and use logical methods to identify the cause of the bugs, demonstrating a systematic approach to identify the particular line of code causing a problem. Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish a set task in code utilising such structures and nesting structures within each other. Coding displays and improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions. Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole. Children understand and can explain in depth the difference between the internet and the WWW. Children know what LAN and WAN are and can describe how they access the internet in school.	Children readily apply filters when searching digital content. They are able to explain in detail how credible in a webpage is and the information it contains. They compare a range of digital content sources and are able to create them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication. Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet. They are able to use criteria to evaluate to quality of digital situations and are able to identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking. They recognise the value in preserving their privacy when online for their own and other people's safety.

St Ambrose : Design and Technology: Projects on a Page. Skills led.

Purpose of Study:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims:

The national curriculum for design and technology 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 wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Early Years

Key stage 1:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

Design - design purposeful, functional, appealing products for themselves and other users based on design criteria

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate - explore and evaluate a range of existing products

- evaluate their ideas and products against design criteria

Technical knowledge - build structures, exploring how they can be made stronger, stiffer and more stable

- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should be taught to:

Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate - investigate and analyse a range of existing products

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Principles for progression

1. Use common techniques across the school.
2. Practise the same skills at different ages over and over again - do the children tackle them better each time?
3. Revisit key areas of content and key vocabulary.
4. Keep an integrated model of artistic progression in mind. Aim to improve children's enquiry skills, knowledge and concepts, so they develop an ever deeper understanding of people and societies.
5. Attitudes have a huge impact on learning. Plan teaching activities that challenge and engage children, as well as yielding evidence of progression

St Ambrose : Design and Technology			
	Designing	Making	Evaluating
Nursery	Children join construction materials together. They understand that tools can be used for a purpose		
Reception	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology		
Year 1	Generate ideas based on simple design criteria and their own experiences, explaining what they could make Develop, model and communicate their ideas through talking, drawings and mock ups with card and paper	Plan by suggesting what to do next Select and use tools, explaining their choices to cut, shape, join paper and card Select new and reclaimed materials and construction kits Use simple finishing techniques suitable for the product they are creating Use simple utensils and equipment for preparing food Select from a range of fruit and vegetables according to their characteristics- colour, texture, taste, etc.	Explore a range of existing products Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria Taste and evaluate a range of fruit and vegetables to determine the intended user's preference
Year 2	Design a functional and appealing product for a chosen user and purpose based on a simple design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and ICT	Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics	Explore and evaluate a range of existing products Evaluate their ideas throughout and their final products against original design criteria
Year 3	Generate and clarify realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific users Use annotated sketches and appropriate ICT to develop and communicate ideas Develop ideas through the analysis of existing products	Plan the main stages of making Select and use a range of appropriate tools with some accuracy e.g.- cutting, joining and finishing Select fabrics and fastenings according to their functional characteristics e.g.- strength and aesthetic qualities e.g. pattern Select from a range of food products thinking about sensory characteristics Explain choices of materials according to functional and aesthetic qualities Use finishing techniques suitable to the product	Evaluate a range of products relevant to the task Test and evaluate their product against the original design criteria and with the intended user Take into account others' views Understand how a key event/individual has influenced the development of a chosen product
Year 4	Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular groups or individuals Generate, develop, model and communicate realistic ideas through discussion and as appropriate sketches, cross sectional and exploded diagrams	Order the main stages of making Select from and use tools and equipment to cut, shape, join and finish with some accuracy Select from and use materials and components including construction materials and electrical components according to their functional properties and aesthetic qualities	Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their own work
Year 5	Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web based resources Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost Generate, develop and model innovative ideas through discussion, prototypes, diagrams and annotated sketches	Formulate a clear plan, including a step by step list of what needs to be done and lists of resources to be used Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks Use finishing techniques suitable for the product they are designing and making Write a step by step recipe including list of ingredients, utensils and equipment Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients Make, decorate and present food appropriately for the intended user and purpose Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment	Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development and carrying out appropriate tests Research key events and individuals linked to products made Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables/graphs or charts Take into account the views of others Understand how key chefs have influenced eating habits to promote varied and healthy diets Test the system to demonstrate its effectiveness for the intended user and product
Year 6	Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web based resources Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost Generate, develop and model innovative ideas through discussion, prototypes, diagrams and annotated sketches	Produce a detailed list of tools, equipment and materials. Formulate step by step plans and if appropriate allocate tasks to a team Select from and use a range of tools and equipment and materials to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost	Investigate and analyse products linked to their own Compare the final product to the original design specification Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness to purpose Consider the views of others to improve their work

St Ambrose : Geography: Knowledge engaged. Sequence driven by locational knowledge

Purpose of Study:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims:

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Early Years

KS1: Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],
- to describe the location of features and routes on a map- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
-devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

KS2: Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Principles for progression

1. Use common techniques across the school.
2. Practise the same skills at different ages over and over again – do the children tackle them better each time?
3. Revisit key areas of content and key vocabulary.
4. Keep an integrated model of artistic progression in mind. Aim to improve children's enquiry skills, knowledge and concepts, so they develop an ever deeper understanding of people and societies.
5. Attitudes have a huge impact on learning. Plan teaching activities that challenge and engage children, as well as yielding evidence of progression

St Ambrose : Geography						
	Locational knowledge and Place knowledge	**Fieldwork**	**Use of basic geographical vocabulary**	**Using globes, maps & plans.**	**Map work skills**	**Human and physical geography: enquiry skills and communication**
N	Begin to show care and concern for living things and the environment.					
Rec	Talk about the features of their own immediate environment and how environments might vary from one to another.					
Year 1 UK Seasons weather	Name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas	Complete a chart to express opinions during Fieldwork. Use first hand observation to investigate places – the school grounds, the streets around and the local area	**Key physical features** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather **Key human features** city, town, village, factory ,farm, house, office, port, harbour, shop, address	Use world maps, atlases and globes to identify UK & its countries Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Follow a route on prepared maps (left/right) & find information. Use locational and directional language (e.g. Near and far; left and right) to describe the location of features and routes on a map. Make a simple map (e.g. From a story).	Use observational skills and ask and respond to questions. Identify seasonal/daily weather patterns in the UK. Use and identify apply Maths to help me to show learning
Year 2 Continents oceans Non-European country 4 compass points	Name & locate world's 7 continents and 5 oceans Understand geog. Similarities and differences through studying the human & physical geography of a small area of the UK & contrasting non-European country	Use simple fieldwork and observational skills to study the geography of my school and its grounds. Recognise and record different types of land use, buildings and environments.	**Key physical features** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather **Key human features** city, town, village, factory, farm, house, office, port, harbour, shop, address Use mathematical vocabulary to describe position and location	Identify the countries, continents and oceans studied. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Use simple compass directions (NSEW) Use & construct basic symbols in a key on a map	Use observational skills and ask and respond to questions. Study the key human and physical features of the surrounding environment of my school Begin to explain how/why find information from aerial photographs Use and apply Maths to help me to show learning
Year 3 Regions of UK Rivers and mountains 8 compass points	Name and locate geographical regions of the UK & their identifying physical and human characteristics, including ***some*** cities and ***some*** key topographical features including hills, mountains, coasts and rivers. Understand how some aspects have changed over time. Understand geographical similarities and differences of human & physical geography of regions of the UK	Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs Conduct surveys. (school based) Use simple equip to measure and record. Apply mathematical skills in data handling to Geography fieldwork.	Continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban , rural, human, physical to describe places or geographical features in different ways. Beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.	Use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. Cities, rivers, mountains, hills, key topographical features, land-use patterns; Use atlases to find places using index/ contents. Understand the need for a key. Understand the purpose of maps. Beginning to understand scale and distance on a map, using and applying mathematical skills.	Use the 8 points of a compass. Use simple grids with letters and numbers and 4-figure coordinates to locate features. Map evidence from fieldwork e.g. Sketch annotated views. Use plans.	Describe & under-stand key aspects of: physical geography, including rivers and mountains. Identify differences between places. Communicate geog. Information in a variety of ways, including through maps and writing at length Apply mathematical skills when using geographical data etc.
Year 4 UK cities and counties Changes over time water cycle Compare UK areas	Name/ locate cities & counties of the UK Know more about the geographical regions of the UK & their identifying physical and human characteristics, including ***more*** cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts Identify the position/ significance of latitude, longitude.	Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs Carry out a simple questionnaire. Investigate the local area, looking at types of shops, services and houses. Apply mathematical skills in data handling to Geography fieldwork.	Continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, rainfall, key, urban , rural, human, physical to describe places or geographical features in different ways. Beginning to apply the vocabulary of other subjects such as maths and science when describing geographical features and processes.	Use 1:10.000 and1:25.000 Ordnance Survey maps. Use a globe & maps & some OS symbols on maps to name and locate counties & cities of the UK, Use scale bar on maps. Realise purpose, scale, symbols and style are related. Use and interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS). Show the position and significance of latitude, longitude Understand and apply mathematical understanding, e.g. On scales, time differences etc. When using maps.	Use Ordnance Survey maps at different scales. Draw a detailed sketch map using symbols and a key. Know directions in neighbourhood. Align a map with route. Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world. Understand and use 6 figure grid references to Interpret OS maps	Describe & under-stand key aspects of: physical geography Describe the water cycle using a diagram. Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. Identify differences between places. Communicate geog. Information in a variety of ways, including through maps and writing at length Apply mathematical skills when using geographical data etc.
Year 5 World countries-Europe Compare European country Local study	Locate the world's countries, using maps to focus on Europe (including Russia): environ-mental regions, key physical or human characteristics, countries, and major cities. Understand how some aspects have changed over time. Understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country Explain how aspects have changed over time.	Use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies. Collect, analyse & communicate with range of data gathered in experiences of fieldwork to show I under-stand some geographical processes. Carry out a focused in depth study, looking at issues/changes in area. Imagine how & why area may change in future.	Introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour. Use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.	Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities. Use atlases to find places using index/ contents. Understand the need for a key. Understand the purpose of maps. Beginning to understand scale and distance on a map, using and applying mathematical skills.	Use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place and the UK Map evidence from fieldwork e.g. Sketch annotated views. Use aerial photos and satellite images. Begin to use smaller scale aerial views. Use oblique aerial views	Provide greater detail of geographical regions of countries of Europe identifying physical and human characteristics. Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. Identify differences between places. Communicate geog. Information in a variety of ways, including through maps and writing at length Regularly use/ apply maths skills in my work
Year 6 Worlds countries (N and S America) Distribution of natural resources Earthquakes and volcanoes	Know some of the world's countries, focusing on North and South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within N. Or S. America. Identify equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. Day & night)	Use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies. Collect, analyse & communicate with range of data gathered in exps of fieldwork to show I understand some geographical processes. Carry out a focused in depth study, looking at issues/changes in the area. Imagine how & why area may change in future	Introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour. Confidently use and apply the vocabulary from other subjects such as Maths, English and Science when describing geographical features or processes.	Locate the world's countries, using maps to focus on North & South America. Use scale bar on maps. Realise purpose, scale, symbols and style are related. Use and interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS). Show the Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night) using a globe. Understand and apply mathematical understanding, e.g. On scales, time differences etc. When using maps	Use and understand Ordnance Survey symbols and keys to build up my knowledge of a local place and the UK Map evidence from fieldwork e.g. Sketch annotated views. Use aerial photos and satellite images. Begin to use smaller scale aerial views. Use oblique aerial views	Explain volcanoes/ earthquakes. Describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time Understand key aspects of: physical geography e.g. Climate zones, biomes and vegetation belts. Describe in detail types of settlement, land use, economic activity including trade links. Describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied. Give a few reasons for the impact of geographical influences/ effects on people place or themes Know location of places of global significance, their defining physical & human characteristics

St Ambrose : History: knowledge engaged. Sequence driven by chronological knowledge

Purpose of Study:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims:

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

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Early Years

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history: Mayan

Principles for progression

1. Use common techniques across the school.
2. Practise the same skills at different ages over and over again – do the children tackle them better each time?
3. Revisit key areas of content and key vocabulary.
4. Keep an integrated model of artistic progression in mind. Aim to improve children's enquiry skills, knowledge and concepts, so they develop an ever deeper understanding of people and societies.
5. Attitudes have a huge impact on learning. Plan teaching activities that challenge and engage children, as well as yielding evidence of progression

St Ambrose : History					
	Historical chronology	**Historical concepts**	**Historical interpretation**	**Historical enquiry**	**Historical communication**
Strand description	**A coherent narrative, knowledge and understanding of Britain's past and the wider world**	**To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.**	**To think critically, weigh evidence, sift arguments, and develop perspective and judgement.**	**To inspire pupils' curiosity to know more about the past and ask perceptive questions.**	**To create their own structured accounts, including written narratives and analyses.**
N	Talk about things that have happened in the recent past	Talk about significant events in my own experience.	Talk about why things happen	Comment and ask questions about aspects of their familiar world	Comment and ask questions about aspects of their familiar world
Rec **Emerging knowledge, skills and concepts**	Talk about past and present events in their own lives and in the lives of family members. Develop chronological understanding, know the difference between long ago and now. Compare modern and old objects put 2 objects or events in order.	Begin to understand how things change over time. Begin to understand the passage of time. Recall some simple facts Put 2 events or objects in order. Give one cause of an event	Look at or touch objects from the past and comment on its appearance. Tell the past is different from today. Look at the differences between "long ago" and "now". May be able to give you my own view on why something happened in the past or how I know	Show an interest in the past. Begin to ask questions about artefacts, suggesting what they might be used for. Begin to make accurate comparisons between modern and old objects Can find answers to simple questions from a writing or a picture	Show awareness of the past. Show interest in the past. Beginning to use the correct words such as "yesterday, past etc." Tell you about the past in 1 way E.g. orally, using common words & phrases relating to the passing of time or drawing
Y1 **Changes within living memory**	Tell the past is different from today Know their life is different from the lives of people in the past. Put 2 events/objects in the order they happened or were made	Recall some simple facts Give one cause of an event	Give point of view on why something happened in the past or how they know.	Find answers to simple questions in a piece of writing or from a picture.	Show awareness of the past. Tell about the past in 1 way (E.g. Orally, using common words & phrases relating to the passing of time or drawing etc.).
Y2 **Significant event** **Significant person** **Changes beyond living memory**	Know where the people and events I have studied fit on a basic timeline. Identify a few similarities and differences between ways of life at different times. Name a few people in the past who have contributed to national and international achievements. Put a few objects or events in the correct order they happened.	Tell you about some of the people or events from my work Give more than one cause of an event and give a reason why people in the past acted as they did. Reflect on the significance of what they have learnt about the past.	Understand some of the ways in which we find out about the past. Identify a few ways how the past has been presented or described. Understand the importance of basing ideas on evidence	Ask and answer questions, choosing & using parts of stories and other sources of information to show knowledge and understand key features of events. Analyse artefacts Choose & use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.	Using common words & phrases relating to passing of time Talk about a time before they were born and can compare aspects of life in different periods linked to significant people or people they know in different ways using everyday historical terms Recount stories accurately
Y3 **Stone Age** **Ancient Greece** **Changes over time**	Order a number of objects or events Identify a range of similarities/ differences between different times in the past in the periods covered so far.	Give a few reasons for and the results of the main events and changes of a time studied.	Describe how the past can be represented or interpreted in a few different ways. Use different sources to understand more about prehistoric times eg. cave art, artefacts, film.	Answer and sometimes devise my own historically valid questions. Use one or more sources of information to help me answer questions about the past in sentences.	Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.
Y4 **Romans** **Ancient Egypt** **Local**	Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. Identify a range of similarities/ differences between different times in the past in the periods covered so far, beginning to use chronological conventions BC, BCE, AD	Give a few reasons for and the results of the main events and changes of a time studied. Make a few connections and contrasts eg. Change, cause, similarity, difference, and reflect on the significance. Give similarities and differences between different times	Describe how the past can be represented or interpreted in a few different ways. Use different sources to understand more about prehistoric times such as cave art, artefacts, film, interviews etc.	Answer and sometimes devise own historically valid questions. Use one or more sources of information to help me answer questions about the past in sentences.	Present recalled or selected information in a variety of ways using specialist terms. Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. Beginning to use place value in the context of timelines
Y5 **Mayan** **local**	Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. Tell the story of events within and across the time periods studied.	Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. See the relationship between different periods and the legacy or impacts them and their identity.	Explain that the past can be represented or interpreted in many different ways. Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.	Devise own historically valid questions.	Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods eg. Century, decade
Y6 **Anglo Saxon** **Changes over time** **local**	Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. Tell the story of events within and across the time periods studied. Identify specific changes within and across different periods over a long arc of development. Describe connections, contrasts and trends over short and longer time periods.	Describe /make links between events/changes giving reasons and results of events/changes Explain most causes/results, showing links between them. Understand there were different types of causes of an event Begin to suggest the most important cause or result.	Explain that the past can be represented or interpreted in many different ways. Carefully select relevant historical information, considering different viewpoints or thinking about possible bias. Describe and begin to explain different historical interpretations of events, people and changes	Know how knowledge of the past is constructed from a range of sources. Judge the value of those sources and identify those that are useful in answering a question Carefully select and organise relevant historical information from a range of historical sources of information.	Select and organise information to produce structured written work that uses correct dates and terms. Select, organise and arrange relevant information to produce structured written work that uses correct dates and terms

St Ambrose : Languages: French. Lightbulb Languages Scheme. Knowledge engaged.
Purpose of Study: Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.
Aims: The national curriculum for languages 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.
Early Years
Key stage 1
Key Stage 2 Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding - explore the patterns & sounds of language through songs & rhymes & link the spelling, sound & meaning of words - engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - speak in sentences, using familiar vocabulary, phrases and basic language structures - develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* - present ideas and information orally to a range of audiences* - read carefully and show understanding of words, phrases and simple writing - appreciate stories, songs, poems and rhymes in the language - broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - write phrases from memory, and adapt these to create new sentences, to express ideas clearly - describe people, places, things and actions orally* and in writing - understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Principles for progression 1. Use common techniques across the school. 2. Practise the same skills at different ages over and over again – do the children tackle them better each time? 3. Revisit key areas of content and key vocabulary. 4. Keep an integrated model of artistic progression in mind. Aim to improve children's enquiry skills, knowledge and concepts, so they develop an ever deeper understanding of people and societies. 5. Attitudes have a huge impact on learning. Plan teaching activities that challenge and engage children, as well as yielding evidence of progression

St Ambrose : Languages			
	Content Reading	Writing	Speaking and Listening
Nursery			Awareness of people around us who use different languages
Reception			Awareness of the differences around us including languages
Year 1			
Year 2			
Year 3	Is beginning to understand short texts and dialogues, made up of familiar language, printed in books or word processed. Can repeat aloud a familiar phrase, sentence, rhyme or poem.	Can write a simple phrase or sentences on familiar topics, using aids for example, textbooks, wall charts.	Can take part in brief exchanges, using visual or other cues to help them initiate and respond. Can respond to topic related questions with a simple answer. Can understand instructions, everyday classroom language and praise words. Can use mainly memorised language to answer simple questions. Is beginning to use short phrases to express personal responses.
Year 4	Can understand short texts and dialogues, made up of familiar language, printed in books or word processed. Can read aloud a familiar sentence, rhyme or poem. Can use a bilingual dictionary or glossary to look up new words. Can use sounds to help identify written words.	Can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts. Can write words and short phrases from memory with comprehendible spelling. Is beginning to use knowledge of grammar to adapt and substitute single words and phrases in written work.	Can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. Can respond to topic related questions with a simple answer. Can understand instructions, everyday classroom language and praise words. Can memorise and present a short spoken text. Can identify and note the main points of a short spoken passage. Can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements. Can use generally accurate pronunciation when reading aloud or using familiar words or phrases. Can use short phrases to express personal responses
Year 5	Is beginning to read a variety of fiction and non-fiction and glean information from them. Is beginning to read a text in the language and explain the main points and some smaller details. Can use a bilingual dictionary or glossary, or is beginning to use context to work out what unfamiliar words mean. Is beginning to identify examples of basic grammatical rules in the chosen language e.g. Feminine, masculine.	Is beginning to produce short pieces of writing, in simple sentences, that seek and convey information and opinions. Is beginning to adapt recalled phrases to create new sentences and express ideas clearly. Is beginning to demonstrate an understanding of basic grammatical rules for the language in written work.	Is beginning to find patterns in spelling, sounds and meanings of words when listening to songs and rhymes. Is beginning to take part in short conversations, seeking and conveying information and opinions in simple terms. Is beginning to participate in a conversation, where they can ask questions, respond to others and seek help. Is beginning to identify and note the main points and specific details, in longer spoken passages. Is beginning to use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear.
Year 6	Can read a variety of fiction and non-fiction and glean information from them. Can read a text in the language and explain the main points and some smaller details. Can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean. Can identify examples of basic grammatical rules in the chosen language e.g. Feminine, masculine.	Can produce short pieces of writing, in simple sentences, that seek and convey information and opinions. Can adapt recalled phrases to create new sentences and express ideas clearly. Can demonstrate an understanding of basic grammatical rules for the language in written work.	Can tell simple stories in the language. Can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes. Can take part in short conversations, seeking and conveying information and opinions in simple terms. Can participate in a conversation, where they can ask questions, respond to others and seek help. Can refer to recent experiences or future plans, as well as everyday activities and interests. Can prepare a short presentation to describe people, places, things or actions. Can identify and note the main points and specific details, including opinions in longer spoken passages. Can generate questions about the topics covered. Can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear. Can make themselves understood with little or no difficulty in a range of topics.

St Ambrose : Music: Manchester Music Service scheme- Music in the Classroom and Charanga. Skills led.

Purpose of Study:
Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims:
The national curriculum for music aims to ensure that all pupils:
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Early Years

Key stage 1
Pupils should be taught to:
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2
Pupils should be taught to sing and play musically with increasing confidence and control.
They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Principles for progression
1. Use common techniques across the school.
2. Practise the same skills at different ages over and over again – do the children tackle them better each time?
3. Revisit key areas of content and key vocabulary.
4. Keep an integrated model of artistic progression in mind. Aim to improve children's enquiry skills, knowledge and concepts, so they develop an ever deeper understanding of people and societies.
5. Attitudes have a huge impact on learning. Plan teaching activities that challenge and engage children, as well as yielding evidence of progression

St Ambrose : Music					
	Rhythm	**Vocal** **Key Skill: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.**	**Listening** **Key Skill: Listen with concentration and understanding to a range of high quality live and recorded music**	**Instrumental** **Key Skill: Play tuned and un-tuned instruments musically**	**Composition** **Key Skill: Experiment with, create, select and combine sounds using the inter-related elements of music – dynamics, tempo, pitch, duration, texture, timbre, structure**
Nursery	Clap syllables	Language Development Pitch: Match/Sing songs and Rhymes	Movement to music	Use untuned percussion instruments Introduce names of instruments	Explore Dynamics = Loud/Soft Explore Tempo = Fast/Slow Represent own ideas, thoughts and feelings through music. Create short pieces of music in response to given stimulus.
Reception	Clap crotchet and quaver – Cat I Monkey II	Use the singing voice in different ways Pitch: Match/Sing songs Use Individual Voices	Develop movement to music Explore how music makes you feel etc.	Use tuned percussion instruments Intro names of instruments	Explore Pitch = High/Low Explore Duration = Long/Short Develop representing their own ideas, thoughts and feelings through music. Create extended pieces of music in response to given stimulus
Year 1	Copy a given rhythm Clap the rhythm of a song Clap a given ostinato	Speak chants and rhymes Explore the structure of a simple chant Mark the phrases of a song Tap the pulse whilst singing Clap the words of a song whilst singing Sing questions (call and response songs) Sing in class/assembly	Move with the pulse to a piece of music Identify a repeated motif in a piece of music Trace the shape of a song Identify ascending and descending sounds on a xylophone Recognise percussion instruments being played Listen to & identify male/female voice in music Listen to and respond to live music	Play the pulse of a song Play the rhythm of a song Play an ostinato Play the melody of a simple song on the xylophone	Improvise rhythms Take turns when playing with a partner Take turns to play phrases of an equal length with a partner To be aware of rests in music Choose sounds to illustrate a poem/picture/scene etc.
Year 2	Copy rhythmic phrases with changing dynamics Clap the pulse/rhythm of a song Clap a given ostinato Clap the rhythm of a song whilst others tap the pulse Read simple notation (crotchets and quavers)	Speak chants and rhymes Sing simple two note phrases from notation Mark the phrases in a song with hand movements Trace the shape of a song Use singing face for Performing Sing in class/assembly	Identify the metre of a song Identify repeated sections in a piece of music Trace the shape of a song Identify ascending and descending passages in a piece Identify different sections in a piece of music Recognise percussion, brass and string instruments being played in music Listen to & identify male/female voice in music Listen to and respond to live music Recognise changes in dynamics and tempo	Play the pulse or rhythm of a song Play the pulse of a song whilst others play the rhythm Play an ostinato with varying tempo Play an ostinato as part of a group Play an ostinato a given number of times Play beat one in different metres Play the melody of a 5 note song on a xylophone Create a melodic ostinato using two notes	Create an ostinato rhythm Play equal length phrases with a partner (Binary Form A B) Create, choose and organise sounds and musical ideas in response to a poem/picture/scene etc.

	Rhythm	**Play and Perform**	**Improvise and Compose**	**Listen** **with attention to detail and recall sounds with increasing aural memory**	**Notation**	**Listen and Appreciate**	**History of Music**
Year 3	Copy a rhythmic phrase Clap the rhythm of a songs whilst others tap the pulse Tap the metre of songs Play on beat one in a given metre Play the metre of a song whilst others play the rhythm Say and tap eight beat phrase rhythms Clap two ostinato rhythms simultaneously Play 2 ostinato simultaneously	Sing and play with an understanding of how to improve accuracy, fluency, control and expression Play as part of an ensemble Begin to use different tempi and dynamics Decide the most appropriate way to perform a song Begin to sing in parts	Create a rhythmic phrase (Binary Form A B) Create a simple melodic phrase Improvise rhythmic phrases of equal length in pairs Work in pairs to structure a piece using two simple musical ideas Create an ostinato to reflect the mood suggested by a painting, poem or other external stimuli and structure them in an appropriate manner	Recognise individual key instruments in a piece of music Play simple tunes by ear Sing a songs from memory Play the tune of a four phrase, five note song moving in step Play the tune of a 8 note song by ear Trace the shape of an 8 note song Identify phrases of a song	Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers) Sing simple melodic phrases from staff notation (3 notes – E, G, A)	Listen to a selection of different pieces of music (appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians) Listen to live music	Develop an understanding of the history of music Relate music to historical curriculum topics covered where possible
Year 4	Improvise rhythmic phrases Clap the rhythm of a song whilst others tap the metre Tap the metre of songs Play on beat one in a given metre Play the metre of a song whilst others play the rhythm Say and tap 8 beat phrase rhythms Clap two ostinato rhythms simultaneously Play an ostinato accompany to a song Improvise rhythms in the metre of 3	Sing and play with an understanding of how to improve accuracy, fluency, control and expression Play as part of an ensemble with an awareness of what is happening in the group Use different tempi and dynamics Decide the most appropriate way to perform a song-choose appropriate instrumental sounds to accompany a song Sing in parts	Organise musical phrases in a simple structure (Ternary Form A B A) Create a melodic phrase Create a simple up and down tune. Create and vary an ostinato to evoke three contrasting moods suggested by a stimulus and combined this with accompaniments to structure a continuous piece	Pick out key individual instruments in a piece of music Play simple tunes by ear Sing a song from memory Trace the shape of a tune and match it to convention notation Analyse the phrase structure of a song	Read and play 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers) Read and play pitch notation - from middle note C to High Note C	Talk about how a piece of music makes you feel. Listen to live music Recognise how sounds are used to achieve an intended effect Recognise layers of sound in recorded music	Develop an understanding of the history of music Relate music to historical curriculum topics covered where possible
Year 5	Copy and improvise rhythmic phrases Tap/clap the metre of a song whilst the others clap the rhythm Explore different metres Combine ostinato phrases vocally and instrumentally Play/sing an ostinato accompaniment to a song	Sing and play in class with an understanding of how to improve accuracy, fluency, control and expression Develop increased leadership skills within ensemble group Choose appropriate dynamics, tempo and instrumental sounds Sing an ostinato accompaniment Sing in 2 parts	Organise rhythmic and melodic phrases in a simple structure Create an up and down tune Add a drone accompaniment to a tune Play an accompaniment to a tune Invert a melodic phrase Improvise melodic phrases Create and play an instrumental accompaniment Organise musical phrases into a simple structure. Create tunes for word phrases	Listen to an individual part in three and four part music Play simple tunes by ear Identify repeated and contrasting sections in recorded music Match the metre of recorded music Copy melodic phrases Trace the shape of an up and down tune and match it to conventional notation Analyse the phrase structure of a song	Read, play and write 4 and 8 beat rhythm notation (crotchets, crotchet rest, quavers, minim, dotted crotchets and semi breves) Play from pitch notation Write simple melodic phrases Match conventional notation to known phrases Explore scales, chords and chord sequences	Listen to a variety of composers/musicians Respond to live music Explore the use of sequencing in recorded music Identify the use of ostinato in recorded music	Relate music to historical topics covered (History Curriculum) where possible
Year 6	Copy and improvise rhythmic phrases (4 and 8 beat phrases) Combine ostinato phrases Explore different metres Combine ostinato phrases vocally and instrumentally	Sing and play in class with an understanding of how to improve accuracy, fluency, control and expression Develop increased leadership skills within ensemble group Choose appropriate dynamics, tempo, instrumental sounds and vocal quality for the performance of songs and compositions Sing in 2 and 3 parts	Organise rhythmic and melodic phrases in a simple structure Create a tune using two or three phrases Accompany a tune with a two note ostinato Create a melodic cycle Combine melody and ostinato accompaniment Create harmony by adding notes in parallel to a tune	Listen to an individual rhythm in a five part structure Play simple tunes by ear Match the metre of recorded music Analyse phrase structure	Notate compositions using the most appropriate method where applicable Notate simple melodic phrases from dictation Read conventional notation from known phrases Explore major and minor scales, chords and triads Explore the pentatonic scale Read a chord sequence from a chord chart	Make comparisons across different genres of music Evaluate live music	Relate music to historical topics covered (History Curriculum) where possible

St Ambrose : PE: Passport to PE. Skills led.

Purpose of Study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

The national curriculum for physical education aims to ensure that all pupils:

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

Early Years

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Principles for progression

1. Use common techniques across the school.
2. Practise the same skills at different ages over and over again - do the children tackle them better each time?
3. Revisit key areas of content and key vocabulary.
4. Keep an integrated model of artistic progression in mind. Aim to improve children's enquiry skills, knowledge and concepts, so they develop an ever deeper understanding of people and societies.
5. Attitudes have a huge impact on learning. Plan teaching activities that challenge and engage children, as well as yielding evidence of progression

St Ambrose : PE							
	Dance	Games	Gymnastics	Athletics	Swimming	Evaluation	Healthy Lifestyle
Nursery	Move freely and with pleasure and confidence in a range of ways. Negotiate space successfully, adjusting speed and direction to avoid obstacles. Can catch a large ball. Observe the effects of activity on their bodies Creates movement in response to music. Use movement to express feelings.						
Reception	Show good control and coordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe Sing songs, make music and dance, and experiment with ways of changing them.						
Year 1	Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games	Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements	Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control.		Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.
Year 2	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the imp of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. *preparation for shot put and javelin* Can use equipment safely			
Year 3	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses a variety turns whilst travelling. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc.	Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the games activity. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills.	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses a variety turns whilst travelling. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc.	Beginning to run at speeds appropriate for the distance. *e.g. sprinting and cross country* Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.		Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down
Year 4	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop games. Compares and comments on skills to support creation of new games. Can suggest as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.			
Year 5	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.	Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.

	their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences	knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.	their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences	correct vocabulary. Can use equipment safely and with good control.			
Year 6	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances	Vary skills, actions and ideas and link these in ways that suit the games activity. Shows confidence in using ball skills in various ways, and can link these together effectively. *e.g. dribbling, bouncing, kicking* Keeps possession of balls during games situations. Consistently uses skills with co-ordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.			