

BIST Curriculum Overview Year 1

English

SEE ATTACHED SHEET

Mathematics

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Biology

Plants
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
Identify and describe the basic plant parts, including trees (roots, stem, leaves, flower etc).

Animals including Humans
Identify and name a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets)

Identify and name a variety of common animals that are carnivores, herbivores and omnivores
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets)

Identify, name, draw and label the basic parts of the human body (link to senses)

Chemistry

Everyday Materials

Distinguish between an objects and materials
Identify and name a variety of everyday materials,
Describe the simple physical properties of everyday materials
Compare and classify materials.

Physics

Seasonal Changes

Observe changes across the four seasons
Observe and describe weather associated with the seasons and how day length varies.

Working Scientifically must always be taught through and clearly related to the content in the programme of study.

Art & Design

- Use a range of materials
- Use drawing, painting and sculpture
- Develop techniques of colour, pattern, texture, line, shape, form and space
- Learn about range of artists, craftsmen and designers

Design & Technology

- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Evaluate existing products & own ideas
- Build and improve structure & mechanisms
- Understand where food comes from

Modern Languages

Recommended:

- Greetings
- My name is..
- Class instructions
- Rhymes
- Songs
- Colours

PSHE

- Recognise and discuss likes/ dislikes, what is fair/unfair and what is right/wrong.
- Recognise and name feelings
- Recognise choices they can make
- Recognise groups that they belong to
- Recognise basic needs of themselves and others
- Recognise and name main parts of the body
- Know that families and friends should care for each other

Geography

- Learn how to 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, inc. city, town, village, Factory, farm, house, office, port, harbour, shop
- Learn how to 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
- Learn how to 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

History

- Develop, then demonstrate an awareness of the past using common words and phrases relating to the passing of time e.g A long time ago, recently, when my..... were younger, years
- Begin to show where people and events fit into a broad chronological framework.
- Understand some ways we find out about the past e.g pictures, stories, websites.
- Choose and use parts of stories and other sources to show understanding of events.
- Communicate understanding of the past in a variety of ways e.g captions, drawings/ artwork, written work, drama etc
- Develop a bank of historical terms and topic specific vocabulary which they should be able to demonstrate an understanding of and use in context.

Music

- Sing Songs
- Play tuned and untuned instruments alone
- Listen and understand live and recorded music, being able to talk about differences in simple terms
- Make and combine sounds deliberately.

Physical Education

- Master basic movement,
- e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- Participate in team games
- Perform dances using simple movement
- Swimming proficiency at 25m (KS1 or KS2)

Computing

Movement/Direction

Understand that algorithms follow a sequence of instructions

Write and test simple programs.

Use logical reasoning to predict the behaviour of simple programs

Basic Control

Understand what algorithms are, how they are implemented as programs on digital devices.

Understand that algorithms follow a sequence of instructions.

Write and test simple programs.

Use logical reasoning to predict the behaviour of simple programs

PowerPoint, Excel-spread sheet, word typing skills, e-safety, iPad apps, taking pictures, making videos, research and databases need to be taught through other subjects

BIST Curriculum Overview Year 2

English

SEE ATTACHED SHEET

Art & Design

- Use a range of materials
- Use drawing, painting and sculpture
- Develop techniques of colour, pattern, texture, line, shape, form and space
- Learn about range of artists, craftsmen and designers

Geography

- Learn to locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Identify the United Kingdom and its countries; 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 appropriate geographical vocabulary to describe their own location and that of a contrasting location (Bridlington)
- Be able to compare their local area to a contrasting location in the UK

Physical Education

- Master basic movement,
- e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- Participate in team games
- Perform dances using simple movement
- Swimming proficiency at 25m (KS1 or KS2)

Mathematics

SEE ATTACHED SHEET

Design & Technology

- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Evaluate existing products & own ideas
- Build and improve structure & mechanisms
- Understand where food comes from

History

- Develop, then demonstrate an awareness of the past using common words and phrases relating to the passing of time E.g. A long time ago, recently, when my..... were younger, years decades, centuries
- Learn where people and events fit into a broad chronological framework.
- Understand ways we find out about the past e.g. artefacts, pictures, stories, websites.
- Use parts of stories and other sources to show understanding of the past.
- Communicate understanding of the past in a variety of ways e.g. captions, drawings/ artwork, written work, drama etc

Computing

Sound manipulation/Movement
Understand what algorithms are, how they are implemented as programs on digital devices.
Understand that algorithms follow a sequence of instructions.
Write and test simple programs.
Use logical reasoning to predict the behaviour of simple programs.

Basic Control
Understand what algorithms are, how they are implemented as programs on digital devices.
Understand that algorithms follow a sequence of instructions.
Write and test simple programs.
Use logical reasoning to predict the behaviour of simple programs.

Movement
Understand what algorithms are, how they are implemented as programs on digital devices.
Understand that algorithms follow a sequence of instructions.
Write and test simple programs.
Use logical reasoning to predict the behaviour of simple programs.

Powerpoint, Excel-spread sheet, word typing skills, e-safety, ipad apps, taking pictures, making videos, research and databases need to be taught through other subjects

Modern Languages

Recommended:

- Greetings
- My name is..
- Class instructions
- Rhymes
- Songs
- Colours
- Numbers

Science

Biology
Living things and their habitats
differentiate living, dead, and non-living identify habitats and describe how they provide for the basic needs of different kinds of animals and plants, and how they depend on each other describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.

Plants
observe and describe how seeds and bulbs grow into mature plants basic needs of plants

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.

Chemistry
Uses of everyday materials
identify and compare the suitability of a variety of everyday materials

Physics
find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

PSHE

- Recognise feelings and that they can make a choice about how to deal with them
- Recognise what they are good at and how to set goals
- Know that they belong to different communities and that they can make a difference to these
- Know the process of growing from young to old and how people's needs change
- Know how to stay safe, including the dangers of medicines, road safety, sun safety etc.

Music

- Sing Songs
- Play tuned and untuned instruments alone
- Listen and understand live and recorded music, being able to talk about differences in simple terms
- Make and combine sounds deliberately.

BIST Curriculum Overview Year 3

English

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Mathematics

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Science

Biology
Plants
 Functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
 explore the requirements of plants for life and growth
 investigate the way in which water is transported within plants
 life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans
 skeletons and muscles
 food and nutrition

Rocks
 Classification of rock types
 Simple understanding of fossilisation

Physics
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
 sources of light
 shadow formation and changes in shadows

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
 simple forces, including magnetism
 describe magnets as having two poles
 investigate how two magnets will attract or repel each other

Art & Design

- Use sketchbooks to collect, record and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers

Design & Technology

- Use research & criteria to develop products which are fit for purpose
- Use annotated sketches and prototypes to explain ideas
- Evaluate existing products and improve own work
- Use mechanical systems in own work
- Understand seasonality; prepare & cook mainly savoury dishes

Modern Languages

- Listen & engage to a balance of written and spoken vocabulary
- Ask & answer questions
- Speak in sentences using familiar vocabulary
- Develop appropriate pronunciation
- Show understanding of words & phrases
- Learn basic prepositions
- Use description
- Appreciate stories, songs, poems & rhymes

PSHE

- Grow in resilience by reflecting on achievements, mistakes and creating personal goals
- Research, discuss and debate topical issues
- Recognise different rights and responsibilities at home, at school and in the local community
- Know how to stay healthy and safe, including exercise, diet, drugs, acceptable physical contact, road use and understanding what affects mental health.
- Discuss different types of relationships.

Geography

- Learn to follow a route on a map with some accuracy
- Locate places using a range of maps including OS & digital
- Match boundaries (e.g. find same boundary of a country on different scale maps)
- Use 4 figure compasses, and letter/number co-ordinates to identify features on a map
- Locate the UK on a variety of different scale maps
- Name & locate the counties and cities of the UK
- Make a map of a short route experiences, with features in current order
- Create a simple scale drawing
- Use standard symbols, and understand the importance of a key

History

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world.
- Put events, people, places and artefacts on a timeline.
- Use correct terminology to describe events in the past.
- Learn about the past considering aspects of change, cause, similarity and difference and significance.
- Suggest where we might find answers to questions considering a range of sources.
- Understand that knowledge about the past is constructed from a variety of sources.
- Construct and organise responses by selecting relevant historical data.

Music

- Use voice and instruments with more accuracy and expression
- Be able to control the sounds they make
- Improvise and begin to compose music for different settings or emotions
- Listen with attention to detail – be able to identify common instruments
- Appreciate wide range of live and recorded music
- Begin to know the history of some famous pieces and / or composers.

Physical Education

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified as appropriate
- Develop flexibility & control in gym, dance & athletics
- Compare performances to achieve personal bests
- *Swimming proficiency at 25m (KS1 or KS2)*

Computing

Movement
 Design and write simple programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection and repetition in programs. Generate appropriate inputs and predicted outputs to test programs.
 Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.

Movement/Control
 Use sequence, selection and repetition in programs.
 Work with variables and various forms of input and output. Generate appropriate inputs and predicted outputs to test programs.
 Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs. Solve problems by decomposing them into smaller parts.

Powerpoint, Excel-spread sheet, word typing skills, e-safety, ipad apps, taking pictures, making videos, research and databases need to be taught through other subjects

BIST Curriculum Overview Year 4

English

SEE ATTACHED SHEET

Art & Design

- Use sketchbooks to collect, record and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers

Geography

- Follow a route on a large scale map
- Locate places on a range of maps (variety of scales)
- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass and four figure grid references to identify features on a map
- Locate Europe on a large scale map or globe,
- Name and locate countries in Europe (including Russia) and their capitals cities
- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

Physical Education

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified as appropriate
- Develop flexibility & control in gym, dance & athletics
- Compare performances to achieve personal bests
- *Swimming proficiency at 25m (KS1 or KS2)*

Mathematics

SEE ATTACHED SHEET

Design & Technology

- Use research & criteria to develop products which are fit for purpose
- Use annotated sketches and prototypes to explain ideas
- Evaluate existing products and improve own work
- Use mechanical systems in own work
- Understand seasonality; prepare & cook mainly savoury dishes

History

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world.
- Put events, people, places and artefacts on a timeline.
- Use correct terminology to describe events in the past.
- Ask and answer questions about the past considering aspects of change, cause, similarity and difference and significance.
- Suggest where we might find answers to questions considering a range of sources.
- Understand that knowledge about the past is constructed from a variety of sources.
- Construct and organise responses by selecting relevant historical data.

Computing

Control/movement/Sound
Design and write simple programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. Work with variables and various forms of input and output. Generate appropriate inputs and predicted outputs to test programs. Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs. Design and write simple 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. Generate appropriate inputs and predicted outputs to test programs. Use logical reasoning to explain how a simple algorithm works and to 4.5

Powerpoint, Excel-spread sheet, word typing skills, e-safety, ipad apps, taking pictures, making videos, research and databases need to be taught through other subjects

Science

Biology
Living things and their habitats
classify living things
use classification keys to help group, identify and name living things
recognise that environments can change and that this can sometimes pose dangers to living things.
Animals, including 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 functions
food chains, identifying producers, predators and prey.
Chemistry
States of Matter
solids, liquids or gases
observe that some materials change state when they are heated or cooled
evaporation and condensation and the water cycle
Physics
Sound
sounds as vibrations
recognise that vibrations from sounds travel through a medium to the ear
explore pitch, volume, distance
Electricity
construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
simple series circuit
switches
recognise some common conductors and insulators

Modern Languages

- Listen & engage to a balance of written and spoken vocabulary
- Ask & answer questions
- Speak in sentences using familiar vocabulary
- Ask questions
- Develop appropriate pronunciation
- Show understanding of words & phrases
- Use description
- Appreciate stories, songs, poems & rhymes
- Broaden vocabulary

PSHE

- Grow in resilience by reflecting on achievements + mistakes, making responsible choices and creating personal goals.
- Identify rules and know why they are needed in different situations (school / nationally)
- Know how to stay healthy and safe, including exercise, diet, drugs, acceptable physical contact, road use and understanding what affects mental health.
- Realise the nature and consequences of racism, teasing and bullying

Music

- Use voice and instruments with more accuracy and expression
- Be able to control the sounds they make
- Improvise and begin to compose music for different settings or emotions
- Listen with attention to detail – be able to identify common instruments
- Appreciate wide range of live and recorded music
- Begin to know the history of some famous pieces and / or composers.

BIST Curriculum Overview Year 5

English

SEE ATTACHED SHEET

Art & Design

- Use sketchbooks to collect, record, review, revisit & evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers

Geography

- Compare maps with aerial photographs
- Select a map for a specific purpose
- Begin to use atlases to find out other information (e.g. temperature)
- Find and recognise places on maps of different scales
- Use 8 figure compasses, begin to use 6 figure grid references.
- Locate the world's countries, focus on North & South America
- Identify the position and significance of lines of longitude & latitude
- Draw a variety of thematic maps based on their own data
- Draw a sketch map using symbols and a key
- Use and recognise OS map symbols regularly

Physical Education

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified as appropriate
- Develop flexibility & control in gym, dance & athletics
- Compare performances to achieve personal bests
- *Swimming proficiency at 25m (KS1 or KS2)*

Mathematics

SEE ATTACHED SHEET

Design & Technology

- Use research & criteria to develop products which are fit for purpose and aimed at specific groups
- Use annotated sketches, cross-section diagrams & computer-aided design
- Analyse & evaluate existing products and improve own work
- Use mechanical & electrical systems in own products, including programming
- Cook savoury dishes for a healthy & varied diet

Modern Languages

- Listen, & engage through speaking, reading and writing.
- Engage in conversations, expressing opinions
- Speak in simple language & be understood
- Develop appropriate pronunciation
- Present ideas & information orally
- Show understanding in simple reading
- Express opinions
- Adapt known language to create new ideas
- Describe people, places & things
- Understand basic grammar, e.g. gender
- Use verbs to have, to be

History

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world.
- Put events, people, places and artefacts on a timeline.
- Use correct terminology to describe events in the past.
- Devise, ask and answer more complex questions about the past, considering key concepts in history.
- Select sources independently and give reasons for choices.
- Analyse a range of source material to promote evidence about the past.
- Construct and organise response by selecting and organising relevant historical data.

Computing

Sound/Movement/Sensors
Design and write simple 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. Generate appropriate inputs and predicted outputs to test programs. Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.

PowerPoint, Excel-spread sheet, word typing skills, e-safety, iPad apps, taking pictures, making videos, research and databases need to be taught through other subjects

Science

Biology
Living things and their habitats
differences in the life cycles of a mammal, an amphibian, an insect and a bird
life process of reproduction in some plants and animals.

Animals, including humans
describe the changes as humans develop to old age.

Chemistry
Properties and changes of materials
classify materials on the basis of their properties, give reasons for the particular uses of everyday materials, including metals, wood and plastic
understand mixtures and solutions
know about reversible and irreversible changes

Physics
Earth and Space
understand location and interaction of Sun, Earth and Moon
use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Forces
introduce gravity
resistance (air/water resistance)
Mechanical forces, e.g., pulley, levers

PSHE

- Know how emotions and bodies change as they approach puberty and how to deal with their feelings towards themselves, their families and other in a positive way.
- Recognise the range of jobs that people do and how to build their skills for the future
- Know how to look after their money and the benefits of saving
- Recognise the consequences of bullying
- Appreciate the range of national, religious and ethnic identities in the UK

Music

- Perform with control and expression – solo and ensemble work.
- Improvise and compose music, beginning to look at common notation.
- Use various aspects of music in compositions – dynamics, pitch, harmony
- Listen to music in detail and recall aurally
- Use and understand basic staff notation, knowing the difference between bass and treble clef.
- Develop an understanding of the history of music, including famous pieces, musicians and composers.

BIST Curriculum Overview Year 6

English

SEE ATTACHED SHEET

Art & Design

- Use sketchbooks to collect, record, review, revisit & evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers

Geography

- Follow a short route on a OS map
- Describe the features shown on an OS map
- Use atlases to find out data about other places
- Use 8 figure compass and 6 figure grid reference accurately
- Use lines of longitude and latitude on maps
- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages
- Draw plans of increasing complexity
- Begin to use and recognise atlas symbols

Physical Education

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified as appropriate
- Develop flexibility & control in gym, dance & athletics
- Compare performances to achieve personal bests
- *Swimming proficiency at 25m (KS1 or KS2)*

Mathematics

SEE ATTACHED SHEET

Design & Technology

- Use research & criteria to develop products which are fit for purpose and aimed at specific groups
- Use annotated sketches, cross-section diagrams & computer-aided design
- Analyse & evaluate existing products and improve own work
- Use mechanical & electrical systems in own products, including programming
- Cook savoury dishes for a healthy & varied diet

Modern Languages

- Listen, & engage through speaking, reading and writing.
- Engage in conversations, expressing opinions
- Speak in simple language & be understood
- Develop appropriate pronunciation
- Present ideas & information orally
- Express opinions
- Show understanding in simple reading
- Adapt known language to create new ideas
- Describe people, places & things
- Understand basic grammar, e.g. gender
- Use verbs to have, to be

History

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world.
- Put events, people, places and artefacts on a timeline.
- Use correct terminology to describe events in the past.
- Devise, ask and answer more complex questions about the past, considering key concepts in history.
- Select sources independently and give reasons for choices.
- Analyse a range of source material to promote evidence about the past.
- Construct and organise response by selecting and organising relevant historical data.

Computing

Sensor work/Movement

Design and write simple 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. Generate appropriate inputs and predicted outputs to test programs. Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs

PowerPoint, Excel-spread sheet, word typing skills, e-safety, iPad apps, taking pictures, making videos, research and databases need to be taught through other subjects

Science

Biology

Living things and their habitats

Classification, including micro-organisms, plants and animals (give reasons)

Animals, including humans

human circulatory system, and the functions of the heart, blood vessels and blood health and lifestyles

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.

Physics

Light

How light travels

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.

PSHE

- Know how emotions and bodies change as they approach puberty and how to deal with their feelings towards themselves, their families and other in a positive way.
- Recognise the range of jobs that people do and how to build their skills for the future
- Know how to look after their money and the benefits of saving
- Know what democracy is
- Know how the media present information
- To recognise and challenge stereotypes

Music

- Perform with control and expression – solo and ensemble work.
- Improvise and compose music, beginning to look at common notation.
- Use various aspects of music in compositions – dynamics, pitch, harmony
- Listen to music in detail and recall aurally
- Use and understand basic staff notation, knowing the difference between bass and treble clef.
- Develop an understanding of the history of music, including famous pieces, musicians and composers.



Curriculum overview for Year 1 Mathematics

Number & PV

Counting forward and back from any number to 100 in ones, twos, fives and tens
identifying one more and less using objects and pictures (inc number lines) using the language of equal to, more than, less than (fewer than)

Writing any number to 100 including number words from 1-20

Addition & Subtraction

Reading, writing and interpreting mathematical statements involving + - =
represent and use number bonds to and related subtraction facts to 20

Add and subtract one digit and two digit numbers to 20 including 0

Solve one step problems involving addition and subtraction including missing numbers

Multiplication and division

Solve one step problems involving multiplication and division using arrays, pictorial representation and objects **with support**

Fractions

Recognise, find and name a half and a quarter of objects, shapes and quantity

Measurement

Compare, describe, solve practical problems and record for length, height, mass/weight, capacity and volume, time

Recognise and know value of coins and notes

Sequence events in chronological order using language of time

Recognise days of the week, months of the year

Tell the time to the hour and half past. Draw hands on clocks to show hour and half past times

Recognise and name 2D and 3D shapes, describing position and movement including whole, $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ turns



Curriculum overview for Year 2 Mathematics

Number & PV

Count in steps of 2, 3, 5 and 10 from any number forward & backward

Recognise the place value of each digit in a two digit number, identifying representing and estimating numbers, placing numbers on a number line and compare numbers using < and > and = signs. Use PV and number facts to solve problems.

Read and write numbers to at least 100 in numerals and words

Addition & Subtraction

Solve problems using numbers, quantities and measures with concrete objects and pictorial representation, applying knowledge of mental and written methods.

Add and subtract numbers using objects or pictures including a two digit number and ones, a 2 digit number and tens, two 2 digit numbers, three 1 digit numbers

Know that addition can be done in any order and subtraction cannot. Use the inverse operation to solve missing number problems

Addition & Subtraction

solve problems with addition and subtraction involving numbers, quantities and measures applying their increasing knowledge of mental and written methods

recall and add addition facts to 20 and related facts to 100

Add & Subtract: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers

recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Know that addition can be done in any order but subtraction cannot

Multiplication & Division

Recall multiplication and division facts for 2x 5x and 10 x table including recognising odd and even numbers

Use signs for multiplication & division

Know that multiplication can be done in any order but division cannot

Solve problems involving multiplication and division using arrays, number facts, word problems

Fractions

recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity.

Recognise that $\frac{1}{2} = \frac{2}{4}$

Measure

Measure: length in m/cm, weigh in kg/g, capacity in l/ml, temperature in c using ruler and scales

Order and compare mass/length/volume using < >

Recognise £ p combine amounts to make a value

Find different values of coins to make the same amount

Solve practical problems involving money

Compare and sequence intervals of time, tell the time to the nearest 5mins including $\frac{1}{4}$ past/to

Know number of minutes in an hour/hours in a day

Geometry: properties of Shape

Name and describe 2D and 3D shape including recognising symmetry, comparing and sorting shapes

Geometry: position & Direction

Order and arrange mathematical objects in patterns and sequences

Use vocab to describe position, direction and movement including turns, right angles

Statistics

Interpret and make pictograms, tally chart, block diagrams, tables including asking questions about totalling and comparing



Curriculum overview for Year 3

Mathematics

Number & PV

Count in multiples of 4, 8, 50, 100 from 0 and find 10 or 100 more or less than any number

Recognise place value of each digit in three digit numbers

Order, compare, read and write numerals and number words to 1000

Solve number problems involving these ideas

Addition and Subtraction

Add and subtract mentally: 3 digit number and ones, 3 digit number and tens, 3 digit number and 100s

Add and subtract up to 3 digits numbers using formal written methods.

Estimate answers and use inverse operations to check

Solve problems including missing numbers, number facts

Multiplication & Division

Recall 3x 4x 8x facts

Use mental and formal methods including known facts to write and calculate number problems (column method)

Fractions

Count up and down in tenths, recognising that it is dividing an object into ten equal parts, recognise, write and find fractions of objects

Recognise and show equivalent fractions

Add and subtract fractions with the same denominator

Solve problems involving fractions

Measure

Measure, compare, add subtract lengths, mass and volume

Measure perimeter of 2D shapes

Add and subtract amounts of money including giving change

Write and tell the time on an analogue clock, including recognising roman numerals, and 12 and 24 hour clocks

Estimate and read time to the nearest minute

Know the number of seconds in a minute, and days in each month, year and leap year

Compare durations of events

Geometry: properties of Shape

Draw 2D and make 3D models of shapes, including in different orientation

Recognise angles as a property of shape, identify that two right angles = half turn, 3 = $\frac{3}{4}$ turn, 4 = whole turn

Identify pairs of perpendicular and parallel lines horizontally and vertically

Statistics

Interpret and present bar charts, pictograms and tables

Solve one and two step problems using information from charts and tables



Curriculum overview for Year 4

Mathematics

Number & PV

Count in multiples of 6, 7, 9, 25, 1000

Find 1000 more/less than any given number and order and compare numbers beyond 1000

Recognise place value of 4 digit numbers ThHTU

Round any number to the nearest 10, 100, or 1000

Solve number and practical problems involving all of the above with increasing large positive numbers

Read Roman numerals to and know that over time the numeral system changed to include 0 and place value

Count back through 0 including negative numbers

Addition and Subtraction

Add and subtract 4 digit numbers using formal methods (column addition and subtraction)

Estimate and use inverse operation to check answers

Solve addition and subtraction two step problems, deciding which method to use and give reasons for choices

Multiplication & Division

Recall multiplication and division facts for all 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 to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions (including decimals)

recognise and show, using diagrams, families of common equivalent fractions

Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Add and subtract fractions with the same denominator

Recognise and write decimal equivalents of any number of tenths or hundredths

Recognise and write decimal equivalents to 41, 21, 43

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Round decimals with one decimal place 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.

Measure

Convert between different units of measure [for example, kilometre to metre; hour to minute]

measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Find the area of rectilinear shapes by counting squares

Estimate, compare and calculate different measures, including money in pounds and pence

read, write and convert time between analogue and digital 12- and 24-hour clocks

Solve problems involving converting

Geometry: properties of Shape

Draw 2D and make 3D models of shapes, including in different orientation

Recognise angles as a property of shape, identify that two right angles = half turn, $3 = \frac{3}{4}$ turn, 4 = whole turn

Identify pairs of perpendicular and parallel lines horizontally and vertically

Geometry: Position and Direction

describe positions on a 2-D grid as coordinates in the first quadrant

Describe movements between positions as translations of a given unit to the left/right and up/down

Plot specified points and draw sides to complete a given polygon.

Statistics

interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



Curriculum overview for Year 5

Mathematics

Number & PV

read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000
Solve number problems and practical problems that involve all of the above
Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

Addition and Subtraction

add and subtract whole numbers with more than 4 digits, including using formal 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.

Multiplication & Division

recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Fractions (including decimals & Percentages)

compare and order fractions whose denominators are all multiples of the same number
identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $52 + 54 = 56 = 151$]
Add and subtract fractions with the same denominator and denominators that are multiples of the same number
multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place
Read, write, order and compare numbers with up to three decimal places
solve problems involving number up to three decimal places
recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
Solve problems which require knowing percentage and decimal equivalents of 21, 41, 51, 52, 54 and those fractions with a denominator of a multiple of 10 or 25.

Measure

convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]
Solve problems involving converting between units of time
use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry: properties of Shape

identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
draw given angles, and measure them in degrees (o)
Identify: right angles at a point and one whole turn (total 360o) right angles at a point on a straight line and 21 a turn (total 180o) other multiples of 90o
use the properties of rectangles to deduce related facts and find missing lengths and angles
distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Geometry: Position and Direction

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.

Statistics

solve comparison, sum and difference problems using information presented in a line graph
complete, read and interpret information in tables, including timetables.



Curriculum overview for Year 6

Mathematics

Number & PV

read, write, order and compare numbers up to 10 000 000 and determine the value of each digit

Round any whole number to a required degree of accuracy

Use negative numbers in context, and calculate intervals across zero

Solve number and practical problems that involve all of the above.

Addition, Subtraction, Multiplication & Division

multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations 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

solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Fractions (including decimals & Percentages)

use common factors to simplify fractions; use common multiples to express fractions in the same denomination

compare and order fractions, including fractions > 1

add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions

multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $41 \times 21 = 81$]

Divide proper fractions by whole numbers [for example, $31 \div 2 = 61$] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]

identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places

multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places

Solve problems which require answers to be rounded to specified degrees of accuracy

Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio & Proportion

solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts

solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison

solve problems involving similar shapes where the scale factor is known or can be found

Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra

use simple formulae

generate and describe linear number sequences

express missing number problems algebraically

find pairs of numbers that satisfy an equation with two unknowns

enumerate possibilities of combinations of two variables.

Measure

solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places

convert between miles and kilometres

recognise that shapes with the same areas can have different perimeters and vice versa

recognise when it is possible to use formulae for area and volume of shapes

calculate the area of parallelograms and triangles

calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³].

Geometry: properties of Shape

draw 2-D shapes using given dimensions and angles

Recognise, describe and build simple 3-D shapes, including making nets

compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Geometry: Position and Direction

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.

Statistics

interpret and construct pie charts and line graphs and use these to solve problems

calculate and interpret the mean as an average.

Curriculum overview for Year 1 - 6

English

Spoken Language

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.

Curriculum overview for Year 1

English

Reading

Word Reading

Apply phonic knowledge and skills as the route to decode words
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
Read other words of more than one syllable that contain taught GPCs
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
re-read these books to build up their fluency and confidence in word reading.

Comprehension

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 read 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 to them as they read 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.

Writing

Transcription

Spell:

- words containing each of the 40+ 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 NC English Appendix 1 pg 50-54

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Composition

Write 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 aloud their writing clearly enough to be heard by their peers and the teacher

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in NC English Appendix 2 pg 75 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in NC English Appendix 2 pg 75

Use the grammatical terminology in NC English Appendix 2 pg 75 in discussing their writing.

Curriculum overview for Year 2

English

Reading

Word Reading

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Read accurately words of two or more syllables that contain the same graphemes as above

Read words containing common suffixes

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-read these books to build up their fluency and confidence in word reading.

Comprehension

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 and 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 provided by the teacher

- 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 what might happen on the basis of what has been read so far

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.

Writing

Transcription

Spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

- learning to spell 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 NC English Appendix 1 pgs 55-58

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Form lower-case letters of the correct size relative to one another

Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words that reflects the size of the letters.

Composition

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

- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in NC English Appendix 2 pgs 75-76 by:

- learning how to use both familiar and new punctuation correctly (see NC English Appendix 2 pgs 75-76), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- sentences with different forms: statement, question, exclamation, command

- expanded noun phrases to describe and specify [for example, the blue butterfly]

- the present and past tenses correctly and consistently including the progressive form

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

- the grammar for year 2 in NC English Appendix 2 pgs 75-76

- some features of written Standard English

Use and understand the grammatical terminology in NC English Appendix 2 pgs 75-76 in discussing their writing.

Curriculum overview for Year 3

English

Reading

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in St Patrick's English Appendix, both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Develop positive attitudes to reading and 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 [for example, free verse, narrative 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
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Transcription

Spell:

Use further prefixes and suffixes and understand how to add them (St Patrick's English Appendix)

Spell further homophones

Spell words that are often misspelt (St Patrick's English Appendix)

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

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 (NC English Appendix 2 pgs 76-77)
- 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

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in NC English Appendix 2 pgs 76-77 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for year 3 in NC English Appendix 2 pgs 76-77

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology in NC English Appendix 2 pgs 76-77 accurately and appropriately when discussing their writing and reading.

Curriculum overview for Year 4

English

Reading

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in St Patrick's English Appendix, both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Develop positive attitudes to reading and 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 [for example, free verse, narrative 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
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Transcription

Spell:

Use further prefixes and suffixes and understand how to add them (St Patrick's English Appendix)

Spell further homophones

Spell words that are often misspelt (St Patrick's English Appendix)

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

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 (NC English Appendix 2 pg 77)
- 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

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in NC English Appendix 2 pg 77 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for year 4 in NC English Appendix 2 pg 77

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology in NC English Appendix 2 pg 77 accurately and appropriately when discussing their writing and reading.

Curriculum overview for Year 5

English

Reading

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in St Patrick's English Appendix, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Maintain positive attitudes to reading and 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
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

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 inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

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

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views.

Writing

Transcription

Spell:

Use further prefixes and suffixes and understand the guidance for adding them

Spell some words with 'silent' letters (for example, knight, psalm, solemn)

Continue to distinguish between homophones and other words which are often confused

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in St Patrick's

English Appendix

Use dictionaries to check the spelling and meaning of words

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus.

Handwriting

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.

Composition

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
- précis longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in NC English Appendix 2 pg 78 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for year 5 in NC English Appendix 2 pg 78

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Use and understand the grammatical terminology in NC English Appendix 2 pg 78 accurately and appropriately in discussing their writing and reading.

Curriculum overview for Year 6

English

Reading

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in St Patrick's English Appendix, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Maintain positive attitudes to reading and 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
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

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 inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

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

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Provide reasoned justifications for their views.

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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 appropriate register

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in NC English Appendix 2 pg 78-79 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for year 6 in NC English Appendix 2 pg 78-79

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Use and understand the grammatical terminology in NC English Appendix 2 pgs 78-79 accurately and appropriately in discussing their writing and reading.

Spelling guidance

Year 1

See National Curriculum pgs 50-54

Year 2

See National Curriculum pgs 55-58

Year 3 (see NC pgs 59-65 for extra guidance)

The /ɪ/ sound spelt y elsewhere than at the end of words

The /ʌ/ sound spelt ou

Words with endings sounding like /zə/ or /tʃə/

Endings which sound like /zən/

Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian

Words with the /k/ sound spelt ch (Greek in origin)

Words with the /j/ sound spelt ch (mostly French in origin)

Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)

Words with the /s/ sound spelt sc (Latin in origin)

Words with the /eɪ/ sound spelt ei, eigh, or ey

Year 4 (see NC pgs 59-65 for extra guidance)

Adding suffixes beginning with vowel letters to words of more than one syllable More prefixes

The suffix –ation

The suffix –ly

The suffix –ous

Possessive apostrophe with plural words

Homophones and near-homophones

Year 5 (see NC pgs 66-72 for extra guidance)

Endings which sound like /jəs/ spelt –cious or –tious

Endings which sound like /jəl/

Adding suffixes beginning with vowel letters to words ending in –fer

Words with the /i:/ sound spelt ei after c

Words containing the letter-string ough

Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Year 6 (see NC pgs 66-72 for extra guidance)

Words ending in –ant, –ance/–ancy, –ent, –ence/–ency

Words ending in –able and –ible

Words ending in –ably and –ibly

Use of hyphen

Homophones and other words that are often confused

Vocabulary, grammar and punctuation guidance

Year 1

See National Curriculum pg 75

Year 2

See National Curriculum pgs 75-76

Year 3

See National Curriculum pgs 76-77

Year 4

See National Curriculum pg 77

Year 5

See National Curriculum pg 78

Year 6

See National Curriculum pgs 78-79