

Ursula Taylor Church of England School



Curriculum Content Information 2015

This document details the curriculum content for Year 1 - 4 that is taught at Ursula Taylor C of E School. The curriculum at Ursula Taylor is taught within a topic based format which covers a variety of key skills, knowledge and learning attributes. The statements in this document are not designed to be followed in order, they are planned for and taught when relevant to a topic or curriculum area, with teachers ensuring that by the end of the school year children have experienced each objective a number of times in different ways. This ensures that we are giving our children the opportunity to develop a deeper understanding of the curriculum by using a wide breadth of experiences. We tailor the curriculum to meet children's individual needs in a variety of ways, for example: the previous years or following years statements are used to ensure that the learning is differentiated, appropriate to the needs of the children and also offers challenge.

The following document details all the learning expectations for the whole school curriculum. If you would like more information about what is covered by the curriculum, please speak to your child's class teacher or Mrs Morrall, who will be able to provide more detail.

At Ursula Taylor we have adopted the curriculum content and structure from the 'Climbing Frames' scheme, this scheme also provides us with robust tracking and assessment systems to track all our children's progress, determine their successes and set 'next steps' for their learning. Climbing Frames has been derived from the 2014 National Curriculum, ensuring that we offer our children the full curriculum in readiness for their transfer to Middle School at the end of Year 4.

English

Pre- Levels

(For children not yet working at the level of the National Curriculum e.g. Children with complex individual needs that are on our Special Educational Needs and Disabilities List)

There are 5 stages in the Pre-Levels (Starting from 'Experience Stage' and leading to the last stage which is the 'Insight Stage')

	Experience Stage	Responsive Stage	Interactive Stage	Engagement Stage	Insight Stage
Spoken English	<ul style="list-style-type: none">Creates a range of pre-verbal sounds and responds to sounds including speech	<ul style="list-style-type: none">Responds to speech, contact and communication using eyes, expressive sounds and early words	<ul style="list-style-type: none">Interacts with others using simple words and phrases, facial expression, gesture and reciprocal behaviour	<ul style="list-style-type: none">Talks clearly to others, sometimes initiating conversations and replying to questions	<ul style="list-style-type: none">Is able to question, reply, initiate and hold short conversation
Reading	<ul style="list-style-type: none">Shows interest in and awareness of the pages of a book and the process of being read to	<ul style="list-style-type: none">Responds to being told or read a story, rhyme or song, showing awareness of pictures, key moments and the turning of pages	<ul style="list-style-type: none">Displays preferences for particular poems or stories and shows awareness of the direction of print and memory of key points in a repeated story	<ul style="list-style-type: none">Is aware of individual words and how reading converts into soundsJoins in stories, poems and songs and can say what has happened in them	<ul style="list-style-type: none">Can articulate separate sounds in simple words and knows enough letters to form simple phonetically-regular words
Writing	<ul style="list-style-type: none">Can make line-marks with different implements such as crayons or pencils	<ul style="list-style-type: none">Can make patterned lines such as loops, curves and circles as a precursor to writing	<ul style="list-style-type: none">Can form some common letters correctly with the help of stencils or guidelines	<ul style="list-style-type: none">Can sound out most letters, write own name and say the alphabet	<ul style="list-style-type: none">Can write regular CVC words using letters that start and end in the right place

English – Key Stage 1 (Years 1 and 2)

		Year 1	Year 2
Spoken English	Participation	<ul style="list-style-type: none"> Can listen, respond and ask questions for help or interest Play in role Takes turns 	<ul style="list-style-type: none"> Asks relevant questions Can maintain attention Contributes several sentences
	Presentation	<ul style="list-style-type: none"> Speaks clearly Tells others about first-hand experience or knowledge 	<ul style="list-style-type: none"> Speaks audibly Can act out a short scenario Can explain a simple idea or process
Reading	Word Reading	<ul style="list-style-type: none"> Can read regular words with confidence, including CVC, CCVC, CVCC and two-syllable words Recognise the most common irregular words Can read aloud words with common verb and adjectival endings so that their sense is clear (e.g. -es, -ing, -ish) Reads aloud simple texts with some fluency and expression 	<ul style="list-style-type: none"> Decodes with ease Demonstrates easy confidence with alternative phonemes and graphemes e.g. ai, a-e, ay and common homophones Reads aloud with fluency and expression that makes sense of the text Recognises suffixes that create verbs, nouns, adjectives and adverbs
	Comprehension	<ul style="list-style-type: none"> Is familiar with a range of literature including fairy stories and poems Joins in predictable phrases and can recite some poetry by heart Can predict and make inferences about a text Checks that their reading makes sense and can explain what has happened in the story Identifies significant events and characters 	<ul style="list-style-type: none"> Has read independently some quality modern fiction Has learnt by heart some traditional poems Can describe the sequence of events in a text, explaining cause, effect and motivation Can ask and answer important questions about the people, events and meaning of a text Recognises non-fiction and how it is different from fiction
Writing	Spelling and Handwriting	<ul style="list-style-type: none"> Knows the alphabet names and sequence thoroughly Can spell regular CVC, CCVC and CVCC words Can spell words using the most common irregular words (listed in Year 1 curriculum) Distinguishes between -s and -es plurals Can use simple suffixes that do not change 	<ul style="list-style-type: none"> Knows alternative graphemes for the same sound Can add suffixes to words ending in Y Can add suffixes to words beginning with a vowel Can add suffixes beginning with a consonant e.g. -ness Chooses the correct ending for common

		<ul style="list-style-type: none"> the base word e.g. -er and -est Writes in neat lower case letters and numerals, starting and finishing in the right place for joins 	<ul style="list-style-type: none"> words ending in an L sound e.g. -le, -el, -al Can spell the homophones and exceptions listed in the Year 2 curriculum Can use the apostrophe to contract and show singular possession Writes in letters of consistent size and makes simple, clean joins
	Composition	<ul style="list-style-type: none"> Rehearses sentences before writing and reads back afterwards to self-correct Can compose a narrative sequence of sentences Can identify ways to improve one's own writing Reads aloud own work clearly for others 	<ul style="list-style-type: none"> Can write appropriately for different purposes such as narration, recount and poetry Can gather ideas and marshal them into sequences ready for writing Improves writing by rereading for sense and proofreading for accuracy
	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Writes in complete simple sentences Can join clauses to make longer sentences Can use full stops, exclamation marks and question marks correctly Can use capital letters for I, names and to start sentences 	<ul style="list-style-type: none"> Can identify nouns, verbs, adverbs and adjectives Can use co-ordinated and subordinated clauses Can write longer noun phrases with words and sometimes after the noun Can distinguish between statements, questions, exclamations and commands Can use present and past tenses consistently Can use commas to separate items in a list

English – Lower Key Stage 2 (Years 3 and 4)

		Year 3	Year 4
Spoken English	Participation	<ul style="list-style-type: none"> Joins in discussions, extending ideas Can focus on the main points Expresses opinions clearly and politely 	<ul style="list-style-type: none"> Can work collaboratively in discussion Can maintain an exchange of ideas or opinions Can adapt tone and formality to suit different audiences
	Presentation	<ul style="list-style-type: none"> Speaks aloud with expression using an appropriate tone Can retell a story expressively and with awareness of audience reaction 	<ul style="list-style-type: none"> Can project voice and expression for class-sized audiences Can work with others to devise a short improvised drama or presentation
Reading	Word Reading	<ul style="list-style-type: none"> Knows the meaning of common roots, prefixes and suffixes 	<ul style="list-style-type: none"> Recognises words that are exceptions to familiar rules and patterns

		<ul style="list-style-type: none"> ○ Can work out the meaning of unknown words from their roots, prefixes and suffixes ○ Recognises word families united by common roots ○ Understands the effects of vowels in words, including when to use a or an 	<ul style="list-style-type: none"> ○ Understands the difference between words ending in S, plurals and possessives ○ Recognises the standard form of common verbs (especially be, go, do, have, get)
	Comprehension	<ul style="list-style-type: none"> ○ Makes effective use of dictionaries, encyclopaedias and other reference texts ○ Can retell stories and recite poems with good understanding and expression ○ Recognises the main idea, theme or moral of a story or extract ○ Can back up views with examples from the text 	<ul style="list-style-type: none"> ○ Can generalise about the features of different genres and give some examples ○ Can describe characters personalities and why they act as they do, referring to the text ○ Can identify familiar literary techniques used by writers to make an effect ○ Can retrieve and record information from non-fiction
Writing	Spelling and Handwriting	<ul style="list-style-type: none"> ○ Can check spellings in a dictionary using alphabetical order ○ Can spell at least half of the spellings in the Year 3 and 4 list ○ Can add -ly correctly ○ Can apply the common antonyms and root prefixes listed in the Year 3 and 4 curriculum ○ Can use the possessive plural correctly ○ Has a clear, tidy handwriting style without overlaps, cramping or unevenness 	<ul style="list-style-type: none"> ○ Can spell all the words on the Year 3 and 4 list ○ Can spell common words using Y as a mid-vowel ○ Can add suffixes to polysyllabic words ○ Can add -ous correctly ○ Can spell correctly words ending in -tion, -sion, -ssion, -cian etc. ○ Knows common letters strings borrowed from other languages e.g. -que in French, ph - in Greek ○ Distinguishes between the homophones listed in the Year 3 and 4 curriculum ○ Uses joining strokes in an elegant and fluent style
	Composition	<ul style="list-style-type: none"> ○ Can work out the structure and conventions of a type of writing and use them in their own writing ○ Can use longer and more adventurous sentences and vocabulary ○ Can organise ideas into paragraphs and use headings to clarify structure ○ Can create distinctive character, plot and setting in stories ○ Can identify strengths and weaknesses in 	<ul style="list-style-type: none"> ○ Can adapt grammar, vocabulary, expression and structure to suit the type of writing ○ Expresses time and place by using conjunctions, adverbials and prepositions ○ Can use subordinate clauses at the beginning or middle of a sentence ○ Can open paragraphs with effective key sentences to signpost meaning ○ Can evoke character and setting using

		writing and suggest improvements	detail, vocabulary and expression <ul style="list-style-type: none"> ○ Can improve the structure and sophistication of sentences during drafting
	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> ○ Can express conjunctions and prepositions ○ Expresses time, place and cause using conjunctions, prepositions and adverbs ○ Writes useful key sentences for paragraphs ○ Can use the present perfect tense e.g. he has gone out ○ Uses inverted commas to show spoken words in dialogue 	<ul style="list-style-type: none"> ○ Can identify pronouns ○ Can use the Standard English verbs (especially be, go, do, have, get) ○ Can use fronted adverbials, including the correct use of the comma ○ Can write noun phrases containing modifying words before or after the noun ○ Sequences paragraphs in a logical and helpful order ○ Uses pronouns to avoid repetition without using the sense of the nouns to which they refer ○ Uses commas correctly in speech punctuation

Mathematics

Pre- Levels

(For children not yet working at the level of the National Curriculum e.g. Children with complex individual needs that are on our Special Educational Needs and Disabilities List)

There are 5 stages in the Pre-Levels (Starting from 'Experience Stage' and leading to the last stage which is the 'Insight Stage')

	Experience Stage	Responsive Stage	Interactive Stage	Engagement Stage	Insight Stage
Number	<ul style="list-style-type: none"> Can distinguish between individual objects or people e.g. follow different people with the eyes 	<ul style="list-style-type: none"> Can tell the difference between one, a few and lots of objects 	<ul style="list-style-type: none"> Can count up to 10 on the fingers with help e.g. counting a rhyme 	<ul style="list-style-type: none"> Can count to ten without fingers and share out objects between two people 	<ul style="list-style-type: none"> Can count to 20 and share out objects between three people
Measurement	<ul style="list-style-type: none"> Is aware of size e.g. focuses in on small objects or looks up to find the top of a tower 	<ul style="list-style-type: none"> Can identify the bigger of two objects 	<ul style="list-style-type: none"> Can put objects in order related to their size e.g. length, height 	<ul style="list-style-type: none"> Can describe the scale of objects in a range of helpful terms e.g. tall, small, tiny, hot, warm, cool, cold 	<ul style="list-style-type: none"> Can compare objects e.g. big, bigger, biggest, less, more
Geometry	<ul style="list-style-type: none"> Explores shape and size using touch and sight 	<ul style="list-style-type: none"> Can match like objects e.g. place a square counter onto a square shape 	<ul style="list-style-type: none"> Uses simple terms to describe direction and position e.g. up, down, across, in, through 	<ul style="list-style-type: none"> Can name simple shapes e.g. triangle, circle, square, line 	<ul style="list-style-type: none"> Can sort objects by shape and size e.g. big triangles, small circles

Mathematics – Key Stage 1 (Years 1 and 2)

		Year 1	Year 2
Number	Number and Place Value	<ul style="list-style-type: none"> Can read, write and count numbers up to 100 from 0 or 1 Can count up to 100 in multiples of 2, 5 	<ul style="list-style-type: none"> Can count in steps of 2, 3, 5 and 10 from any number, forward and backward Can order numbers up to 100 and use the

		<ul style="list-style-type: none"> and 10 Is confident with language of mathematical statements such as equal to, more than, less than, fewer, etc 	<ul style="list-style-type: none"> < and > sign Understands place value in two-digit numbers Uses place value and number facts to solve word problems Understands zero as a place holder
	Addition and subtraction	<ul style="list-style-type: none"> Understands statements using the +, - and = signs Understands number bonds and subtraction facts within 20 Can add and subtract one and two digit numbers to 20 Can solve one-step missing number problems 	<ul style="list-style-type: none"> Recalls addition and subtraction facts easily up to 20, and is able to work out facts up to 100 Can add and subtract using two digit numbers, and also add three one-digit numbers Understands the inverse relationship between addition and subtraction and can use this to solve problems and check answers
	Multiplication and Division	<ul style="list-style-type: none"> Can solve one-step multiplication and division problems using aids 	<ul style="list-style-type: none"> Knows the 2, 5 and 10 times tables Understands statements using x, ÷ and = signs Uses a variety of strategies to solve multiplication and division problems including the use of pictorial aids, objects, mental methods, etc.
	Fractions	<ul style="list-style-type: none"> Understands the fractions $\frac{1}{2}$ and $\frac{1}{4}$ 	<ul style="list-style-type: none"> Understands the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ Can write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and can explain what they mean Recognises simple equivalence such as $\frac{2}{4} = \frac{1}{2}$
Measurement		<ul style="list-style-type: none"> Can measure length, weight, volume, money and time Has string vocabulary for explaining relative measurements e.g. slower, later, taller, double Understands chronological order including the days of the week, hours and half hours 	<ul style="list-style-type: none"> Can measure using the correct unit, abbreviations and equipment Can solve simple money problems such as calculating change Can tell and show the time to the nearest five minutes of quarter hour
Geometry	Properties of Shape	<ul style="list-style-type: none"> Can name common 2D and 3D shapes 	<ul style="list-style-type: none"> Can name, describe and sort common 2D and 3D shapes
	Position and Direction	<ul style="list-style-type: none"> Can describe position, direction and movement including whole, half, quarter 	<ul style="list-style-type: none"> Can arrange mathematical objects in patterns and sequences

		and three-quarter turns	<ul style="list-style-type: none"> Understands rotation as a turn, clockwise or anticlockwise and in terms of right angles for quarter, half and three-quarter turns
Statistics		N/A	<ul style="list-style-type: none"> Can construct and interpret simple pictograms, tally charts, etc.

Mathematics – Lower Key Stage 2 (Years 3 and 4)

		Year 3	Year 4
Number	Number and Place Value	<ul style="list-style-type: none"> Can count in multiples of 4, 8, 50 and 100 Understands place value in three digit numbers Can order numbers up to 1000 Can solve problems using the above 	<ul style="list-style-type: none"> Can count in multiples of 6, 7, 9, 25 and 1000 Understands place value in 4 digit numbers Can order numbers beyond 1000 Can round numbers to the nearest 10, 100 or 1000 Can count backwards through zero, including negative numbers
	Addition and subtraction	<ul style="list-style-type: none"> Can add and subtract numbers mentally, including three digit numbers with ones, tens or hundreds Can use formal methods to add or subtract numbers of up to three digits Can estimate answers and use inverse operations to check 	<ul style="list-style-type: none"> Can use formal written methods to add and subtract numbers with four digits Can solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why
	Multiplication and Division	<ul style="list-style-type: none"> Knows the 3, 4, and 8 times tables Has begun to use formal methods to multiply two-digit numbers Can solve multiplication and division problems including missing numbers, positive integer scaling and correspondence problems 	<ul style="list-style-type: none"> Knows all times tables up to 12 x 12 Can multiply and divide numbers mentally (including multiplying numbers by 0 and 1, dividing by 1 and multiplying together three numbers) Can use formal methods to multiply two- or three- digit numbers by a one-digit number Can solve multiplication and division problems (including use of the distributive law to multiply two-digit numbers by one-digit numbers, integer scaling and harder correspondence problems)

	Fractions (including Decimals for Year 4)	<ul style="list-style-type: none"> ○ Can use and count up and down in tenths ○ Understands the idea of equivalent fractions ○ Can add and subtract fractions with a common denominator ○ Can compare and order simple fractions 	<ul style="list-style-type: none"> ○ Can solve problems using simple fractions ○ Recognises and is able to write decimal equivalents of any number of tenths and hundredths and also $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ ○ Can round decimals with on decimal place to the nearest whole number ○ Can solve simple measure and money problems involving fractions and decimals to two decimal places
Measurement		<ul style="list-style-type: none"> ○ Can measure, compare, add and subtract length, mass and volume ○ Can measure the perimeter of simple 2D shapes ○ Can add and subtract amounts of money ○ Is fluent in telling the time - using 12 and 24hours clocks, calculating and comparing duration, telling time to the minute, etc. 	<ul style="list-style-type: none"> ○ Can convert between different units is measure e.g. pounds to pence, analogue to digital time ○ Can calculate the perimeter and area of a rectilinear figure
Geometry	Properties of Shape	<ul style="list-style-type: none"> ○ Can draw 2D shapes, make 3D shapes, recognise them in different orientations and describe them ○ Recognises right angles and whether other angles are greater or lesser then them ○ Can identify horizontal, vertical, parallel and perpendicular lines 	<ul style="list-style-type: none"> ○ Can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and size ○ Can identify acute and obtuse angles and compare or order angles up to two right angles by size ○ Can identify symmetry in a 2D shape and completes a symmetrical figure
	Position and Direction	N/A	<ul style="list-style-type: none"> ○ Can describe positions on a 2D grid as coordinates in the first quadrant ○ Can describe translations to left/right/up/down ○ Can plot specified points and draw sides to complete a given polygon
Statistics		<ul style="list-style-type: none"> ○ Can interpret and present data using bar charts, pictograms and tables ○ Can solve one and two step problems using the above 	<ul style="list-style-type: none"> ○ Can present and interpret discrete and continuous data ○ Can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables or other graphs

Science

Pre- Levels

(For children not yet working at the level of the National Curriculum e.g. Children with complex individual needs that are on our Special Educational Needs and Disabilities List)

There are 5 stages in the Pre-Levels (Starting from 'Experience Stage' and leading to the last stage which is the 'Insight Stage')

	Experience Stage	Responsive Stage	Interactive Stage	Engagement Stage	Insight Stage
Working Scientifically	<ul style="list-style-type: none"> Uses all the senses available 	<ul style="list-style-type: none"> Experiments with materials such as sand, water or surfaces to create different effects 	<ul style="list-style-type: none"> Connects simple causes and effects e.g. what happens when you hit the ball harder 	<ul style="list-style-type: none"> Can observe dynamic encounters with attention to detail e.g. watching animal behaviour 	<ul style="list-style-type: none"> Can generalise from observations of the natural world e.g. the weather is getting colder, bees like flowers, birdsongs are varied
Biology-based topics	<ul style="list-style-type: none"> Is accustomed to outdoor experiences e.g. animal sounds, scented flowers, then smell of mown lawns 	<ul style="list-style-type: none"> Reacts to life in the natural world e.g. petting animals, spotting birds 	<ul style="list-style-type: none"> Shows awareness of the human body and its senses 	<ul style="list-style-type: none"> Observes features of living things e.g. the growth of a plant, the behaviour of a pet animal 	<ul style="list-style-type: none"> Can name the human limbs and features of faces and point out some of them in animals
Chemistry-based topics	<ul style="list-style-type: none"> Has experienced a range of smells, tastes and textures 	<ul style="list-style-type: none"> Responds to different tastes (e.g. sweet, salty) and textures (e.g. rough, smooth) 	<ul style="list-style-type: none"> Knows what happens when you mix familiar substances e.g. soap and water, paint and water 	<ul style="list-style-type: none"> Recognises non-solids and non-liquids e.g. smoke, clouds, steam 	<ul style="list-style-type: none"> Can describe everyday reactions in simple terms e.g. drying, warming up, fizzing, changing colour
Physics-based topics	<ul style="list-style-type: none"> Is aware if distinctive tactile experiences e.g. wetness, 	<ul style="list-style-type: none"> Distinguishes between things that are near and far, hot and cold, 	<ul style="list-style-type: none"> Notices that objects behave differently e.g. when thrown, 	<ul style="list-style-type: none"> Can make a varied collection of like objects e.g. shells, pebbles, feathers 	<ul style="list-style-type: none"> Can describe what is seen or sensed e.g. a particular animal, sounds

	heaviness, slipperiness	heavy and light	burnt or set down	and see what is special in them	you can hear when you close your eyes
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Science – Key Stage 1 (Years 1 and 2)

		Year 1	Year 2
Working Scientifically		<ul style="list-style-type: none"> Can ask simple, relevant questions Can observe closely, using simple equipment Can perform simple tests Can identify and classify items into big groups Can suggest an explanation based on observation Can gather and record simple data 	<ul style="list-style-type: none"> Recognises that questions may have several valid answers Can describe accurately what has been observed Can explain how a simple test works Can classify items in different groupings Can suggest alternative but plausible explanations Uses data to help answer questions
Biology-based topics	Plants	<ul style="list-style-type: none"> Can name a variety of common wild and garden plants, including deciduous and evergreen trees Knows the basic structure of a variety of common flowering plants, including trees 	<ul style="list-style-type: none"> Can describe how seeds and bulbs grow into mature plants Can describe how plants need water, light and a suitable temperature to grow and stay healthy
	Animals, including humans	<ul style="list-style-type: none"> Can name animals including fish, amphibians, reptiles, birds and mammals Can name animals that are carnivores, herbivores and omnivores Can compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Can name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> Understands that animals, including humans, have offspring which grow into adults Can describe the basic needs of animals, including humans, for survival Can explain the importance for humans of exercise, eating the right amounts of different types of food and hygiene
	Living things and their habitats (Year 2 only)	N/A	<ul style="list-style-type: none"> Can contrast things that are living, dead and have never been alive Can explain how different habitats provide for the basic needs of different animals, and how they depend on each other Can identify a variety of plants and animals in the habitats, including microhabitats

			<ul style="list-style-type: none"> ○ Can describe how animals obtain food using simple food chain, and identify different sources of food
Chemistry-based topics	Everyday Materials	<ul style="list-style-type: none"> ○ Can distinguish between an object and the materials from which it is made ○ Can name and compare the properties of a variety of everyday materials, including wood, plastic, glass, metal, water and rock ○ Can describe the simple physical properties of everyday materials 	<ul style="list-style-type: none"> ○ Can compare the suitability of everyday materials for particular uses ○ Understands that the shapes of solid objects can be changed e.g. by squashing, stretching, etc.
Physics-based topics	Seasonal Changes (Year 1 only)	<ul style="list-style-type: none"> ○ Recognises change from the four seasons ○ Can describe weather associated with the seasons and how day length varies 	N/A

Science – Lower Key Stage 2 (Years 3 and 4)

		Year 3		Year 4
Working Scientifically		<ul style="list-style-type: none"> ○ Can devise a simple fair test ○ Can take accurate measurements ○ Can record data in a simple suitable format ○ Can use results to draw conclusions ○ Can identify similarities and differences between objects or processes studied ○ Can explain accurately what has been done or observed 		<ul style="list-style-type: none"> ○ Can set up practical enquiries, comparative and fair tests ○ Can make systematic observations and measurements ○ Can record, classify and present data helpfully ○ Can use results to make predictions, suggest improvements and raise further questions ○ Can identify similarities and differences between scientific ideas ○ Can present the process and findings of an enquiry to others
Biology-based topics	Plants	<ul style="list-style-type: none"> ○ Can describe the functions of different parts of flowering plants, including pollination ○ Understands how different plants fulfil their requirements e.g. for light, nutrients ○ Understands how water is transported in plants 	Living things and their habitats	<ul style="list-style-type: none"> ○ Can classify living things ○ Understands that environments change and that this can sometimes pose dangers to living things

	Animals, including humans	<ul style="list-style-type: none"> ○ Understands that animals eat for nutrition ○ Understands the functions of a skeleton and muscles 	Animals, including humans	<ul style="list-style-type: none"> ○ Can describe the functions of the human digestive system ○ Can identify types of teeth in humans and their functions ○ Can construct and interpret food chains, identifying producers, predators and prey
Chemistry- based topics	Rocks	<ul style="list-style-type: none"> ○ Can compare and group different types of rock ○ Can describe how fossils are formed ○ Knows that soils are made from rocks and organic matter 	States of Matter	<ul style="list-style-type: none"> ○ Can compare materials according to whether they are solids, liquids or gases ○ Knows that some materials change state at certain temperatures ○ Understands the role of evaporation and condensation in the water cycle and can link evaporation with temperature
Physics- based topics	Light	<ul style="list-style-type: none"> ○ Knows that darkness is the absence of light ○ Knows that light reflects from surfaces ○ Understands that sunlight can be dangerous ○ Understands how shadows are formed and why they change shape 	Sound	<ul style="list-style-type: none"> ○ Knows how sounds are made and how they travel through the air ○ Can link the pitch of a sound with the features of the object that produced it ○ Knows that sound gets fainter as the distance from the source increases
	Forces and Magnets	<ul style="list-style-type: none"> ○ Can compare how things move on different surfaces ○ Understands that magnets can repel or attract, work at a distance, and have two poles, and can work out whether they will attract or repel ○ Can compare the response of different materials to magnets and identify some magnetic materials 	Electricity	<ul style="list-style-type: none"> ○ Can identify common appliances that run on electricity ○ Can construct and label a simple series electrical circuit and say whether a lamp will light up based on its position ○ Understands how a switch works ○ Knows common conductors and insulators and that metals are good conductors

Art and Design

Pre- Levels

(For children not yet working at the level of the National Curriculum e.g. Children with complex individual needs that are on our Special Educational Needs and Disabilities List)

There are 5 stages in the Pre-Levels (Starting from 'Experience Stage' and leading to the last stage which is the 'Insight Stage')

	Experience Stage	Responsive Stage	Interactive Stage	Engagement Stage	Insight Stage
	<ul style="list-style-type: none">Is attracted to colour, light, movement and touch	Expresses pleasure and sometimes choice in made objects e.g. choosing favourite colours or pictures, preferring certain types of clothes	<ul style="list-style-type: none">Uses art expressively e.g. finger painting, pattern-making in response to music, playdough	<ul style="list-style-type: none">Uses art intentionally to make simple and sometimes representational work e.g. plasticine fruit, Lego houses	<ul style="list-style-type: none">Creates objects using a few different 2D and 3D media (e.g. chalk, clay, raffia), demonstrating early control over the tools and materials

Art and Design – Key Stage 1 (Years 1 and 2)

Year 1	Year 2
<ul style="list-style-type: none">Has planned and made a product to a simple specification, and evaluated it afterwardsIs able to demonstrate variety and increasing control in drawing and paintingIs able to decorate in a number of ways e.g. using colour, pattern, textureCan describe the work and distinctive style of one or two important artists	<ul style="list-style-type: none">Has planned and made products using different materials and appreciates what different material are good forHas experienced sculpture and shown some early skill in planning the work and managing the mediumHas taken account of aesthetic factors in designing a product e.g. appearance, shape, ease of use, colourCan compare and contrast different disciplines and artists, using examples to show what is distinctive about them

Art and Design – Lower Key Stage 2 (Years 3 and 4)

Year 3	Year 4
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- Has made effective use of a sketchbook to record observations and gather ideas
- Has experienced a range of drawing tools and materials and made clear progress in one or more of these
- Can describe the work and distinctive style of a handful of significant artists, craft-makers and architects across time

- Has made effective use of a sketch boo to gather and develop early ideas
- Has experienced a range of painting tools and materials and made clear progress in 2D arts
- Can describe the work and distinctive style of a handful of significant artists, craft-makers and architects of a particular period of time

Computing

Pre- Levels

(For children not yet working at the level of the National Curriculum e.g. Children with complex individual needs that are on our Special Educational Needs and Disabilities List)

There are 5 stages in the Pre-Levels (Starting from 'Experience Stage' and leading to the last stage which is the 'Insight Stage')

	Experience Stage	Responsive Stage	Interactive Stage	Engagement Stage	Insight Stage
	<ul style="list-style-type: none"> ○ Is aware of signals e.g. school bells, telephones ringing, light switches 	<ul style="list-style-type: none"> ○ Responds appropriately to familiar signals e.g. the call to silence, car horns, fire bell 	<ul style="list-style-type: none"> ○ Recognises everyday digital devices such as televisions and telephones and what they are for 	<ul style="list-style-type: none"> ○ Understands that a keyboard may be used to give instructions e.g. to start a computer game, to move a floor robot 	<ul style="list-style-type: none"> ○ Can use a simple programme e.g. to play an educational game

Computing – Key Stage 1 (Years 1 and 2)

Year 1	Year 2
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- Understands the importance of giving clear, precise, logical instructions
- Can create a simple programme
- Knows how to save, open and store simple digital content
- Knows a range of important uses of IT
- Understands and respects privacy and knows why some uses of the computer are discouraged

- Understands what an algorithm is and how devices use them
- Can debug a simple programme
- Can organise own data store
- Knows why IT is important for society more generally
- Knows how to keep own information private and what to do if concerned about content or behaviour

Computing – Lower Key Stage 2 (Years 3 and 4)

Year 3	Year 4
<ul style="list-style-type: none"> ○ Can write simple programmes to do specific things e.g. control physical systems ○ Can explain in simple terms a computer network and the internet, and why they are useful ○ Understands the benefits and threats of the internet and how they can be minimised 	<ul style="list-style-type: none"> ○ Can use logic to explain or correct an algorithm, and solve a programming problem by breaking it down into smaller parts ○ Can use a search engine with some discrimination and understand how it selects and ranks items ○ Recognises acceptable and unacceptable behaviour on digital media and how to respond to it

Design and Technology

Pre- Levels

(For children not yet working at the level of the National Curriculum e.g. Children with complex individual needs that are on our Special Educational Needs and Disabilities List)

There are 5 stages in the Pre-Levels (Starting from 'Experience Stage' and leading to the last stage which is the 'Insight Stage')

	Experience Stage	Responsive Stage	Interactive Stage	Engagement Stage	Insight Stage
	<ul style="list-style-type: none"> ○ Is drawn to particular shapes, colours and textures 	<ul style="list-style-type: none"> ○ Can choose a favourite object from a range e.g. a favourite colour, an attractive pattern, a toy 	<ul style="list-style-type: none"> ○ Uses simple tools e.g. key, soft hammer, a storage drawer 	<ul style="list-style-type: none"> ○ Can decorate a simple object such as a plate or bauble 	<ul style="list-style-type: none"> ○ Can judge which is best from a range of objects and say why

Design and Technology – Key Stage 1 (Years 1 and 2)

	Year 1	Year 2
Design	<ul style="list-style-type: none"> Can plan a product on the basis of its use, purpose and appeal 	<ul style="list-style-type: none"> Can use a range of methods to help plan a product e.g. sketches, research, oral feedback
Make	<ul style="list-style-type: none"> Can choose appropriate materials and tools to make a product 	<ul style="list-style-type: none"> Can consider the benefits of alternative materials and approaches to making a product
Evaluate	<ul style="list-style-type: none"> Can evaluate existing products against given criteria 	<ul style="list-style-type: none"> Can evaluate their own plans against criteria
Technical Knowledge	<ul style="list-style-type: none"> Can build and improve structures e.g. to be stable 	<ul style="list-style-type: none"> Can employ mechanisms such as pulleys and wheels in making a product
Cooking and Nutrition	<ul style="list-style-type: none"> Knows where food comes from 	<ul style="list-style-type: none"> Can prepare a meal that is compatible with a healthy balanced diet

Design and Technology – Lower Key Stage 2 (Years 3 and 4)

	Year 3	Year 4
Design	<ul style="list-style-type: none"> Can research and discuss ideas and review existing products to inform a new design 	<ul style="list-style-type: none"> Can articulate criteria for the design of a product based on its purpose, intended user and resources available
Make	<ul style="list-style-type: none"> Can select an appropriate tool for the job, and use it safely 	<ul style="list-style-type: none"> Can select the most suitable tool from a range on offer, and use it safely
Evaluate	<ul style="list-style-type: none"> Can comment on the strengths and weaknesses of existing products 	<ul style="list-style-type: none"> Can measure own products against criteria
Technical Knowledge	<ul style="list-style-type: none"> Knows how to strengthen a structure 	<ul style="list-style-type: none"> Knows a range of mechanisms to assist the working of a design
Cooking and Nutrition	<ul style="list-style-type: none"> Knows the main food groups and that a healthy diet is balanced 	<ul style="list-style-type: none"> Can explain, in basic terms, what is meant by a healthy and balanced diet and where the major risks to health lie

Geography

Pre- Levels

(For children not yet working at the level of the National Curriculum e.g. Children with complex individual needs that are on our Special Educational Needs and Disabilities List)

There are 5 stages in the Pre-Levels (Starting from 'Experience Stage' and leading to the last stage which is the 'Insight Stage')

	Experience Stage	Responsive Stage	Interactive Stage	Engagement Stage	Insight Stage
	<ul style="list-style-type: none"> Is aware of familiar places and environments 	<ul style="list-style-type: none"> Notices changes in the environment such as shifts in the weather, the temperature, brightness or seasons 	<ul style="list-style-type: none"> Explores the local environment e.g. observing pond life, watching the effects of wind 	<ul style="list-style-type: none"> Can describe seasons, simple landscapes and weather 	<ul style="list-style-type: none"> Has a sense of the wider world beyond the locality – cities, holiday destinations, the countryside, etc.

Geography – Key Stage 1 (Years 1 and 2)

	Year 1	Year 2
Locational Knowledge	<ul style="list-style-type: none"> Can name and locate the world's seven continents and five oceans on a map 	<ul style="list-style-type: none"> Can name and locate the four countries and capital cities of the UK and its surrounding seas on a map
Place Knowledge	<ul style="list-style-type: none"> Can describe the characteristics of one area of the UK 	<ul style="list-style-type: none"> Can describe the characteristics of a Non-European area and contrast it with the UK
Human and Physical Geography	<ul style="list-style-type: none"> Can describe the seasons and weather patterns for the UK Knows the geographical terms for common physical features 	<ul style="list-style-type: none"> Can locate hot and cold areas of the world on a map Knows the correct terms for common features of human geography
Geographical skills and	<ul style="list-style-type: none"> Can find the UK, continents, oceans and other places studied on a map Knows the points of the compass 	<ul style="list-style-type: none"> Can make sense of features in an aerial photograph Can draw a simple map with a key Can observe and describe the geography of the school area

fieldwork

Geography – Lower Key Stage 2 (Years 3 and 4)

	Year 3	Year 4
Locational Knowledge	<ul style="list-style-type: none">○ Can identify the main geographical features of the UK and its distinctive region○ Can describe the local region and recognise its distinctive geographical features	<ul style="list-style-type: none">○ Can locate the countries of Europe (including Russia) and describe their principle features
Place Knowledge	<ul style="list-style-type: none">○ Can describe in some detail the geographical characteristics of a region of the UK	<ul style="list-style-type: none">○ Can make key comparisons between an area of the UK and one in Europe
Human and Physical Geography	<ul style="list-style-type: none">○ Can explain the water cycle and the river system	<ul style="list-style-type: none">○ Can explain volcanoes, earthquakes and the geography of mountains
Geographical skills and fieldwork	<ul style="list-style-type: none">○ Can use the eight point compass, four and six grid references, symbols and keys	<ul style="list-style-type: none">○ Can use maps to research and then describe the features of an area

History

Pre- Levels

(For children not yet working at the level of the National Curriculum e.g. Children with complex individual needs that are on our Special Educational Needs and Disabilities List)

There are 5 stages in the Pre-Levels (Starting from 'Experience Stage' and leading to the last stage which is the 'Insight Stage')

	Experience Stage	Responsive Stage	Interactive Stage	Engagement Stage	Insight Stage
	<ul style="list-style-type: none">○ Remembers important faces, objects and	<ul style="list-style-type: none">○ Is aware if time passing e.g. a familiar schedule	<ul style="list-style-type: none">○ Can distinguish between things that are older or	<ul style="list-style-type: none">○ Recalls and retells past events, including what	<ul style="list-style-type: none">○ Understands that time extends back beyond personal

	encounters	or sequence	younger, sooner or later, past or future	was enjoyable or striking	memory, that other people lived before us and that evidence of this is all around us
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History – Key Stage 1 (Years 1 and 2)

	Year 1	Year 2
Changes within living memory	<ul style="list-style-type: none"> Can identify people, practices or articles (such as parents or favourite toys) that have changed in one's own memory and consider why that change has occurred 	<ul style="list-style-type: none"> Can pinpoint significant personal, social or national events that have happened within one's own memory (such as Olympic Games, elections) and why they have been important
Events beyond living memory	<ul style="list-style-type: none"> Can describe a famous event that happened before one's own time, know when it happened and say why it was important 	<ul style="list-style-type: none"> Has constructed an historical timeline and knows what life was like in one or two different periods
Significant Individuals	<ul style="list-style-type: none"> Can name a handful of famous men and women, say when they lived and what they did was important 	<ul style="list-style-type: none"> Can describe a linked group of significant people and what they contributed to their field e.g. monarchs, explorers, inventors
Local History	<ul style="list-style-type: none"> Can name a significant local person (place or event) and why he/she (it) is considered important 	<ul style="list-style-type: none"> Can describe a significant local place (person or event) and why it (he/she) is considered important

History – Lower Key Stage 2 (Years 3 and 4)

		Year 3	Year 4
British History	Stone age to Iron Age	<ul style="list-style-type: none"> Can describe what life was like during this period, how the discovery of metals changed it, and knows what kind of evidence survives 	N/A
	The Roman empire and its impact on Britain	N/A	<ul style="list-style-type: none"> Understands why the Romans invaded Britain, can identify some of the benefits they brought, and knows what kind of evidence survives
A local History study		<ul style="list-style-type: none"> Can describe a significant local event or period (person or group) and explain why it (he/she) is considered important 	<ul style="list-style-type: none"> Can describe how the locality has changed over time e.g. from village to town, from agricultural to industrial
An aspect or theme in British History that extends beyond 1066		<ul style="list-style-type: none"> Can trace the development of a simple object or commonplace activity over time, showing how it changed and why 	<ul style="list-style-type: none"> Can trace the development of a more complex subject over time, such as a family or an occupation, showing how it changed and why

Earliest Civilisations

- Can describe the achievements of the earliest civilisations, and the lives of people in either Sumer, Indus or Egypt

- Can describe the achievements, society and everyday life of the ancient Greeks and how they have influenced the western world

Modern Foreign Languages (French)

French is only taught in Years 3 and 4 at UTS, although sometimes other languages will be brought into other year groups as part of a topic.

Year 3	Year 4
<ul style="list-style-type: none">○ Knows that there are many languages across the world and that they used different words and ways of making sense○ Knows words and useful phrases in the target language e.g. numbers, yes/no, please/thank you, hello, where is...?, I am...○ Responds to a handful of simple questions such as What is your name? Would you like...? Where is...?○ Can recite a simple rhyme in the target language	<ul style="list-style-type: none">○ Can write and illustrate some simple sentences in the target language and know what each word means e.g. This is a ... I wish to buy a ... I like ... I don't like...○ Knows that some languages distinguish between genders and how this happens in the target language○ Knows a range of everyday nouns○ Knows a number of useful adjectives such as big, little, good, bad, red, green○ Knows the definite and indefinite articles○ Knows a handful of useful prepositions such as to, in, up and down

Music

Pre- Levels

(For children not yet working at the level of the National Curriculum e.g. Children with complex individual needs that are on our Special Educational Needs and Disabilities List)

There are 5 stages in the Pre-Levels (Starting from 'Experience Stage' and leading to the last stage which is the 'Insight Stage')

	Experience Stage	Responsive Stage	Interactive Stage	Engagement Stage	Insight Stage
	<ul style="list-style-type: none"> Is aware of music and reacts to changes of tempo, volume, style or mood 	<ul style="list-style-type: none"> Responds to music e.g. by tapping, humming, singing along, dancing etc. 	<ul style="list-style-type: none"> Can make constructive sounds using simple instruments e.g. rhythmic drumming 	<ul style="list-style-type: none"> Can distinguish between different kinds of musical sounds e.g. piped, drummed, strummed 	<ul style="list-style-type: none"> Listens attentively to music, expressing likes and dislikes, and has made early progress in a simple chosen instrument

Music – Key Stage 1 (Years 1 and 2)

	Year 1	Year 2
Perform	<ul style="list-style-type: none"> Joins in simple songs, chants and rhymes Can work with others to combine sounds to accompany a song or chant or create a short rhythmic piece 	<ul style="list-style-type: none"> Sings and chants expressively to reflect meaning Can demonstrate the way different kinds of instruments make their sounds
Compose	<ul style="list-style-type: none"> Has worked out how to make different sounds and rhythms from a range of different instruments 	<ul style="list-style-type: none"> Can use an instrument to join in or generate a musical pattern, adjusting volume, tone and tempo to suit
Listen	<ul style="list-style-type: none"> Can attend to different types of music and describe them in basic terms 	<ul style="list-style-type: none"> Can listen to pieces of music and describe the kind of instruments and sounds they include

Music – Lower Key Stage 2 (Years 3 and 4)

	Year 3	Year 4
Perform	<ul style="list-style-type: none"> Can adapt and improve a musical performance e.g. singing or playing a short piece 	<ul style="list-style-type: none"> Is able to increase accuracy, control and expression through practice and rehearsal

Compose	<ul style="list-style-type: none"> ○ Can improvise a short simple musical piece 	<ul style="list-style-type: none"> ○ Can compose a short, simple and coherent musical piece
Listen	<ul style="list-style-type: none"> ○ Can listen to and recall a short musical sequence ○ Can describe the main features of longer pieces 	<ul style="list-style-type: none"> ○ Can identify the kind of music they have listened to and give a reasoned personal reaction to it

Physical Education

Pre-Levels

(For children not yet working at the level of the National Curriculum e.g. Children with complex individual needs that are on our Special Educational Needs and Disabilities List)

There are 5 stages in the Pre-Levels (Starting from 'Experience Stage' and leading to the last stage which is the 'Insight Stage')

	Experience Stage	Responsive Stage	Interactive Stage	Engagement Stage	Insight Stage
	<ul style="list-style-type: none"> ○ Can make simple movements e.g. reach out, wave goodbye, push a wheeled toy 	<ul style="list-style-type: none"> ○ Can move rhythmically e.g. march, clap or jump in a pattern 	<ul style="list-style-type: none"> ○ Can play simple games with others e.g. catch, race or bat and ball 	<ul style="list-style-type: none"> ○ Strives to do even better in physical activity e.g. to hit a target, to jump further, to run faster 	<ul style="list-style-type: none"> ○ Plays cooperatively with others e.g. taking turns and keeping score

Physical Education – Key Stage 1 (Years 1 and 2)

	Year 1	Year 2
	<ul style="list-style-type: none"> ○ Can run, jump, throw and catch well enough to join in sports that use them ○ Can join in team games, playing by the rules and supporting the team ○ Can join in a dance, responding to music or rhythm or following a pattern 	<ul style="list-style-type: none"> ○ Can balance, coordinate and exhibit agility well enough to participate in exercises and sports that use them ○ Can participate in team games and understand one's own particular role in defence or attack ○ Can create and perform a dance, joining together movements into a pattern

Physical Education – Lower Key Stage 2 (Years 3 and 4)

	Year 3	Year 4
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Perform

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|---|--|
| <ul style="list-style-type: none">○ Can perform movements in isolation or in a combination○ Can work as a team player○ Demonstrates effective attack skills○ Performs dances with a range of movements○ Has played one or two competitive sports○ Has achieved a good basic swimming style | <ul style="list-style-type: none">○ Can demonstrate and develop flexibility and strength e.g. in gymnastics○ Is able to reflect on and improve performance○ Demonstrates effective defensive skills○ Has participated in two or three team sports○ Can swim 100m confidently |
|---|--|