Curriculum
at
Harden Primary School

BELIEVING . ACHIEVING . SUCCEEDING

HARDEN
primary school

OUR CURRICULUM

Introduction

We define 'curriculum' as the totality of a child's experience at Harden Primary School, ensuring that they are secondary school ready with the right knowledge but also with the right skills for the next stage of their educational journey. The children are at the heart of our curriculum and it is underpinned by our ethos of:

Believing in your abilities

Achieving your goals

Succeeding beyond expectations

At Harden Primary School, we are committed to providing a curriculum that provides our children with knowledge and skills across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their learning. We do this by ensuring that core learning is embedded throughout our curriculum, providing pupils with opportunities to practise and refine the skills they have been taught across a range of contexts.

CURRICULUM INTENT

At Harden Primary School, we value the uniqueness of each individual child, recognising and nurturing their potential for learning. Our aim, through our tailor-made curriculum, is to enable each child to fully participate in current and future society as a responsible, self-confident citizen. We use our local village community, and the surrounding areas to enhance and make learning purposeful.

We believe that our curriculum offers a balance between understanding and using knowledge as well as developing and applying skills, leading to better understanding and progression for the pupils. Our curriculum has been designed with the following principles: it is personalised around what our children need, maximising our locality; it is outward-facing, setting learning in local, national and global contexts wherever possible; it aims to celebrate diversity to emphasises unity and it is rooted in authenticity and context so that learning is relevant, purposeful and sequenced, because we want children to know certain things at certain points of their life.

<u>Core Learning</u>

Core learning is integral to the expectation of excellence that runs throughout our curriculum, ensuring that we demonstrate high standards to the children, and that they have high expectations of themselves. There is an emphasis on reading and writing throughout our curriculum, with maths being taught discretely, making cross-curricular links where appropriate. We ensure the effectiveness and demonstrate impact of our core learning through rigorous assessment in our cyclical benchmarking model. 'Hook' texts are used to engage children in their learning across the curriculum, giving all children access to high quality texts to promote a love of reading.

Life Skills

Children at Harden leave school with the skills to support them with lifelong learning to ensure they can access wider opportunities in their future lives. Our children will be challenged, in an environment where they feel safe, and where any mistakes are viewed as part of their learning journey to build rig and determination to succeed. Our children are taught how to work in teams, where each team member is valued and has a role to play in order to achieve a collective goal. This enables them to develop excellent communication skills and provides our children with opportunities to explain and discuss their ideas, allowing them to become reflective and considerate learners. This is achieved by providing a curriculum that motivates and inspires children, so that they have a thirst for learning, and an intrinsic desire to achieve their goals.   Character development, independence, collaboration and building resilience are key elements that our curriculum offers and combining this with developing the whole child in a structured approach to teaching well-being and mental health, we believe we are preparing our children for the wider world.

Enrichment

Our curriculum encompasses enrichment with the expectation that our children will work within, and be, active members of the community. This is embraced and encouraged by members of our governing body, local businesses and parents, who work with our staff to plan community projects and topical days. In doing this, we are creating future global citizens, who will be equipped for the challenges and opportunities of life, in a fast-changing and interdependent world.

CURRICULUM DESIGN

As part of the curriculum design, we have considered:

- Developing sequential, progressive learning skills, where pupils know more and can do more, building on what they have been previously taught.

- Local context of our school and its history, as well as forward facing to out future and enriching the lives of pupils and our community.

- Considering depth, breadth and curriculum content, so that children have a rich understanding of our world.

- Having a clear purpose for assessment, and the way in which that is used.

- Listening to pupil's voice so that this feeds into the curriculum and the children learn about things that they are passionate about.

SEQUENCE OF LEARNING

Step 1 - Starting with a 'Hook'!
Most topics will begin with a special trip, visitor or activity which aims inspire and enthuse the children about the area which they will be learning about that term.

This could involve a trip to a local museum or place of interest (pictured here is a Year 4 trip to the Leeds City Museum and then tomb discovery to 'Hook' into a History topic) or it could involve special workshops/ activities which take place in school.

Step 2 – Learning, research and skill development.
The main part of the topic is taken up with the children acquiring the geographical or historical skills and knowledge needed to understand the key themes within the topic. Wherever possible this will involve children reading the facts and stories for themselves, exploring the topic and acquiring the skills, before being taught directly by the teacher.

Step 3 – Learning 'Outcome'

Towards the end of the topic, the children are provided with an opportunity to show that they have truly mastered the skills and knowledge covered by the topic and therefore the last sessions of every topic are focused around the children's outcome of learning. When they are finished, the topics conclude with a special 'sharing' of learning afternoon where the children have to present their project to visiting parents and answer any questions. This hosts a variety of opportunities such as performance, exhibition, hands on workshops and assemblies.
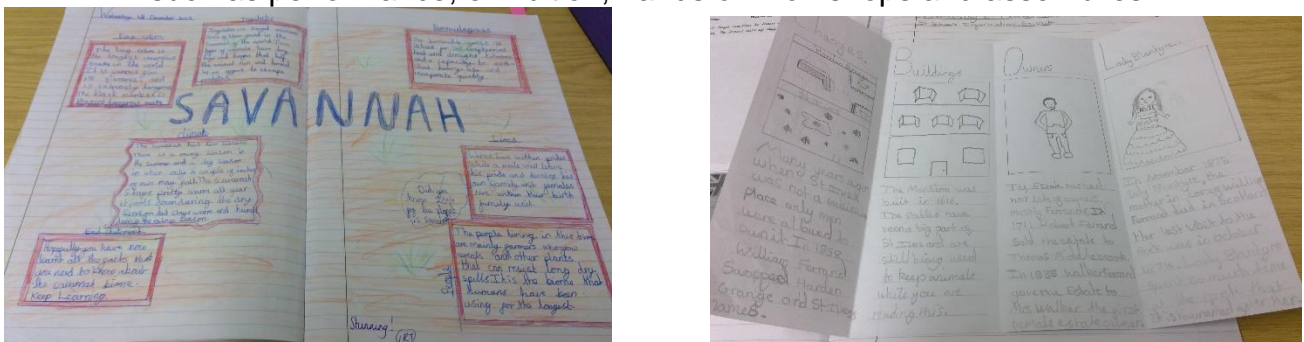
CURRICULUM ENRICHMENT – VISITORS, VISITS AND RESIDENTIALS

At Harden, we provide a host of enrichment activities to enhance the learning of our pupils. We believe that children are motivated and eager to learn when their interest is captured and enrichment activities often spark that desire to learn.

School trips are regular events, as are sporting fixtures and opportunities. Visits are always planned to support and further enhance learning. For example, children may visit the Zoo or wildlife park to compare different habitats and requirements. We also offer children the opportunity to go on two residential visits, during key stage 2 and these provide an extra opportunity to develop independence and be fully immersed in a new environment. For example, a residential trip to Whitby include staying in youth hostel, going on boat trips and exploring a harbour town and its history.

We also regularly enjoy visitors in school. These may be people working within the community, such as police officers, or visitors such as authors and actors. Often parents with a particular skill will come into school and share their expertise. Children love to be outside and, where appropriate, we are providing opportunities for children to learn outdoors so that they can put their learning into context. In maths for example, measuring becomes real if measuring real life objects and distances. Where possible we make use of a wonderful local environment and will move learning to St Ives or take our cross country run through Goit Stock.
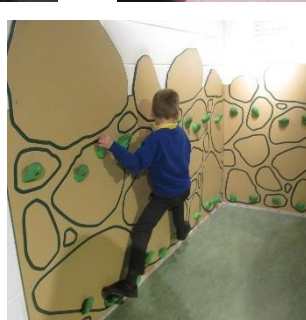
CULTURE CAPITAL DAYS

Each half term, at Harden Primary school, we further enhance our curriculum further by having themed 'Topic Days' to immerse in an aspect or theme will further inspire our children. See the supporting documents for current and up to date themes for this year.

Examples of previous days

Theme	Plan
Word First Aid/ Mental Health Day CITIZENSHIP	Considering different aspects of first aid as well mental health.
BAME significant people TOLERANCE RESPONSIBILITY Race & Ethnicity	R – Dr Mae Jemison – Engineer, Astronaut Y1 – Mary Seacole - Nurse Y2 – Bessie Coleman - Aviator Y3 – Rosa Parks- Activist Y4 – Martin Luther King – Minister Y5 – Marcus Rashford, Lewis Hamiltion, Anthony Joshua - Sportsmen Y6 – Katherine Johnson, Dorothy Vaughan, Janelle Monae- Mathematicians
Global Dimensions RESPONSIBILITY 17 Goals	R – 3 Good Health Y1 – 14 Life below water Y2 - 15 Life on land Y3 – 13 climate action Y4 – 2 Zero hunger Y5 – Clean water or sanitation Y6 – Gender equality
Fairtrade week CULTURE	R – It is not fair Y1 – Breakfast Y2 – Banana Y3 – Football Y4 – Fairtrade tea & coffee Y5 – Chocolate Y6 – Fairtrade fashion & cotton
STEM Forensic science Day CITIZENSHIP/ SDP links	Whole school crime day - Finger print Chromatography Blood science
Anti-Bullying week TOLERANCE	R – Kindness Y1 - Friendship Y2 - Random acts of kindness Y3 - Good friends and falling out Y4 - All different, all equal Y5 - Resolving conflict Y6 - Restorative Justice
Parliamentary Week CITIZENSHIP	Debates, petitions, campaigns Visits form MP, local mayor, local councillors
Culture week CULTURE	Musical themes and dancing Food technology and tasting Visitors daily to assembly
Careers and Aspirations ASPIRATION	During these two days each class will explore various career choices that will be enhanced by visits/ visitors to give first hand information. This will further enhance PSHE topics and provide

The themes and focus of these days may change year on year, depending on the needs of the school and in response to any local or national events. We collate our Topic days into floor books that show all these additional enrichments.

GEOGRAPHY – PURPOSE OF STUDY

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

AIMS

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

• develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

• understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

• are competent in the geographical skills needed to: - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

GEOGRAPHY – AT HARDEN

At Harden Primary we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of our Harden, Bingley, the UK and the world. The geography curriculum is part of a progressive curriculum that enables us to learn about, and question the world around us. The questions used enable children develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Harden begins with children looking at where they live in Bingley and then develops with children exploring the UK, within Europe and the wider world. Fieldwork supports each year group, children are provided with first-hand experiences to inspire our pupils to have a curiosity and fascination about the world.

Children at Harden Primary, leave school with the skills to support them with lifelong learning to ensure that can access wider opportunities in their future lives. In geography our children will be challenged to make connections and think about perspective in relation to different geographical concepts. They will develop an awareness of environmental issues and work as individuals or as part of the community to share this understanding. Having the opportunities to take part in community and fund-raising events.

SKILLS PROGRESSION – RECEPTION- YEAR 6

|	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location Knowledge	*Name and locate the place in which they live. *Name different places they have visited.	*Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	*Name and locate the world's seven continents and five oceans. *Identify the position and significance of the Arctic and Antarctic Circle.	*Locate the countries of Europe (including the location of Russia) using maps and atlases. *Match some key landmarks to the country. Identify the position and significance of the Equator and the Tropics of Cancer and Capricorn. *Locate the Equator on a map and draw conclusions about the climates of countries on the Equator and on the tropics. *Analyse evidence and draw conclusions. * Consider physical and human features and draw conclusions. *Identify main trade and economy	*Locate the world's countries using maps and atlases. Identify the main capital cities of Europe. *Name and locate cities of the United Kingdom. *Locate some of the world's longest rivers, largest deserts and highest mountains. *Identify the position and significance of the Northern and Southern Hemisphere.	*Locate the main countries in Europe and North or South America, including locating and naming principles cities. *Locate and label counties, cities, mountains and rivers of the UK. *Compare land use maps of UK from the past and the present (history). *Compare two different regions in the UK (rural/ urban). *Identify the position and significance the Greenwich Meridian - link with time zones, night & day (science)	*Use six figure grid references to identify countries and cities in the world, including different environmental regions such as the main mountain ranges and the longest river. *Select the most appropriate map for different purposes e.g. atlas to find a country but Google *Earth to find a village. Locate key physical and human characteristics. *Relate these to the features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. *Identify position and significance of latitude and longitude using maps.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Knowledge	*Understand geographical similarities and differences between *Harden* and other places.	*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country e.g. Use the Arctic as a comparison	*Locate the countries that the Amazon rainforest (or similar) traverses.	*Ask questions about and find out what affects the climate of countries studied. *Make suggestions for the implications of global warming. *Use photographic evidence to raise questions about living conditions in areas studied. *Draw conclusions based on images and videos of places studied. *Identify main differences between the regions studied	*Compare a region in the UK with [a region in North or South America] with significant differences and similarities. *Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics *Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. *Ask questions e.g. What is this landscape like? What is life like there? *Identify and explain different views of people including themselves	*Reflect on the importance and value of the tourism industry in areas studied.. *Understand how both physical and human geography features may have changed over time

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	*Identify seasonal and daily weather patterns in *Harden* *Use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather	*Identify seasonal and daily weather patterns in the United Kingdom. *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	*Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South poles *Use basic geographical vocabulary to refer to: - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including city, town, village, factory, farm, house, office port, harbour and shop	*Ask, research and explain questions. *Relate land use and trade to settlements. Consider how land has changed. *Consider whether the change in land use has been for the better *Use the language of rivers e.g. erosion, deposition, transportation. *Explain & present the process of rivers.	*Recognise the term physical geography *Describe and understand key physical geography features: of volcanoes & earthquake *Discuss how natural disasters affect human life *Describe and understand key human geography features: *Look at pictures and label diagrams of different historical settlements over time produce pictures and own geographical diagrams. *Ask and answer questions through own knowledge and self-conducted research, e.g. what resources were used, why were they used and compare	*Recognise the term human geography *Describe and understand key physical geography features: of coasts, rivers & the water cycle, including transpiration. *Compare how river use has changed over time and research the impact on trade in history. *Research and discuss how water affects the environment, settlement, environmental change and sustainability. *Describe and understand key human geography features: of types of settlements in times studied, use maps, photographs and pictures to make comparisons contrast locations. *Discuss land use and draw conclusions for reasons of change based on human inhabitants and changing needs. Explain and present the differences studied. *Compare maps and aerial photographs of *Harden/Bingley/Bradford* local area, post war and present day	*Explain the terms physical and human geography *Describe and understand key physical geography features: of mountains of the UK and those located across the world *Describe and understand key human geography features: *Make comparisons and reflect on the reasons for the differences. *Study population numbers throughout the course of World War Two and reflect on the reasons for changes *Study pictures of land use of places and times studied. *Draw conclusions and develop informed reasons for the changes in land use. Research and present Britain's export trade. *Reflect on the impact trade has on an area and generate ideas for cause and effect. *Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn? *Identify trade links around the world based (including between the UK and Europe) on a few chosen items e.g. coffee, chocolate, bananas. *Discover where food comes from *Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. *Generate solutions and promote ethically sound trade

|	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	*Use world maps and globes to identify the United Kingdom. *Use simple directional language, e.g. on top, behind, next to	*Use world maps, atlases and globes to identify the United Kingdom and its countries. *Use simple directional language, e.g. near and far, left and right. *Use simple fieldwork and observational skills to study the geography of the school grounds and key human and physical features of its surrounding environment	*Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. *Use simple compass directions (North, South, East and West) and locational to describe the location of features and routes on a map. *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. *Devise a simple map, using and constructing basic symbols in a key	*Use the eight points of a compass. Begin to understand some of the symbols used on maps and atlases. * Locate the main features of a map. *Make a map of the locality of *Harden* using appropriate symbols and landmarks. *Use data to make a comparison of weather in chosen areas. *Debate deforestation using conscience alley.	*Use maps, globes and digital/ computer mapping (Google maps) to locate countries and describe features studied. *Understand how geographical features are marked on a map, including tectonic plates. *Classify types of buildings on a map. *Use recognised symbols when using maps to mark local areas of interests. * *Choose effective recording and presentation methods, e.g. using tables to collect data. *Present data in an appropriate way using keys to make the data clear. *Draw conclusions from data.	*Confidently use maps/ atlases, globes and Google Earth. *Use atlases/ maps to describe and locate places using four figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK. *Ask geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? *Look for evidence of the past river/ water use *Make observational field notes about land features. *Visit *Whitby* harbour side to locate and explain the main features. Take photographs to support findings, e.g. showing different transport used in the area today which would not have been used during Victorian times. *Study pictures of a in Victorian times and compare and contrast. *Select a method to present the differences in transport in the area today. *Record measurement of harbour/river width/ depth	*Look at maps/ atlases on different scales and calculate scales on own maps. *Use atlases/ maps to describe and locate places using six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK. *Collate data collected and record it using data handling software to produce graphs and charts of the results, i.e. Sainsbury's chocolate sales. *Ask geographical questions e.g. Where is the chocolate distributed? Where is it imported from? Do different regions have greater demand for certain bars? Form and develop opinions e.g. What is your favourite chocolate? With the children's help, design and carry out a survey of the views of people, e.g. What is your favourite chocolate bar? Carbon footprint? *Report on the effects of environmental change on themselves and others. *Select methods for collecting, presenting and analysing data. Analyse evidence and draw conclusions. *Be aware of their responsibility in the world, i.e. carbon footprint, deforestation, sustainability

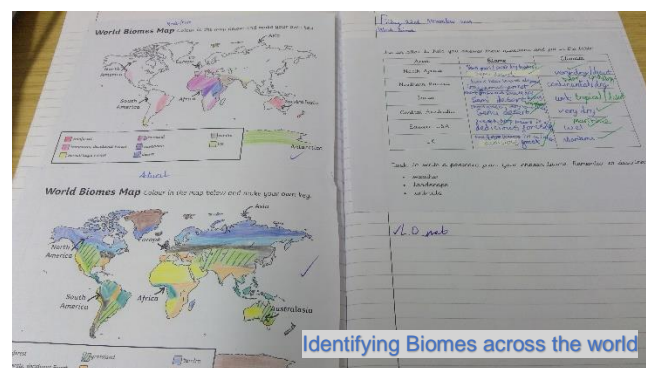# WHAT DOES GEOGRAPHY AT HARDEN LOOK LIKE?

Describing and recording the weather through role play.
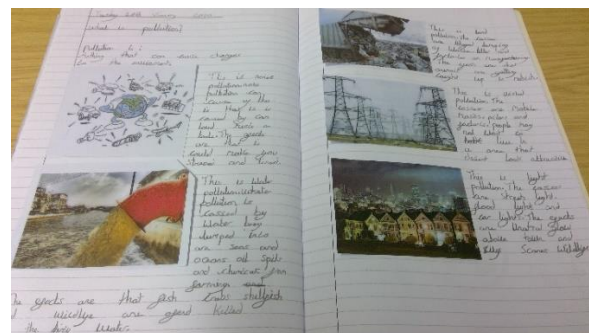
Consdering the impact of pollutionon the world.
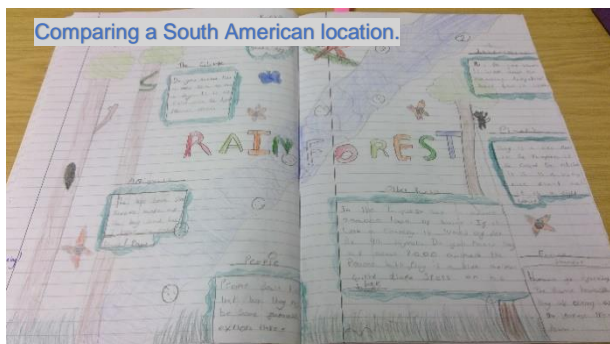
Comparing a South American location.

Map skills and location knowledge.

Identifying Biomes across the world

HISTORY – PURPOSE OF STUDY

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

AIMS

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

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

HISTORY– AT HARDEN

At Harden Primary, we have a high quality history curriculum which inspires pupil's curiosity and fascination about Hardens past, and that of our country and wider world. We do this through our inquisitive questioning, our reading and writing links through the use of 'hook' texts and the production end pieces. Through these questions children develop a greater understanding and knowledge of the history of the world, and how previous events and people have impacted on how we live today. The history curriculum at Harden begins with children looking at the history within the community in Bradford and Bingley and then develops with children exploring elements of history within the UK, Europe and the wider world. By giving children the opportunity to explore history beyond ourselves, we hope to broaden children's understanding of the world and how the past shapes everyone's lives today.

Children at Harden, leave school with the skills to support them with lifelong learning to ensure that they can access wider opportunities in their future lives. Our goal is for them to be employable members of the community, who will make valuable contributions to society. In history our children will be challenged to make connections from different aspects of the past and think about perspective of how this impacts us today. Children will develop an awareness of how people were affected by the past and how this is similar or different to our experiences today. By taking part in events within the community, children will be able to compare their learning with the experiences of others and how history affects people and communities in different ways. By relating this to life skills, children will leave Harden with the tools to apply their critical

thinking to understand how theirs and other people's choices impact the future of their community and the world around them.

SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	*Sequence events in their life – talk about past and present events. Sort 'old' ad 'new'. *Words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/ carers were young	*Understand the difference between events that happened now and in the past. *Sequence events in their life. Sequence three or four artefacts from distinctly different periods of time. *Match objects to people of different ages. *Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/ carers were young	*Use a simple timeline to order events and people. *Sequence artefacts closer together in time and check with a reference book. *Sequence photographs from different periods in their life. *Describe memories of key events in lives. *Understand how to put people, events and objects in order of when they happened, using a scale provided by the teacher. *Use words and phrases such as: recently, when my parents/ carers were children, decades, and centuries	*Place the time studied on a time line. *Use dates and terms related to the time studied and the passing of time. *Name key events within time period. *Sequence several events or artefacts. *Begin to use words and phrases such as: century, decade, before Christ, after, before, during to describe the passing of time	*Place events from the period studied on a time line. *Understand and identify more complex terms such as BC (BCE) and AD	*Know and sequence key events of time studied. *Use relevant terms and period labels. *Make comparisons between different times in the past, including from previous learning. *Place an event in the right place on a timeline using specific words: era, period, century, decade, BC, AD	*Place current study on time line in relation to other studies. * Use relevant dates and terms. *Sequence up to ten events on a time line. *Use a time line to place events, periods and cultural movements (linked to art, music and architecture)
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range and Depth of Historical Knowledge	*Recognise the difference between past and present in their own and others' lives. *Know and recount experiences. *Find out some facts about parents and grandparents.	*Recognise the difference between past and present in their own and others' lives. *Know and recount episodes from stories about the past. *Find out some facts about people from long ago (before living memory). *Find out some facts about events that happened long ago.	* Use evidence to recognise why people did things, why events happened and what happened as a result. *Identify differences between ways of life at different times. *Use information to describe the past. *Use information that they have found out about the past to describe the differences between then and now. *Recount the main events from a significant event in history (giving some interesting and relevant details)	*Find out about everyday lives of people in time studied. *Compare similarities and differences between some people/ artefacts. *Describe the legacy of the past. *Understand why people may have wanted to do something. *Identify reasons for and the results of people's actions	*Use evidence to reconstruct life in the times studied. *Identify the key features of events studied. *Look for links and effects in the time studied. *Give an explanation for some events using evidence. *Begin to recognise how some things from the past affect life today	*Study different aspects of different people, including the differences between men and women. *Examine causes and results of great events and the impact on people. *Compare life in early and late 'times' studies. *Compare an aspect of life with the same aspect in another period. *Describe how some things studied from the past affect life today	*Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. *Compare beliefs & behaviour with another time studied. *Write explanation of a past event in terms of cause & effect using evidence to support and illustrate their explanation. *Know key dates, characters and events of the time studied. *Make links between some of the features of past societies, e.g. religion, houses, society, technology etc.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interpretations of history	*Use stories to encourage children to find out about the past. *Talk to adult about the past.	*Use stories to encourage children to distinguish between fact and fiction and to find out about the past. *Adults talking about the past - how reliable are memories?	*Look at representations of period, e.g. How do we know? *Compare different versions of the same story using different sources	*Offer reasonable explanations for events. *Look at evidence available and the use of different sources. *Explore the idea that there are different accounts of history.	*Look at evidence of available and evaluate the usefulness of different sources. *Give reasons why there may be different accounts of history when looking at two versions of the same event. *Give reasons why there may be different accounts of history	*Compare accounts of events from different sources (fact or fiction). *Discuss reasons for different versions of events. Be aware that people (in the past and now) represent events or ideas in a way that. persuades others *Understand some evidence from the past is propaganda, opinion or misinformation which affects interpretations of history; explain why there may be difference in accounts	* Link sources & work out how conclusions were arrived at. *Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. *Be aware that different evidence will lead to different conclusions.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical enquiry	*Find answers to simple questions about the past from sources of information e.g. artefacts. *Explore pictures and ask: Which things are old and new? What were the people doing?	*Find answers to simple questions about the past from sources of information e.g. artefacts. *Examine pictures and ask: Which things are old and new? What were the people doing? *Explore objects and ask and try to answer: What were they used for?	*Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. *Ask 'What was it like for people in the past?' and use information to help answer the question. *Ask 'What happened in the past?' and use information to help answer the question	*Range of sources to find out about a period. *Use artefacts/ pictures and observe small details. *Select and record information relevant to the study. *Begin to use the library and chosen internet sites for independent research. *Use evidence to ask questions and find answers to questions about the past. *Am I beginning to suggest suitable sources of evidence for historical enquiry. *Compare and contrast different forms of evidence in my research. *Consider bias in different sources.	*Evidence to build a picture of one aspect of life. *Use documents/ printed sources e.g. archived materials, internet pictures, photos, artefacts, historic buildings and visits to experience what it was like in the past. *Ask 'What was it like for a… child… rich person… woman etc.' during the period studied. *Recognise the part that archaeologists have had in helping us understand more about what happened in the past. *Consider bias in different sources.	*Begin to identify primary and secondary sources. *Use evidence to build up a picture of a past event. *Select relevant sections of information when researching. *Use the library and internet for research with increasing confidence & independence. *Suggest sources of evidence to help answer questions. *Give a reason to support an historical argument. *Identify propaganda and begin to show my understanding of it? *Refine lines of enquiry as appropriate. *Consider bias in different sources.	*Recognise primary and secondary sources. *Use a range of sources to find out about an aspect of time past. *Suggest omissions & the means of finding out. *Bring knowledge gathered from several sources together in a fluent account. *Choose reliable sources of evidence to help answer questions, realising there is often not a single answer to historical questions. * Understand that no single source of evidence gives the full answer to questions about the pas. *Test out a hypothesis in order to answer a question *Explain possible bias and demonstrate an understanding of bias.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Organisation and Communication	*Sort objects into old and new groups.*Tell and order some events from their own past and other events (sometimes using role play) .	*Sort objects into old and new groups. *Tell and order some events from their own past and other events. *Draw pictures and write sentences to tell things about the past.	*Communicate knowledge through discussion, drawing pictures, & role play, making models and writing.	*Select and organise historical information. *Communicate knowledge and understanding through discussion, drawing pictures, drama & role play, making models, writing and using ICT.	*Present findings about the past using a wider range of speaking, writing, drama, drawing and maths. *Discuss the most appropriate way to present information which is for an audience. *Use dates and terms accurately.	*Recall, select and organise historical information. *Choose the best way to present information considering the audience. *Communicate knowledge and understanding in a variety of ways (speaking, writing, maths, computing, drama or drawing)	*Select & organise information to produce structured work, making appropriate use of dates and terms. *Use the key vocabulary of the time to convey understanding of the past. *Choose the most appropriate way to present information to an intended audience.

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WHAT DOES HISTORY AT HARDEN LOOK LIKE?

Hooks into new topics… visiting an underground tomb.

Describing and understanding using role play.

Visits to historical places of interests to use a variety of sources.

Recognising how archaeologists have had an impact in helping us to understand more about what happened in the past.

Visiting places of local historic interest in Harden.

ART – PURPOSE OF STUDY

ART – PURPOSE OF STUDY

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

AIMS

The national curriculum for art and design aims to ensure that all pupils:
- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

ART – AT HARDEN

Art and Design at Harden Primary allows children to creatively express themselves by harnessing ideas that they themselves may already have whilst taking inspiration from some of the great artists, designers and architects that have lived, and considering local artists such as 'Hockney' more carefully. Children are engaged and inspired from this balance of freedom of expression and artwork that is already in the public domain. We want the children to find enjoyment in creative art, and see themselves as artists, inspired by our beautiful surroundings, as well as appreciate and evaluate art from their own and other cultures.

SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content -	*Explore various artists and represent their own ideas based upon this.	*Describe the work of notable artists, artisans and designers	*Use some of the ideas of artists studied to create own pieces	*Replicate some of the techniques used by notable artists, artisans and designers	*Create original pieces that are influenced by studies of others.	*Give details (including own sketches) about the style of some artists, artisans and designers *Show how the work of those studied was influential in both society and to other artists	*Create original pieces that show a range of influences and styles *Apply knowledge and ideas from great artists, designers and architects from ancient to modernist periods
Artist study	*Arcimboldo*	*Van Gough*	*Picasso*	*Year A - Monet* *Year B – Andy Warhol*		*Hockney*	*Georgia OKeefe*
Skill – Develop content	*Respond to ideas and starting points *Experience a variety of methods.	*Respond to ideas and starting points *Explore different methods as ideas develop	*Explore ideas and collect visual information *Explore different methods and materials as ideas develop	*To develop ideas from starting points throughout the curriculum *Adapt and refine ideas as they progress *Comment on artworks using visual language	*Collect information, sketches and resources to enhance own ideas *Explore ideas in a variety of ways *Comment on artwork with a developing grasp of visual language	*Develop and imaginatively extend ideas from starting points throughout the curriculum *Collect information, sketches and resources to inspire *Use the qualities of materials to enhance ideas *Comment on artwork with a grasp of visual language	*Collect information, sketches and resources and present ideas imaginatively in a sketchbook *Spot the potential in unexpected results as work progresses *Comment on artworks with a fluent grasp of visual language
Skill – Painting	*Use a variety of painting tools and explore use of colour	*Use thick and thin brushes *Mix primary colours to make secondary	*Add white to colours to make tints and black to make tones *Create colour wheels	*Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines *Mix colours effectively	*Use watercolour paint to produce washes for backgrounds then add detail *Experiment with creating mood with colour	*Sketch (lightly) before painting to combine line and colour *Create a colour palette based upon colours observed in the natural or built world *Use the qualities of watercolour and acrylic paints to create interesting pieces	*Combine colours, tones and tints to enhance the mood of a piece *Use brush techniques and the qualities of paint to create texture *Develop a personal style of painting, drawing upon ideas from other artists
Skill - Collage	*Use a combination of materials that are cut, torn and glued	*Use a combination of materials that are cut, torn and glued to express collage	*Sort and arrange own materials Mix materials to create texture	*Select and arrange materials for a striking effect Ensure work is precise	*Ensure work is precise Use coiling and overlapping	*Mix textures (rough and smooth, plain and patterned *Use tessellation and montage	*Combine visual and tactile qualities *Use ceramic mosaic materials and techniques
Skill - Sculpture	*Explores shapes, lines and texture *Use techniques such as malleable play, junk modelling and sand.	*Use a combination of shapes Include lines and texture *Use techniques such as rolling and moulding	*Use rolled up paper, straws, paper, card and clay as materials *Use techniques such as cutting and carving	*Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material)	*Include texture that conveys feelings or movement *Use clay and other mouldable materials *Add materials to provide interesting detail	*Show life-like qualities and real life proportions, or if more abstract, provoke different interpretations *Use tools to carve and add shapes, texture and pattern	*Combine visual and tactile qualities *Use frameworks (such as wire moulds) to provide stability and form with Modroc

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill – Drawing	*Makes marks and representations of a variety of observations.	*Draw lines of different sizes and thickness Colour neatly following the lines	*Show pattern and texture by adding dots and lines Use charcoal to shade and contrast Show different tones by using coloured pencils	*Use different grades of pencils to show line, tone and texture *Annotate sketches to explain and elaborate idea	*Sketch lightly (no need to use a rubber to correct mistakes) *Use shading to show light and shadow *Use hatching and cross hatching to show tone and texture	*Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) *Use a choice of techniques to depict movement, perspective, shadows and reflection	*Choose a style of drawing suitable for the work (e.g. realistic, or impressionistic) *Use lines to represent movement *Add 3D representations
Skill – Printing	*Use fingers, hands and feet to make representations.	*Use repeating or overlapping shapes *Mimic print from the environment (e.g. wallpapers)	*Use objects to create prints (e.g. fruits, vegetables, string or sponges) *Press, roll, rub and stamp to make prints	*Use layers of two or more colours. *Replicate patterns observed in natural or built environments	*Make printing blocks (e.g. from coiled glued string glued to a block) *Make precise repeating patterns	*Build up layers of colours Create an accurate pattern showing fine detail	*Use a range of visual elements to reflect the purpose of the work
Skill – Digital Media	*Uses photos and paint application programme to take representations.	*Use a wide range of tools to create different textures and lines	*Use a wide range of tools to create tones, colours and shapes	*Create images and explain why they were created	*Create videos and sound recordings and explain why they were created	*Enhance digital media by editing (including sound and video)	*Enhance digital media by editing (including animation, still images and installations)
Skill- Evaluate Ideas	*Say what they like and dislike about a piece of their own artwork.	*Say what they like and dislike about a piece of artwork	*Evaluate classmates' artwork with basic justifications	*Evaluate classmates' artwork with clear justifications, understanding that opinions might differ	*Evaluate classmates' artwork with clear justifications, based on one part of the art (i.e. detail, mood, technique, pattern)	*Evaluate classmates' artwork with clear justifications, based on multiple parts of the art (i.e. detail, mood, technique, pattern)	*Evaluate classmates' artwork focusing on all KS2 sports elements *Clear justifications based on if the artwork is effective or not, and why

DESIGN TECHNOLOGY – PURPOSE OF STUDY

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

AIMS

The national curriculum for design and technology aims to ensure that all pupils:

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

DT – AT HARDEN

Our D and T vision at Harden Primary School is to creatively design and make products that solve real and relevant problems. Design and Technology is about providing opportunity for children to use creativity and imagination to design and make products that solve real and relevant problems, considering their own and others' needs. Making mistakes is a huge part of Design and Technology and integral to learning. Children should also develop skills alongside the design process related to food and cooking, woodwork and construction, sewing, moving mechanisms and making things.

Each year group takes part in one Design and Technology topic per term and one of these topics is food related.

Food technology and cooking skills are also taught at different times throughout the year and may be linked with other subjects or also have a Design focus. Cooking is enhanced further through other special weeks like Fairtrade week and other 'Culture capital Days'.

SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating Ideas	*Think of own ideas for design. Use pictures and words to plan. *Design a product for myself, following design criteria. *Work in a range of contexts.	*Think of own ideas for design. *Use pictures and words to plan. *Design a product for myself, following design criteria. *Work in a range of contexts (imaginary, home, school, wider community, story based)	*Think of own ideas and plan what to do next. Describe designs using pictures, diagrams, models, mock-ups, words and ICT. *Design a product for myself and others, following design criteria. * Work confidently in a range of contexts (imaginary, home, school, wider community, story-based etc).	*Create a design that meets a range of requirements. * Consider the equipment and tools needed when planning. *Describe a design using an accurately labelled diagram, and in words.	*Generate more than one idea for how to create a product. *Gather information to help design a successful product (i.e. by asking others' views). *Produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide. *Suggest improvements to develop and refine a planned idea.	*Generate a range of ideas after collating relevant information (i.e. users' views). *Produce a detailed plan, with step-by-step instructions, cross sectional diagrams and prototypes. *Suggest alternative plans, considering the positive aspects and drawbacks of each.	*Use a range of information to inform a design (i.e. market research using surveys, interviews, questionnaires or web based resources). *Produce a detailed plan, with cross-sectional diagrams and computer generated designs). *Work within constraints, refining and justifying plans as necessary
Making	*Explain what is being made and how. *Select various tools and equipment for the purpose.	*Explain what is being made and why. *Select appropriate tools and equipment for the purpose.	*Explain what is being made and why the audience will like it. *Choose appropriate tools and equipment, describing and explaining why they are being used.	*Use a range of tools and equipment accurately. *Measure, mark out, assemble and join materials and components with some accuracy.	* select suitable tools and equipment, explain choices in relation to required techniques and use accurately *explain choices of materials * measure, mark out, cut and shape materials/components with some accuracy *assemble, join and combine materials and components with some accuracy *apply a range of finishing techniques with some accuracy	*Use a range of tools expertly. *Consider the aesthetic qualities and functionality of my work when making. *materials /components * mainly accurately apply a range of finishing techniques * use techniques that involve a small number of steps * begin to be resourceful with practical problems	*Use a range of tools and equipment precisely. *Consider the aesthetic qualities and functionality of my product as making it, refining details as necessary
Evaluation	*Talk about own products, saying what is good or bad about them. *Say whether their product does what it is meant to,	*Talk about own and pre-existing products, saying what is good or bad about them. *Say whether their product does what it is meant to (fits the design brief) and how it could be improved.	*how their own and pre-existing products work, evaluating what went well and what could be done differently. *Suggest what went well and what would be done differently when evaluating their own product.	*Evaluate own and pre-existing products. *Suggest what could be changed to improve a design, beginning to link this to the design brief.	*Evaluate the appearance and usability of own and pre-existing products. *Explain how the original design could be improved, considering the appearance and usability and linking this to the design brief.	*Evaluate the appearance and function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. *Suggest improvements that could be made, considering materials and methods that have been used.	*Evaluate the appearance and test the function of a product (own and pre-existing) against the original criteria, saying whether it is fit for purpose. *Suggest improvements that could be made, considering materials, methods, sustainability of the product and how much a product costs to make.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food and Nutrition	• Pouring or spooning ingredients into scales. • Washing fruit and vegetables • Cutting soft ingredients using a strong plastic knife • Mixing – spoon or hands • Tearing and squashing - tearing or squashing • Sieving • Kneading • Rolling, shaping and cutting dough • Spreading	• Measuring • Rubbing in - rubbing in flour and butter with fingertips is called for in many recipes • Greasing and lining a cake tin or tray • Peel oranges or hard-boiled eggs •	Following a simple recipe • Beating and folding - show children how to beat cake mixture with a wooden spoon or fold in egg whites without knocking out too much air • Cutting using a small knife • Cutting with scissors - snip herbs • Grating	Following a simple recipe • Finding ingredients in the cupboards and fridge? • Using a peeler • Slice, grate, mix, spread, knead and bake.	Following a simple recipe • Using heat on a hob and microwave • Making salads *Accurately use all appropriate vocabulary.	Following a simple recipe with several elements (baking a cake, making a filling, icing / decorate) • Using a peeler. • Slice, grate, mix, spread, knead and bake. • • Using heat on a hob, oven and microwave *Accurately use all appropriate vocabulary.	• Planning and preparing a family meal • Using heat on a hob, oven and microwave *Accurately use all appropriate vocabulary.
Construction (using toys)	To build a model using basic toys – Stickle bricks, Lego, Mobilo • To make a solid wall. • To make a vehicle with moving wheels • Create junk modelling	• To build following instructions. • To build a complex model using trickier construction toys – Knex, Technic Lego	•To make a structure with moving components – hinges, turn tables, wheels etc.	• To make instructions for making a basic model that moves. • To add a mechanical element to a model following instructions. LEGO WeDo	• To use computer software to control a model made out of toys.	• To use computer software to control a model made out of toys. • To design their own model which will interact with computer software.	• To add a mechanical element to a model following instructions - KNEX
Sewing and Textiles Alternate Modelling leading to woodwork	• To describe textiles by the way they feel. • To join fabrics using glue. • To use stitches to add a pattern to a piece of fabric. To handle tools safely. • To join materials using a variety of resources. • To use pieces of sandpaper and wood, a hammer and pegs.	Modelling leading to woodwork To make a structure. • To describe the materials within a structure. • To measure out and mark out materials needed for a structure. • To finish off work so it looks neat and tidy. • To screw in several screws already started using a screwdriver. • Bolts and nuts through wood.	Sewing and Textiles To make a product out of textiles. • Measure mark out and cut fabric. • To sew in a running stitch. • To make sure work is neat and tidy.	Modelling leading to woodwork • To join materials using permanent and temporary fixings. • To add mechanical elements to my structures to make movement. • To combine a number of components in my product. • To use simple circuits to make movement or light. • To use a vice (permanently attached to the workbench) to hold the wood in place. • To saw under high levels of supervision. • To use large nails.	Sewing and Textiles Select appropriate textiles for a product. • Use sharp scissors accurately to cut textiles. • To know the texture and properties of materials and choose appropriately. • To applique fabrics using basic sewing skills. • To improve designs as you work	Modelling leading to woodwork • To join materials using permanent and temporary fixings. • To add mechanical elements to my structures to make movement. • To combine a number of components in my product. • To use simple circuits to make movement or light. • To use a vice (permanently attached to the workbench) to hold the wood in place. • To saw under high levels of supervision. • To use large nails.	Sewing and Textiles • To combine materials to improve design for strength or visual appeal. • To join materials to make products with permanent or temporary fastenings. • To cross stitch or sew using a machine. • To describe the qualities of materials and to say why it is the most suitable choice.

MUSIC – PURPOSE OF STUDY

MUSIC – PURPOSE OF STUDY

A high-quality music education should allow pupils to experience a wide range of musical styles both when listening and performing music. It allows children to consider how music influences our emotions and can be used in storytelling and in films/TV shows to create atmosphere. Children gain an understanding of how music has influenced people throughout history and is used in different cultures. Teaching should equip pupils with knowledge about different kinds of instruments and how sounds can be changed considering pitch, volume, tempo and specific rhythm patterns. As pupils progress, their growing knowledge about the different musical styles and instruments will allow them to create and compose music of their own using more complex features.

AIMS

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

MUSIC– AT HARDEN

Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. They are taught how to sing and perform in rounds and in parts.

Musical performances happen throughout each week through music lessons and the coming together in assembly, and throughout the year including – Harvest, Christmas, Easter, celebration assemblies, parent event, year 6 performances as well as extra-curricular opportunities through the choir. The choir take an active part of bringing the local community together and forge links between the different stakeholders of the school. Children are also given instrumental lessons as part of the curriculum during year 4 and 5 learning to play brass instruments and recorders.

SKILLS PROGRESSION – RECEPTION- YEAR 6 - MUSICAL ASPECTS

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	*Experiment with making sounds (voice and percussion).	*Improvised composition using sounds to represent a picture, scene or emotion.	*Rehearsed composition using sounds to represent a picture, scene or emotion.	*Basic rhythmic or melodic composition as a class or in groups.	*Layered composition (e.g. rhythm and melody) as class or in groups.	*Student-led ensemble in groups using tuned and/or untuned instruments.	*Student-led ensemble in groups using tuned and/or untuned instruments to convey an emotion or message (lyrics could be used here).
Instruments	*Explore and experiment with untuned instruments and body percussion.	*Experiment playing tuned/untuned percussion in groups starting to use different effects such as dynamics (loud, quiet)	*Develop playing tuned/untuned percussion to create short rhythmic patterns and vary the tempo.	*Select appropriate instruments for compositions and start to perform in groups for a specific audience. Begin to explore instruments from different cultures.	Develop skills to play tuned/untuned percussion instruments in groups and learn to recognise the importance of individual roles in an ensemble (Brass instrumental lessons support this)	*Start to take turns in leading and directing the group. *Develop performing skills on both classroom instruments and individual instruments such as the recorder.	*Understand and use the correct techniques for a range of tuned/untuned percussion. *Continue to use individual instruments confidently
Improvisation	*Practise improvising using voice and untuned instruments/body percussion through copy-back and answer games, etc.	*Create own improvised sound effects inspired by stories and poems using a range of untuned instruments and vocal sounds. *Begin to experiment with different types of sound (e.g. loud/soft).	*Continue to develop use of improvisation for singing and composition.	*Begin to explore basic rhythmic patterns to compose a piece. *Begin to practise and improvise compositions as a group to perform to a specific audience.	*Begin to practise using expression in their singing and develop listening to improvise as a group.	*Continue to use expression when singing in groups and individually. *Perform in student-led ensemble groups using tuned or untuned instruments and improvise with rhythm and expression.	*Perform in student-led ensemble groups using tuned or untuned instruments, developing melodic and rhythmic improvisational skills.
Singing	*Start to sing simple songs, nursery rhymes and chants holding a melody line.	*Begin to sing simple songs with expression explore creative ways in which the voice can be used.	*Continue to sing songs expressively and creatively. *Begin to show an awareness of pitch.	*Hold a melody line with confidence showing control in their singing.	*Begin to sing in parts, showing expression and an understanding of pitch.	*Show confidence in part singing; sing with increasing control and expression individually and in groups.	*Show an awareness of musical shaping in their singing; show fluency, expression and accuracy and begin to show a balancing of dynamics when singing in parts.
Notation	*Represent ideas, thoughts and feelings through pictorial representations of music.	*Read and create own graphic scores using given graphics	*Learn minims, crotchets and quavers through rhythmic word association.	*Reading notated rhythms on a single line without word association.	*Reading and writing notes A – C on a single line, progressing to A – E on two lines.	*Reading and writing notes A – G on a three line stave, incorporating bar lines and time signatures. *Progress to a full stave.	*Reading and writing notes middle C to top G on a treble clef staff, incorporating bar lines, time signatures and rests.
History of music	*Please note that the learning of the historical aspects of music is not developed until Key Stage 2, as advised in the revised 2013 National Curriculum.			*Introduce children to key composers and pieces.	*Renaissance Music – Tudors	*Romantic Music – Victorians	*Modern Music – World War Two

SKILLS PROGRESSION – RECEPTION- YEAR 6 – MUSICAL DIMENSIONS

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structure	*Sing songs with verse/chorus structure. *Recognise repetition	*Show awareness of structure – listen to and distinguish between a verse and chorus		*Compose using given forms e.g. verse/chorus, A B A etc.		*Choose a suitable structure for a composition	
Pitch	*Sing and recognise high and low pitch	*Read and write graphic representations of rising and falling pitch		*Compare high and low pitch in music	*Read and write notes A to C progressing to A to E	*Read and write notes A to G	*Read and write middle C to top G
Rhythm	*Move to rhythms e.g. skipping, marching	*Clap/sing back rhythms and play rhythmic games	*Play rhythms on tuned and untuned instruments .	*Read minims, crotchets, quavers and crotchet rests	*Read and write minims, crotchets and quavers.		*Read and write minims, crotchets, quavers and rests
Timbre	*Recognise that sounds are made in a variety of ways	*Choose sounds to match pictures, scenes, stories, emotions etc.		*Recognise the sounds of individual instruments		*Recognise the sounds of individual instruments playing in an ensemble and their contribution to the overall sound	
Texture	*Sing in unison	*Sing in rounds. Play untuned instruments in unison		*Sing and play untuned instruments together	*Sing in parts. Play tuned instruments in unison	*Play tuned and untuned instruments in two parts e.g. rhythmic and melodic lines	*Play three-part ensembles e.g. rhythm, harmony and melody
Dynamics	*Play loud and soft sounds	*Play sounds getting louder and getting softer	*Listen to and identify loud and soft dynamics	*Describe changes in dynamics	*Introduce the terms and symbols for forte and piano	*Introduce the terms and symbols for crescendo and diminuendo	*Use and understand pp, p, mp/mf, f, ff, cresc. and dim.
Tempo	*Move appropriately to music at different speeds e.g. running, crawling	*Play un-tuned instruments at fast and slow tempos and moving between the two i.e. getting faster, getting slower	*Describe music as fast or slow	*Compare music using the terms faster or slower	*Describe changes in tempo in music	*Introduce musical language for tempo e.g. lento, allegro	*Develop musical language for tempo e.g. andante, presto

PSHE – PURPOSE OF STUDY

PSHE– AT HARDEN

At Harden Primary School, there is a whole school approach to PSHE in the curriculum, and throughout the life of the school and its community. Our school is committed to promoting the health and well-being of pupils, and of the whole school community, and fully recognises the important relationship between well-being and learning. We provide the children with a curriculum that is broadly based, balanced and meets the needs of all pupils. Through PSHE and the wider curriculum we promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and work to prepare pupils at the school for the opportunities, responsibilities and experiences now and in their life. At Harden Primary School, there is a whole school approach to PSHE in the curriculum, and throughout the life of the school and its community. Our school is committed to promoting the health and well-being of pupils, and of the whole school community, and fully recognise the important relationship between well-being and learning. We provide the children with a curriculum that is broadly based, balanced and meets the needs of all pupils. PHSE education is extremely important to us and is at the heart of our school ethos and is embedded throughout all areas of the wider curriculum.

We have divided PSHE into 7 different strands:

- Sex and relationship education (SRE)
- Drug, alcohol and tobacco education (DATE)
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability & economic wellbeing
- Identity, society and equality

We take pride in ensuring all children develop a healthy understanding of:

- who they are including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- how they can keep healthy (both emotionally and physically)
- how they can have healthy relationships with themselves and others
- how they can contribute to the school community and the wider community of Harden and Bingley
- how to manage risk including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- what they need to do to maintain a healthy lifestyle, including physically, emotionally and socially
- what they need to do to maintain a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- career, including enterprise, employability and economic understanding

SKILLS PROGRESSION – RECEPTION- YEAR 6 -

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sex and Relationship education	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend *SRE are covered through other PSHE topics in this year group*	Pupils learn about growing from young to old and that they are growing and changing Pupils learn about how their home-life is special *SRE are covered through other PSHE topics in this year group*	Pupils learn to understand and respect the differences and similarities between people Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils learn the biological differences between male and female children Pupils learn about growing from young to old and that they are growing and changing Pupils learn that everybody needs to be cared for and ways in which they care for others Pupils learn about different types of family and how their home-life is special	Pupils learn that everybody needs to be cared for and ways in which they care for others Pupils learn the biological differences between male and female children *SRE are covered through other PSHE topics in this year group*	Pupils learn about the way we grow and change throughout the human lifecycle Pupils learn the physical changes associated with puberty Pupils learn about the impact of puberty on physical hygiene and strategies for managing this Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Pupils learn strategies to deal with feelings in the context of relationships Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it	Pupils learn about Menstruation Pupils learn about the changes that occur during puberty	Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Pupils learn about human reproduction in the context of the human lifecycle Pupils learn how a baby is made and grows (conception and pregnancy) Pupils learn about roles and responsibilities of carers and parents Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted Pupils learn about how the risk of HIV can be reduced Pupils learn that contraception can be used to stop a baby from being conceived. Pupils learn about wet dreams
Drug, alcohol and tobacco		**What do we put into and on to bodies?** Pupils learn about what can go into bodies and how it can make people feel Pupils learn about what can go on to bodies and how it can make people feel	**Medicines and me** Pupils learn why medicines are taken Pupils learn where medicines come from Pupils learn about keeping themselves safe around medicines	**Tobacco is a drug** Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people Pupils learn about the effects and risks of smoking tobacco and second hand smoke Pupils learn about the help available for people to remain smoke free or stop smoking	**Making choices** Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them Pupils learn about the effects and risks of drinking alcohol Pupils learn about different patterns of behaviour that are related to drug use	**Different influences** Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products Pupils learn strategies to resist pressure from others about whether to use drugs –smoking	**Weighing up risk** Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs Pupils learn about assessing the level of risk in different situations involving drug use Pupils learn about ways to manage risk in situations involving drug

				Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use		drugs and alcohol	use
Keeping safe and managing risk	**Celebrating difference -** Identifying talents Being special Families Where we live Making friends Standing up for yourself	**Feeling safe** Pupils learn about safety in familiar Situations Pupils learn about personal safety Pupils learn about people who help keep them safe outside the home	**Indoors and outdoors** Pupils learn about keeping safe in the home, including fire safety Pupils learn about keeping safe Outside Pupils learn about road safety	**Bullying – see it, say it, stop it** Pupils learn to recognise bullying and how it can make people feel Pupils learn about different types of bullying and how to respond to bullying incidents Pupils learn about what to do if they witness bullying	**Y**	**When things go wrong** Pupils learn about keeping safe Online Pupils learn that violence within relationships is not acceptable Pupils learn about problems that can occur when someone goes missing from home	**Keeping safe – out and About** Pupils learn about feelings of being out and about in the local area with increasing independence Pupils learn about recognising and responding to peer pressure Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour) Pupils learn about the importance for girls to be protected against FGM
Mental Health and well being	**Being me in my world** - Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities **Dreams and goals** Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	**Feelings** Pupils learn about different types of feelings Pupils learn about managing different feelings Pupils learn about change or loss and how this can feel	**Friendship** Pupils learn about managing different feelings Pupils learn about solving problems that might arise with friendships	**Strengths and Challenges** Pupils learn about celebrating achievements and setting personal goals Pupils learn about dealing with put-downs Pupils learn about positive ways to deal with set-backs	*No specific unit of work for this year group. Mental health is covered in Year 4 SRE: puberty (emotions, feelings, behaviour and relationships)*	**Dealing with feelings** Pupils learn about a wide range of emotions and feelings and how these are experienced in the body Pupils learn about times of change and how this can make people feel Pupils learn about the feelings associated with loss, grief and bereavement	**Healthy minds** Pupils learn what mental health is Pupils learn about what can affect mental health and some ways of dealing with this Pupils learn about some everyday ways to look after mental health Pupils learn about the stigma and discrimination that can surround mental health
Physical health and well being	**Changing me** - Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations **Healthy me** - Exercising bodies Physical activity	**Fun times** Pupils learn about food that is associated with special times, in different cultures Pupils learn about active playground games from around the world	**What keeps me healthy?** Pupils learn about eating well Pupils learn about the importance of physical activity, sleep and rest Pupils learn about the people	**What helps me choose?** Pupils learn about making healthy choices about food and drinks Pupils learn about how branding can affect what foods people choose to buy Pupils learn about keeping active and some of the challenges of this	**What is important to me?** Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons) Pupils learn about other factors	**In the media** Pupils learn that messages given on food adverts can be misleading Pupils learn about role models Pupils learn about how the media can manipulate images and this may not reflect reality	*No specific unit of work for this year group. Healthy eating and physical activity is covered in Year 6 mental health and emotional wellbeing: Healthy Minds*

Healthy food Sleep Keeping clean Safety	Pupils learn about sun-safety	who help us to stay healthy and well and about basic health and hygiene routines		that contribute to people's food choices (such as ethical farming, fair trade and seasonality) Children learn about the importance of getting enough sleep		
Careers, financial capability and economic wellbeing		**My money** - Pupils learn about where money comes from and making choices when spending money. Pupils learn about saving money and how to keep it safe Pupils learn about the different jobs people do.	*No specific unit of work for this year group.*	**Saving, spending and Budgeting** Pupils learn about what influences people's choices about spending and saving money Pupils learn how people can keep track of their money Pupils learn about the world of work	*No specific unit of work for this year group.*	**Borrowing and earning Money**- Pupils learn that money can be borrowed but there are risks associated with this Pupils learn about enterprise Pupils learn what influences people's decisions about careers	*No specific unit of work for this year group.*
Identity, society and		**Me and others** Pupils learn about what makes themselves and others special Pupils learn about roles and responsibilities at home and school Pupils learn about being cooperative with others	*No specific unit of work for this year group. Friendship is covered in the mental health and emotional wellbeing unit for Year 2. Caring for others and different families is covered in SRE.*	**Celebrating difference** Pupils learn about valuing the similarities and differences between themselves and others Pupils learn about what is meant by community Pupils learn about belonging to groups	**Democracy** Pupils learn about Britain as a democratic society Pupils learn about how laws are made Pupils learn about the local council	**Stereotypes, discrimination and prejudice** (including tackling homophobia) Pupils learn about stereotyping, including gender stereotyping Pupils learn about prejudice and discrimination and how this can make people feel	**Human rights** Pupils learn about people who have moved to Harden/ Bradford from other places, (including the experience of refugees) Pupils learn about human rights and the UN Convention on the Rights of the Child Pupils learn about homelessness

RE –BREADTH OF STUDY

RE–

Breadth and depth in RE for all pupils can be achieved if the following are taken into account:
● Pupils should develop an understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
● RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
● Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole.
● Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
● Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.

● The study of religion should be based on the legal requirements and provide an appropriate balance between the six major World religions and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

● The breadth of study should take account of the four levels of community cohesion:
o the school community at Harden Primary
o the community within which the school is located of Harden, Bingley and wider across Bradford and Yorkshire.
o the UK community.
o the global community.

RE– AT HARDEN

RE at Harden is concerned with the education of pupils ABOUT faiths rather than instruction in any given faith. We are very lucky to have close links with the differing places of Worship either within or nearby to our local community in Harden. At Harden we ensure that ALL six World religions are studied at an age appropriate level. It is important to us that the children learn about all faiths religious or non-religious and allow this to help them form their own beliefs if and when appropriate to the individual. The RE curriculum allows for personal and social beliefs of having a religious faith or other stance to life. The delivery of the RE curriculum will promote a positive attitude towards other people, acknowledging what they hold in common, respecting their right to hold different beliefs and appreciating the richness of life in a society of diverse religions. We work alongside the various faiths in our local areas and across our Exceed multi-academies trust. Ensuring that the children are confident when forming, maintaining and deepening the integrity of their own beliefs, values, judgements, allegiances and commitments. They will build on and have the appropriate knowledge when appreciating the religious, non-religious and spiritual dimensions in their own search for meaning in life, and that of others.

SKILLS PROGRESSION – RECEPTION- YEAR 6 - RE

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking about religion and belief	*Know that some people have different beliefs.	*Recall features of religious, spiritual and moral stories recognise and name features of religions and beliefs	*Retell religious, spiritual and moral stories where appropriate identify how religion and belief is expressed in different ways identify similarities and differences between our peers and relate this to features of religious and non-religious beliefs	*Make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religious and non-religious beliefs	*Comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religious and non-religious beliefs	*Explain connections between questions, beliefs, values and practices in different belief systems recognise and explain the impact of beliefs on individuals and communities explain how and why differences in belief are expressed.	*Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems explain some of the challenges offered by the variety of religions and beliefs in the contemporary world explain the reasons for, and effects of, diversity within and between religious , non-religious beliefs and other cultures
Enquiring, investigating and interpreting	*Identify what they find interesting and puzzling in life	*Identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression	*Recognise that some questions about life are difficult to answer *Ask questions about their own and others' feelings and experiences *Identify possible meanings for symbols	*Investigate and connect features of religions and beliefs *Ask significant questions about religions and beliefs describe and *Suggest meanings for symbols and other forms of religious expression	*Gather, select, and organise ideas about religion and belief suggest answers to some questions raised by the study of religions and beliefs. *Suggest meanings for a range of forms of religious expression, using appropriate vocabulary	*Suggest lines of enquiry to address questions raised by the study of religions and beliefs *Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence *Recognise and explain diversity within religious expression, using appropriate concept	*Identify the influences on, and distinguish between, different viewpoints within religions and beliefs *Interpret religions and beliefs from different perspectives *Interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and teachings (what people believe)	*Talk about what they believe.	*Recount outlines of some religious stories and studies	*Retell religious stories and identify s religious beliefs and teachings from the stories	*Describe some religious beliefs and teachings of religions studied, and their importance	*Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions	*Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	*Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practices and lifestyles (what people do)	*Know that people practice different things.	*Recognise features of religious life and practice	*Identify some religious practices, and know that some are characteristic of more than one religion	*Describe how some features of religions studied are used or exemplified in festivals and practices	*Show understanding of the ways of belonging to religions and what these involve	*Explain how selected features of religious life and practice make a difference to the lives of individuals and communities	*Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities
Expression and language (how people express themselves)	*Can express own beliefs	*Recognise some religious symbols and words	*Suggest meanings in religious symbols, language and stories	*Make links between religious symbols, language and stories and the beliefs or ideas that underlie them	*Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	*Explain how some forms of religious expression are used differently by individuals and communities	*Compare the different ways in which people of faith communities express their faith.
Identity and experience (making sense of who we are)	*Identify aspects of own experience and feelings, in religious material	*Identify aspects of own experience and feelings, in religious material studied	*Respond sensitively to the experiences and feelings of others, including those with a faith	*Compare aspects of their own experiences and those of others, identifying what influences their lives	*Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	*Make informed responses to questions of identity and experience in the light of their learning	*Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)	*Identify things they find interesting or puzzling	*Identify things they find interesting or puzzling, in religious materials studied	*Realise that some questions that cause people to wonder are difficult to answer	*Compare their own and other people's ideas about questions that are difficult to answer	*Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	*Make informed responses to questions of meaning and purpose in the light of their learning	*Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values and commitments (making sense of right and wrong)	*Identify what is of value to themselves and their family.	*Identify what is of value and concern to themselves, in religious material studied	*Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	*Make links between values and commitments, including religious ones, and their own attitudes or behaviour	*Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issue	*Make informed responses to people's values and commitments (including religious ones) in the light of their learning	*Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply

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PE – PURPOSE OF STUDY

PE

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

AIMS OF PE

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

Develop competence to excel in a broad range of physical activities

Are physically active for sustained periods of time

Engage in competitive sports and activities

Lead healthy, active lives.

PE AT HARDEN

Physical Education is an essential part of the Harden curriculum and we strongly promote healthy, active lifestyles. As a small school we try to take as many opportunities as possible to engage in a variety of different activities. The school is currently one of the most successful in the Aire Valley for sporting excellence, winning numerous trophies in a great number of sports over the past 8 years.

The National Curriculum for Physical Education details a clear 'Purpose of Study' and 'Subject Content' for KS1 and KS2. Our whole PE skills progression chart combined with our yearly Curriculum Overview not only details the journey children will go on in this subject but also the high expectations we set, and the opportunities we provide in: gymnastics, dance, athletics, outdoor and adventurous activities (OAA) and games. We place a strong emphasis on 'healthy lifestyles' and general fitness, which is particularly evident on a daily basis where all children and staff are invited to take part in a 10 minute daily mile fitness challenge.

We take part in many inter-school competitions for a wide range of sports, both within and beyond the school day, with some children teams meeting regional or even national level, and as part of this we ensure that ALL our pupils have opportunities to participate in a wide range of opportunities both within and beyond the school day.

SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance	Begins to copy and explore basic movements Can remember simple movements and basic dance steps Links movements to basic action songs *(eg. Head, shoulders, knees and toes)* Responds to a range of stimuli.	Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to a range of stimuli.	Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add a change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli.	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work.	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. *e.g using various levels, ways of travelling and motifs.* Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. *e.g using various levels, ways of travelling and motifs.* Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating

							fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.
Gymnastics	Begins to copy and explore basic movements with some control and coordination. Can perform different body shapes Can perform 2 footed jump Can use equipment safely Begins to perform Balances with a degree of control	Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements	Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence	Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when	Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances.	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.

				travelling, balancing, using equipment etc		Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences.	Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.
Games	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Participates in simple games	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple games	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending to carry out different skills.	Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the activity of the game. Beginning to communicate with others during game situations. Uses skills with co-ordination and control. Develops own rules for new games. Makes imaginative pathways using the equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner.	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. *e.g. dribbling, bouncing, kicking* Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support the creation of new games.	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending.	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together effectively. *e.g. dribbling, bouncing, kicking* Keeps possession of balls during games situations. Consistently uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to

				Beginning to select resources independently Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.		Uses running, jumping, throwing and catching in isolation and combination	support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination.
Athletics	Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control. Can hop, skip and jump.	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. *preparation for shot put and javelin* Can use equipment safely	Beginning to run at speeds appropriate for the distance. *e.g. sprinting and cross country* Can perform a running jump with some accuracy Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. *e.g. hop skip jump (triple jump)* Beginning to record peers performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
Outdoor & Adventurous Activities (OAA)				Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult.	Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve.	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge.	Develops strong listening skills. Uses and interprets simple maps. Think activities through and problem solve using general knowledge.

				Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.	Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.
Swimming						Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.	
Evaluation	Can comment on own and others performance Can give comments on how to improve performance. Use appropriate vocabulary when giving feedback			Watches and describes performances accurately. Beginning to think about how they can improve their own work. Work with a partner or small group to improve their skills. Make suggestions on how to improve their work, commenting on similarities and differences.		Watches and describes performances accurately. Learn from others how they can improve their skills. Comment on tactics and techniques to help improve performances. Make suggestions on how to improve their work, commenting on similarities and differences.	
Healthy Lifestyles	Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.			Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.		Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Understands the need to warm up and cool down.	

COMPUTING – PURPOSE OF STUDY

PURPOSE OF STUDY- COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in an ever changing digital world.
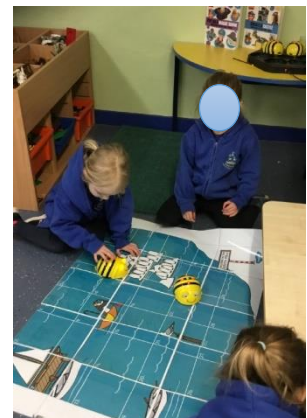
COMPUTING AT HARDEN

Harden Primary School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand the immense value technology plays not only in supporting the computing and whole school curriculum but overall in the day-to-day life of our school. We believe that technology can provide: enhanced collaborative learning opportunities; better engagement of pupils; easier access to rich content; support conceptual understanding of new concepts and can support the needs of all our pupils.

As a school, we have chosen the Purple Mash Computing Scheme of Work from Reception to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. We are confident that the scheme of work more than adequately meets the national vision for Computing. It provides immense flexibility, strong cross-curricular links and integrates perfectly with our wider curriculum needs. Together, with use of extra software that will be specifically chosen to enhance specific areas of learning, we feel our children are given the best opportunity to excel in the computing curriculum.

The requirement to ensure that the children are able to use the internet, and related communications technology safely, in a digital world, is addressed as part of the wider duty of care to which all the adults in school are aware of. We ensure that regular assemblies and discrete activities are interwoven throughout the curriculum.

SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	*Understand that digital devices can be programmed; and that programs execute by following simple instructions. Predict the behaviour of simple programs	*Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program. Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code. When looking at a program, children can read code one line at a time and make good attempts to see the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	*Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps. Children can identify the parts of a program that respond to specific events and initiate specific actions. Example, they can write a cause and effect sentence about what will / has happened	*Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it. Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing. Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. Example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order	*When turning a real life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs. Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code. Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. Example, 'if' statements, repetition and variables. They can trace code	*Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code. Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design. When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables. Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of	*Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions. Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole. Children understand and

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				to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.	and use step-through methods to identify errors in code and make logical attempts to correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.	online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.	can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information Technology	*Use technology purposefully to create and manipulate digital content to aid learning.	*Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	*Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	*Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines. Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful	*Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. . Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.	*Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains. Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as	*Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content, quality and accuracy. Children use critical thinking skills in everyday use of online communication. Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				content to attach to emails, e.g. 2Respond.		collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	the quality of digital solutions and are able to identify improvements, making some refinements.
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
E-Safety	*Recognise common uses of information technology at home and school. Use technology safely and respectfully, keeping personal information private under supervision.	*Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair. Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.	*Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs. Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult	*Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.	*Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.	*Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	*Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

MODERN FOREIGN LANGUAGE – PURPOSE OF STUDY

MFL – PURPOSE OF STUDY

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

AIMS

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

Understand and respond to spoken and written language from a variety of authentic sources.

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

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

Discover and develop an appreciation of a range of writing in the language studied.

SPANISH – AT HARDEN

At Harden Primary the aim of teaching Spanish is to encourage the children's curiosity and excitement in their wider global community as well as inspiring a lifelong love of languages. We want to broaden our children's understanding of the world and ensure they have a strong cultural awareness that will help them as they grow.

At Harden, our children enjoy learning Spanish. We believe it is important to learn Spanish as it is the second most widely spoken language in the world and the primary language of 20 countries worldwide. It is also the primary MFL language taught in an increasing amount of Secondary schools in our area. Spanish is taught throughout KS2 on a weekly basis, lessons may be delivered in 2 x 15 minute slots or in one 30 minute session per week dependent on individual class timetables. Our Key Stage 2 children follow the 'La Jolie Ronde' scheme of work. Our EYFS and KS1 classes have exposure to Spanish through the 'Little Languages' scheme of work. This is enhanced by Purple Mash and other online resources.

As part of our Spanish lessons children have the opportunity to listen to Spanish being spoken, as well as joining in and responding in Spanish. They are offered the opportunity to explore the patterns and sounds of the language through songs and rhymes. Children are encouraged to participate in simple conversations, asking and answering questions, using familiar vocabulary, phrases and simple writing. They are encouraged to read carefully and show understanding of words as well as present their own ideas and information orally to adults and peers alike.

We aim to ensure that children broaden their Spanish vocabulary and develop an ability to understand new words so they can describe people, places, things and actions both orally and in writing.

SKILLS PROGRESSION – RECEPTION- YEAR 6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	*Understand that books can be written in more than one language.	*Recognise and understand some familiar spanish words and phrases in written form	*Read aloud in chorus, with confidence and enjoyment, from a known text	*Make links between some phoneme, rhymes and spellings and read aloud familiar words *Notice the spelling of familiar words *Recognise how sounds are represented in written form Identify specific sounds, phonemes and words	*Read and understand familiar words and short written phrases *Follow a short text while listening and reading, saying some of the text *Read a wider range of words, phrases and sentences aloud *Apply phonic knowledge to decode text Recognise and apply simple agreements (e.g. gender, plural, singular) *Recognise negative statements Recognise categories of words (e.g. colours) and word classes	*Read and understand some of the main points from a short text *Recognise typical conventions of word order and compare with English *Understand and use negative statements	*Read aloud with confidence, enjoyment and expression, in chorus or individually *Read and understand the main points and some detail from a short written passage *Identify different text types and read short, authentic texts for enjoyment or information *Match sound to sentences and paragraphs *Notice and manipulate agreements *Apply knowledge of word order and sentence construction to support understanding of written text
Writing	-	-	-	*Write some familiar simple words accurately using a model (copy) *Write some familiar simple words from memory	*Write some familiar words and phrases (noun & gender and adjectives) without help (from memory) *Copying simple structures *Use question forms *Use phonic knowledge to support accurate pronunciation and to write simple words and phrases *Recognise and apply simple agreements (e.g. gender, plural, singular)	*Understand how a simple sentence is written *Write words, phrases and a few sentences using a model *Remembering simple structures and applying in new contexts *Joining simple sentences using y/pero *Manipulate language by changing a single element in a sentence *Understand and use negative statements Apply knowledge of language rules and conventions when building short sentences *Use 1st, 2nd and 3rd person singular forms of familiar verbs.	*Write several sentences from memory *Develop a short text using a model *Know how to use a bilingual dictionary to check their spelling and the gender *Notice and manipulate agreements *Use knowledge of words, text and structure to make meaning, using simple language *Apply knowledge of words and text conventions to build meaningful sentences and short texts Use 1st, 2nd and 3rd person singular forms of familiar verbs.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking	*Recall greeting and short phrases	*Imitate pronunciation and recall short phrases	*Respond to familiar spoken words and phrases	*Communicate with others using simple words and phrases *Use the correct pronunciation in spoken work *Recognise question forms and negatives	*Use question forms Use phonic knowledge to support accurate pronunciation and to say simple words and phrases	*Communicate by asking a wider range of questions Express simple opinions Make a short presentation using a model *Develop accuracy in pronunciation and intonation *Manipulate language by changing a single element in a sentence *Use repair strategies to keep a conversation going *Understand and use negative statements *Apply knowledge of language rules and conventions when building short sentences	*Join in a short conversation *Give a clear presentation in a clear audible voice *Recognise the importance and significance of intonation *Notice and manipulate agreements *Use knowledge of words, text and structure to make meaning, using simple language
Listening	*Listen to familiar spoken words	*Listen to familiar spoken words and phrases	*Understand conventions such as taking turns to speak, valuing the contribution of others	*Link sounds to meanings *Recognise question forms and negatives *Identify specific sounds, phonemes and words	*Listen to and identify words and short phrases *Communicate by answering a wider range of questions *Sort words according to sounds *Recognise negative statements *Recognise categories of words (e.g. colours) and word classes	*Pick out some of the main points from short spoken passages *Join in a short conversation *Understand simple opinions *Recognise typical conventions of word order and compare with English *Understand and use negative statements	*Listen to and understand the main points and some detail from a short spoken passage *Notice and manipulate agreements