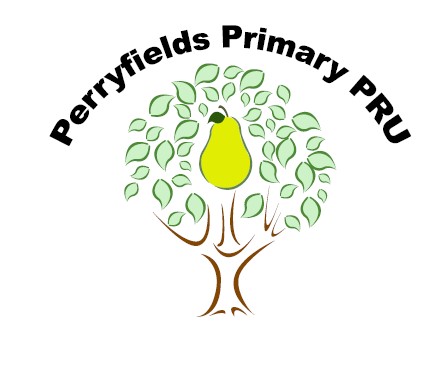
**Perryfields Primary PRU**



**Curriculum Policy**

**2020/21**

|  |  |  |  |
| --- | --- | --- | --- |
| **Review Date** | **Reviewed Date** | **Reviewer** | **Action** |
| September 2016 | October 2016 | Management Committee | Ratified by Management Committee |
| September 2017 | October 2017 | Education Sub Committee | Ratified by Management Committee 17.10.2017 |
| September 2019 |  |  |  |

**Vision:**

**…To enjoy learning, to enjoy being together and wanting to return to mainstream…**

This vision has been created by all staff and shared with the school’s stakeholders. To ensure the vision is met the school has formed a school curriculum which aims to increase pupil’s knowledge, skills and understanding by providing a stimulating and enjoyable education which fosters curiosity, independent thinking, imagination and creativity.

At Perryfields teachers plan a broad and balanced curriculum that provides high expectations for all which reflects the National Curriculum 2014 and includes all the relevant alteration in 2015/16.

*The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum …All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education. ..The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.*

*National Curriculum, 2014*

# The Organisation of the Curriculum Key stages One and Two

English and Maths are taught from the National Curriculum 2014, these a provide a long term plan which is robust, progressive and comprehensive, ensuring all the children receive a broad and balanced learning experience.

For the remainder of the core and foundation subjects a long-term plan has been created for each year group covering NC objectives and learning outcomes specific to the expected level for the age of the children. Assessment for foundation subjects will be conducted at half year mid-point and at the end of the academic year. – See Perryfields Curriculum Assessments Scheme.

**Progression Skills Tracker**

Our skills progression tracker helps support the progression of skills across the curriculum including pre-key stage (PKS) standards. This document helps to personalise the needs of individual pupils at Perryfields. – see Perryfields Progression Skills Tracker

# School Curriculum

The key drivers enable the school curriculum to be personalised to the children of Perrfields. The key drivers have been established by examining and identifying the needs of the children within the school and the essential skills they will need to ensure they are successful and happy in all that they do. The key drivers will run parallel to, and are interwoven within the school curriculum.

# Key Drivers

## Knowledge and Understanding of our community, Country and wider world

**Aims:**

* To have understanding of British values, cultures and key events in the past.
* To know the continents of the world, key countries and capital cities
* To know how to be a responsible citizen within the local community
* To understand and respect different cultures and religions, present within the local community, in Britain and throughout the world
* To begin to recognise the opportunities beyond the local community.

**Try new things**

Aims:

* To be able to take risks both in and out of the classroom
* To be able to persevere with new challenges both in and out of the classroom
* To be motivated to learn
* To have experienced a range of outdoor and adventurous learning
* To develop an inner resilience to carry on even when things are hard.

# Process

To enable learners to achieve the above outcomes the school has developed a set of key principles for all staff to follow

* To establish a learning to learn ethos within the classroom
* All planning to ensure opportunities to raise the children’s self-belief and develop a positive attitude towards risk and challenge
* Regular opportunities to work as a team
* To continue to use the ‘news flash’ feature of Espresso and First News newspapers (as well as the online version) to also keep in touch with current issues.
* Provide our children with a greater knowledge and understanding of the world by discussing local and global issues and the impact that they have.
* Provide opportunities through trips, local exploration and the use of visitors to ask questions and explore people, society and their changes.

Alongside this ‘special days/weeks’ will be introduced such as Enterprise week to provide children with further learning opportunities.

# Themes

The school will base planning around themes using the PROSPECTUS Curriculum. These themes will be whole schooled based. There is no limited time period for each subject within the them, the length will be determined by the class teacher. Each theme will begin with a ‘Launch day’. During this day the children will immerse themselves within the theme.

|  |  |  |
| --- | --- | --- |
| **TERM** | **Cycle 1** | **Cycle 2** |
| Autumn 1 | **London’s Burning**  What was the Great Fire of London? | **Flight**  What flies? |
| Autumn 2 | **Great War**  How do we remember WWI? | **Home Front**  When was WWII? |
| Spring 1 | **Poles Apart**  Do penguins and polar bears live together? | **Wonder Women**  What famous women do you know? |
| Spring 2 | **Get out of my swamp**  What is a fairy tale? | **Pioneers**  What is a pioneer? |
| Summer 1 | **School Days**  What is school? | **Toys**  What are toys? |
| Summer 2 | **Journey Through Europe**  Where in the world is Europe? | **Indian Spice**  What kind of country is India? |

**Key Stage 1 Long Term Plan**

**Key Stage 2 Long Term Plan**

|  |  |  |
| --- | --- | --- |
| **TERM** | **Cycle 1** | **Cycle 2** |
| Autumn 1 | **Greece Lightening**  Who were the Ancient Greeks? | **Rule Britannia**  Where did the Vikings come from and where did they settle? |
| Autumn 2 | **Battling Britain**  Why did World War 2 happen and what were the implications? | **The Great War**  Which countries formed the British Empire? |
| Spring 1 | **Walls and barricades**  What are the differences and similarities between physical walls and social barriers? | **Out of this world**  Which nations pioneered space exploration? |
| Spring 2 | **Disasters**  What are natural disasters and how do they occur? | **Mexico and the Mayans**  What are the differences and similarities between Mexico and the UK? |
| Summer 1 | **Wonder Women**  Which women have had a significant impact on The World we live in today? | **Yes Minister**  What is democracy?  What are the differences between rules and laws? |
| Summer 2 | **Travels to Tokyo**  Where will the Olympic games be held and who will take part? | **Wild Waters**  How are rivers formed and where are they found? |

# The planning process

All the teachers have a planning folder which contains all their planning for their particular class. The steps are

* Using the medium term planning formats teachers complete weekly term planning for both foundation subjects and each key driver
* Each child will have a Learning Journal book that will allow them to present work in different ways and will show evidence of skills led learning,

*\*For Religious Education (RE), Perryfields will follow the Worcestershire*

*Agreed syllabus for religious education 2015-2020.*

**Intent**

Perryfields Curriculum is unique to the needs of the pupils. We have highlighted the specific, unique and changing needs of our pupils:

* Engagement / awe and wonder
* Link with basic skills in Maths and English to prepare for mainstream
* Rich and broad experiences (educational visits, visitors projects and events)
* Emphasis on life skills
* Staying healthy
* Promote positive learning behaviours, and personal development behaviour and welfare (safety, group work etc…)
* Promote independence within learning to prepare our pupils for mainstream / next steps
* Knowledge, understanding and skills in all aspects of their education including…

The humanities, linguistic, mathematical, scientific, technical, social, physical and artistic.

**Implementation**

Staff use a variety of pedagogical approaches and strategies in order to provide pupils with experiences and skills that will aid current and future learning, taking account of all different learning styles. We aim to make them effective problem solvers who take ownership and demonstrate independence within their learning and maximise their academic and personal potential. Subsequently, they will present their work and understanding in a variety of different ways and not only in the written form. These strategies include:

* Written work
* Individual and group research
* Discussion with higher order questions
* Group work
* Presentations
* Display work
* Educational visits and visitors
* ICT software
* Special event days/weeks
* Role play and drama
* Homework projects
* Model making
* Art, music and DT work
* Videos
* Stories
* Matching, classifying, sorting and sequence cards.

**Impact**

* Pupil data – achievement: attainment and progress
* Book scrutiny
* Pupil voice parent and family voice
* Learning Walks
* Lesson observation – including peer/phase observations
* Lesson Studies
* Internal and external moderation
* Educational visits/visitors evaluations
* Resource management monitoring

# Expectations of curriculum design

The following points should be demonstrated by all staff within curriculum planning, delivery and assessment to ensure rigor, accountability and high standards of achievements for all:

* The stated outcomes must initiate and drive planning  Contribute to the design of an engaging curriculum.
* Clear reference to appropriate NC objectives
* Complete a theme map stating the outcomes of each theme using ‘ I can statements’
* Each theme needs to have a key text/s
* Them work to be reflected in class book and on web page
* Launch day to start each theme - boards to be added to throughout the term. Ensure they show case writing, celebrate children’s work and share high expectations
* Provide at least 1 opportunity for first-hand experience through visits/visitors
* The planning is driven by children’s perceptions of what they want to learn and know about
* Homework project linked to theme
* Make an Assessment of children’s learning against stated outcomes at the end of each main theme
* Cross curricular links are meaningful therefore some subjects and skills will be taught discretely
* Medium and short term planning is a working document, it will be added to and adapted throughout each theme

# Inclusion

All children have equal access to the provisions of curriculum within the school. Emphasis will be placed on developing the potential of each individual. Teachers will cater for the needs of pupils of varying aptitude through a mixture of common open-ended activities and tasks. Resources will be selected to provide access and challenge for the most able and those with learning difficulties

The school has a Gifted and Talented register and children who exhibit particular strengths in subject areas, or general learning ability, are catered for within lessons.

Each foundation subject is led by a teacher who is the subject coordinator; it is their responsibility to manage resources and to provide advice and support for teachers when planning, teaching and assessing. The coordinator may also identify any training opportunities available outside school and draw them to the attention of any individual for whom he/she feels may be useful.

Each ½ term, every child on role, will have an opportunity to take part in an off-site educational visit or experience linked to the topic of that half term.

**Appendix One Skills Progression**

**Perryfields Primary PRU**

****

**Subject Skills Progression**

**Perryfields Primary PRU**

**English Skills Progression**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Essential Skills** | **PKS 1** | **Year 1 and 2** | **PKS 2**  (Use PKS 1) | **Year 3 and 4** | **Year 5 and 6** |
| **Reading** | |  | | --- | | Standard 1 | | Language comprehension  In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):  • indicate correctly pictures of characters and objects in response to questions such as ‘Where is (the)…?’  • show anticipation about what is going to happen (e.g. by turning the page)  • join in with some actions or repeat some words, rhymes and phrases when prompted. | | Standard 2 | | Word reading1  The pupil can:  • say a single sound for 10+ graphemes  • read words by blending sounds with known graphemes, with help from their teacher.  Language comprehension  In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):  • demonstrate understanding, e.g. by answering questions, such as ‘Where is he/she/it?’, ‘What is this?’, ‘Who is this?’, ‘What is he/she doing?’  • join in with predictable phrases or refrains.   |  | | --- | | Standard 3 | | Word reading  The pupil can:  • say a single sound for 20+ graphemes  • read accurately by blending the sounds in words with two and three known graphemes.  Language comprehension  In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):  • respond to questions that require simple recall  • recount a short sequence of events (e.g. by sequencing images or manipulating objects). | | Standard 4 | | Word reading  The pupil can:  • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes\*  • read accurately by blending the sounds in words with up to five known graphemes  • read some common exception words\*  • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.  Language comprehension  In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):  • talk about events in the story and link them to their own experiences  • retell some of the story. | | | * Discuss events. * Predict events. * Link reading to own experience. * Explain and discuss understanding of texts. * Discuss the significance of the title and events. * Read aloud writing with some intonation. * Ask and answer questions about texts. * Predict what might happen and make simple inferences on the basis of what is being said and done. * Participate in discussion about what is read to them, taking turns and listening to what others say. * Distinguish between fact and opinion. * Compare versions of the same event. * Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. * Learn rhymes and poems and recite some by heart. * Use dictionaries to find meaning of unfamiliar words. | Standard  Word reading  The pupil can:  • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*  • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*  • read many common exception words\*  In a book closely matched to the GPCs as above, the pupil can:  • read aloud many words quickly and accurately without overt sounding and blending  • sound out many unfamiliar words accurately.  Language comprehension  In a familiar book that is read to them, the pupil can:  • answer questions in discussion with the teacher and make simple inferences.  Standard 6 (working at the KS1 expected standard)  Word reading  The pupil can:  • read accurately most words of two or more syllables  • read most words containing common suffixes\*  • read most common exception words.\*  In age-appropriate1 books, the pupil can:  • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2  • sound out most unfamiliar words accurately, without undue hesitation.  Language comprehension  In a book that they can already read fluently, the pupil can:  • check it makes sense to them, correcting any inaccurate reading  • answer questions and make some inferences  • explain what has happened so far in what they have read. | * Draw inferences such as inferring character’s feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Predict from details stated and implied. * Recall and summarise main ideas. * Retrieve, record and present information from non-fiction using non-fiction, using titles, headings, sub-headings and indexes. * Ask questions to improve understanding of a text. * Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences as evidence. * Identify main ideas drawn from more than one paragraph and summarise these. | * Identify and discuss themes and conventions in and across a range of writing. * Ask questions to improve understanding. * Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. * Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. * Retrieve, record and present information from non-fiction. * Participate in discussion about books, taking turns and listening and responding to what others say. |
| **Writing** | |  | | --- | | **Standard 1** | | **Composition**  The pupil can:  • say an appropriate word to complete a sentence when the adult pauses (e.g. ‘We’re going to the…zoo/park/shop/beach’).  **Transcription**  The pupil can:  • draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). | | **Standard 2** | | **Composition**  The pupil can:  • say a clause to complete a sentence that is said aloud (e.g. ‘When we went to the beach today,…we ate ice cream / I played in the sand / it was hot’).  **Transcription**  The pupil can:  • form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading  • identify or write these 10+ graphemes on hearing corresponding phonemes. |   **Standard 3**   * **Composition** * The pupil can:   make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences  write a caption or short phrase using the graphemes that they already know.  Transcription   * The pupil can:   form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading  identify or write these 20+ graphemes on hearing the corresponding phonemes  spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).  **Standard 4**  **Composition**   * The pupil can:   make up their own sentences and say them aloud, after discussion with the teacher   * write down one of the sentences that they have rehearsed. * Transcription * The pupil can:   form most lower-case letters correctly   * identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes * spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)   spell a few common exception words (e.g. I, the, he, said, of). | * Write for a variety of purposes. * Plan by talking about ideas and writing notes. * Use some of the characteristic features of the type of writing used. * Write, review and improve. * Use adjectives to add detail. * Use names of people, places and things. * Re-read writing to make sure it makes sense. * Use the correct tense. * Organise writing in line with its purpose. * Write about more than one idea. * Group related information. * Join sentences with conjunctions and connectives. * Write so that other people can understand the meaning of sentences. * Sequence sentences to form a short narrative. * Vary the way sentences begin. * Recount experiences with interesting detail. * Read aloud writing clearly enough to be heard by peers and the teacher. * Read aloud writing with some intonation. | |  | | --- | | **Standard 5** | | **Composition**  The pupil can, after discussion with the teacher:  • write sentences that are sequenced to form a short narrative (real or fictional)  • demarcate some sentences with capital letters and full stops.  **Transcription**  The pupil can:  • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others  • spell some common exception words\*  • form lower-case letters in the correct direction, starting and finishing in the right place  • form lower-case letters of the correct size relative to one another in some of their writing  • use spacing between words. | | **Standard 6 (working at the KS1 expected standard)** | | **Composition**  The pupil can, after discussion with the teacher:  • write simple, coherent narratives about personal experiences and those of others (real or fictional)  • write about real events, recording these simply and clearly  • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required  • use present and past tense mostly correctly and consistently  • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.  **Transcription**  The pupil can:  • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others  • spell many common exception words\*  • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters  • use spacing between words that reflects the size of the letters. | | * Write for a wide range of purposes using the main features identified in reading. * Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. * Plan, write, edit and improve. * Create characters, settings and plots. * Use organisational devices such as heading and sub-headings. * Use connectives that signal time, shift attention, inject suspense and shift the setting. * Organise paragraphs around a theme. * Sequence paragraphs. * Use further organisational and presentational devices to structure text and to guide the reader. * Identify ideas drawn from more than one paragraph and summarise these. * Understand the skills and processes essential for writing: thinking aloud to generate ideas, drafting, and re-reading to check meaning is clear. * Prepare poems to read aloud with expression, volume, tone and intonation. * Compose and rehearse sentences orally. * Read aloud writing to a group or a whole class using appropriate intonation. | * Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. * Choose the appropriate form of writing using the main features identified in reading. * Note and develop initial ideas, drawing on reading and research where necessary. * Plan, draft, write, edit and improve. * Use the techniques that authors use to create characters, settings and plots. * Interweave description of characters, settings and atmosphere with dialogue. * Guide the reader by using a range of organisational devices including a range of connectives. * Choose effective grammar and punctuation and propose changes to improve clarity. * Ensure correct use of tenses throughout a piece of writing. * Write paragraphs to give the reader a sense of clarity. * Develop understanding of writing concepts by recognizing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. * Perform compositions, using appropriate intonation and volume. |
| **Speaking** | * Use talk to organise sequence and clarify thinking, ideas, feelings and events. * Use language to imagine and recreate roles and experiences in play situations. * Extend vocabulary, especially by grouping and naming, exploring the meaning of sounds of new words. * Link statements and stick to a main theme or intention. * Introduce a storyline or narrative into play. | * Sift information and focus on the important points. * Use subject specific vocabulary to explain and describe. * Suggest words and phrases appropriate to the topic being discussed. * Suggest words and phrases appropriate to the topic. * Speak in a way that is clear and easy to understand. * Give well-structured descriptions and explanations for different purposes including expressing feelings. * Take turns to talk, listening carefully to the contribution of others. * Talk about things of personal interest. |  | * Engage in discussions, making relevant points. * Ask relevant questions to extend their understanding and knowledge. * Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. * Compose and rehearse sentences orally. * Make relevant comments or ask questions in a discussion or a debate. * Respectfully challenge opinions or points offering an alternative. * Seek clarification by actively seeking to understand others’ points of view. * Articulate arguments and opinions. * Consider and evaluate different viewpoints. | * Understand how to answer questions that require more than a yes/no or single sentence response. * Ask appropriate questions to clarify or further understanding. * Use adventurous and sophisticated vocabulary. * Participate in discussion, listening and responding to what others say * Justify reasoning, adding information to clarify position. * Negotiate and compromise by offering alternatives. * Debate, using relevant ideas details to support points. |

****

**Perryfields Primary PRU**

**Maths Skills Progression**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Essential Skills** | **Pre-key stage 1** | **Year 1 and 2** | **Pre-key stage 2**  **(Use PKS1)** | **Year 3 and 4** | **Year 5 and 6** |
| **Number** | **Standard 1**  • demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity)  • distinguish between ‘one’ and ‘lots’, when shown an example of a single object and a group of objects  • demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil).  **Standard 2**  • identify the big or small object from a selection of two  • sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles)  • say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher)  • demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked  • copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).  **Standard 3**  • identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10  • demonstrate an understanding that the last number counted represents the total number of the count  • use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present  • copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc)  **Standard 4**  • read and write numbers in numerals from 0 to 9  • demonstrate an understanding of the mathematical symbols of add, subtract and equal to  • solve number problems involving the addition and subtraction of single-digit numbers up to 10  • demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. 2 + 2 = 4 and 3 + 1 = 4)  • demonstrate an understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5 )  • demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if 3 + 2 = 5, then 5 – 2 = 3)  • demonstrate an understanding that the total number of objects changes when objects are added or taken away  • demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away  • count to 20, demonstrating that the next number in the count is one more and the previous number is one less  • recognise some common 2-D shapes. | * Compare and order numbers. * Solve simple problems in a practical context involving addition and subtraction of money in the same unit, including giving change. | **Standard 5**  The pupil can:  • read and write numbers in numerals up to 100  • partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources1 to support them  • add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)  • recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4)  • count in twos, fives and tens from 0 and use this to solve problems  • know the value of different coins  **Standard 6**  • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus  • add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)  • recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships  (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)  • recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary  • identify 14, 13, 12, 24, 34, of a number or shape, and know that all parts must be equal parts of the whole  • use different coins to make the same amount | * Count backwards through zero to include negative numbers. * Solve one step and two step problems. * Identify, represent and estimate numbers using different representations. * Order and compare numbers beyond 1000. * Read Roman Numerals up to 100. | * Solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division facts. * Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. * Solve number and practical problems. * Solve problems involving addition and subtraction, multiplication and division and a combination of these including understanding the meaning of the equals sign. * Solve number and practical problems involving ordering numbers and the addition of data. * Calculate and interpret the mean as an average. |
| **Measure** |  | * Compare, describe and solve practical problems for a range of different measures. * Measure and begin to record lengths and heights, capacity and volume. * Choose and use appropriate standard units to estimate and measure length/height (m/cm). * Compare, describe and solve practical problems for lengths and heights, mass/weight, capacity, volume and time. * Recognise and know the value of different denominations of coins and notes. * Compare and sequence intervals of time and begin to understand time difference between another country and our own, using appropriate mathematical vocabulary. * Sequence events in chronological order using language. * Recognise and use language relating to dates, including days of the week, weeks, months and years. | Standard 6  read the time on a clock to the nearest 15 minutes  • read scales3 in divisions of ones, twos, fives and tens | * Use and apply measures to a range of different contexts. * Measure, compare, add and subtract lengths. * Convert between different units of measures. * Estimate, compare and calculate different measures, including money in pounds and pence. * Add and subtract amounts of money to give change (£ and p). * Solve simple measure and money problems involving fractions and decimals to two decimal places. * Tell and write the time from an analogue clock– 12 hour and 24-hour clocks. * Compare duration of events. * Continue to compare and sequence intervals of time. * Read, write and convert time between analogue and digital 12- and 24- hour clocks. | * Use and apply measures to increasingly complex contexts. * Use, read, write and convert between standard units. * Measure, compare, add and subtract mass (Kg/g). * Convert between different units of metric measure (e.g. gram and kilogram). * Use all four operations to solve problems involving measure using decimal notation, including scaling. * Solve problems involving converting between units of time. * Solve number problems and practical problems involving money * Continue to read, write and convert tune between analogue and digital 12- and 24- hour clocks. * Solve problems involving converting between units of time. |
| **Shape** |  | * Identify the properties of 2D shapes including number of sides and lines of symmetry. * Order and arrange combinations of mathematic objects in patterns and sequences. | Standard 5  • name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).  Standard 6  name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. | * Use the properties of shapes and angles in complex and practical contexts. * Order and arrange combinations of mathematic objects in increasingly difficult patterns and sequences. * Describe positions on a 2-D grid coordinates in the first quadrant. * Describe movements between positions as translations of a given unit to the left/right and up/down. * Complete a simple symmetrical pattern with a specific line of symmetry. | * Draw given angles and measure them in degrees. * Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles. * Describe positions on the full co-ordinates grid. * Plot and read coordinates of simple shapes on the coordinate plane in all 4 quadrants. |
| **Data Handling** |  | * Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. * Ask and answer questions about totalling and comparing categorical data. |  | * Interpret and present data using bar charts, pictograms and tables. * Solve one step and two step problems using information presented in scaled bar charts, pictograms and tables. | * Gather, read and interpret data in tables and graphs. * Interpret and construct pie charts and line graphs and use these to solve problems. |

**Perryfields Primary PRU**

**Science Skills Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Skills** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Working Scientifically** | * Ask simple questions. * Observe closely, using simple equipment. * Perform simple tests. * Identify and classify. * Use observations and ideas to suggest answers to questions. * Gather and record data to help in answering questions. * Make accurate measurements using standard units and a range of equipment. E.g. thermometers and data loggers. | * Ask relevant questions. * Set up simple practical enquiries and comparative and fair tests. * Gather, record, classify and present data in a variety of ways to help in answering questions. * Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. * Report on finding from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. * Make accurate measurements using standard units using a range of equipment e.g. thermometers and data loggers. | * Plan enquiries, including recognising and controlling variables where necessary. * Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. * Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models. * Report findings from enquiries, including oral and written explanations of results, explanations involving casual relationships and other presentations. * Present findings in written form, displays and other presentations. * Use test results to make predictions to set up further comparative and fair tests. |
| **Biology** | * Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. * Observe and describe how seeds and bulbs grow into mature plants. * Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy. * Look at suitability of environments and at food chains. * Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. * Describe and compare the structure of a variety of common animals. * Investigate and describe the basic needs of animals (water, food air). * Identify and name the basic structure of a variety of plants. * Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. * Investigate and describe the basic needs of animals, including humans for survival (water, food and air). * Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. | * Explore the requirements of plants for life and growth and how they vary from plant to plant. * Identify that animals, including humans, need the right amount of nutrition, and that they cannot make their own food and they get nutrition from what they eat. * Give reasons for classifying animals based on specific characteristics. * Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats. * Identify how animals and plants are suited to and adapt to their environment in different ways. | * Relate knowledge of plants to studies of all living things. * Describe the life process of reproduction in some plants and animals. * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Identify that animals, including humans, need the right type animal, amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. * Recognise how animals and plants are suited to adapt to their environment in different ways. * Describe the changes as humans develop from birth to old age. * Describe how adaptation leads to evolution. * Recognise the impact of diet and exercise on the way the human body functions. |
| **Chemistry** | * Distinguish between an object and the material from which it is made. * Describe the simple properties of a variety of everyday materials. * Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard. * Investigate and compare the uses of different materials. * Compare and group together a variety of everyday materials on the basis of their simple physical properties. * Investigate what happens to materials when they are heated. | * Compare and group materials together. * Examine the properties of materials using various tests. * Compare and group rocks and describe the formation of fossils. * Observe that some materials change state when they are heated/cooled. * Recognise some common insulators. | * Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. * Compare and group rocks and describe the formation of fossils. * Relate the simple physical properties of some rocks to their formation. * Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. * Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. * Use a range of scientific methods to separate mixtures. * Investigate solubility and how possible it is to recover dissolved substances. |
| **Physics** | * Notice and describe how things move, using simple comparisons such as faster and slower. * Describe basic movements. | * Notice that some forces need contact between two objects and some forces act at a distance. * Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product. * Explain how shadows are formed and which group of materials are best at forming a shadow. * Observe the apparent movement of the sun during the day. | * Explain that unsupported objects fall towards the Earth because of the force gravity acting between the Earth and the falling object. * Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. * Describe the sun, moon and earth as approximately spherical bodies. |

****

****

**Perryfields Primary PRU**

**ART Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Skills** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Developing Ideas** | * Respond to ideas and starting points. * Explore ideas and collect visual information. * Explore different methods and materials as ideas develop. | * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources. * Adapt and refine ideas as they progress. * Explore ideas in a variety of ways. * Comment on artworks using visual language. | * Develop and imaginatively extend ideas from starting points throughout the curriculum. * Collect information, sketches and resources and present ideas imaginatively in a sketch book. * Use the qualities of materials to enhance ideas. |
| **Mastering Techniques** | * Draw lines of different sizes and thickness. * Colour neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils. * Use thick and thin brushes * Mix primary colours to make secondary. * Use a combination of materials that are cut, torn and glued. * Sort and arrange materials * Mix materials to create texture. * Use a combination of shapes. * Use rolled up paper, straws, paper, card and clay as materials. * Use techniques such as rolling, cutting, moulding and craving. * Use objects to create print. * Press, roll, rub and stamp to make prints. * Join materials using glue. | * Use different harnesses of pencils to show line, tone and texture. * Sketch lightly. * Use shading to show light and shadow. * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. * Mix colours effectively. * Experiment with creating mood and colour. * Select and arrange materials for a striking effect. * Create and combine shapes to create recognisable forms. * Add materials to provide interesting detail. * Use clay and other mouldable materials. * Use layers of two or more colours. | * Use a variety of techniques to add interesting effects. * Use a choice of techniques to depict movement, perspective, shadows and reflection. * Choose a style of drawing suitable for the work. * Sketch before painting to combine line and colour. * 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. * Mix textures. * Use tools to carve and add shapes, texture and pattern. * Build up layers of colours. |
| **Taking inspiration from the work of others** | * Describe the work of notable artists and designers. * Use some of the ideas of artists studied to create pieces. | * Replicate some of the techniques used by notable artists and designers. * Create original pieces that are influenced by studies of others. * Describe the differences and similarities between the designs and materials used by different sculptors. | * Give details about the style of some notable artists and designers. * Create original pieces that show a range of influences and styles. |

**Perryfields Primary PRU**

**D&T Skills progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Skills** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Practical Skills** | * Cut, peel or grate ingredients safely and hygienically. * Assemble or cook ingredients. * Demonstrate a range of cutting and shaping techniques. * Demonstrate a range of joining techniques. * Choose suitable techniques to construct products. * Cut materials safely using tools provided. | * Prepare ingredients hygienically using appropriate utensils. * Follow a recipe. * Assemble or cook ingredients. * Cut materials with precision and refine the finish with appropriate tools. * Select appropriate joining techniques. | * Demonstrate a range of baking and cooking techniques. * Select from and use a wider range of materials and components including constructional materials, textiles and ingredients, according to their functional properties and aesthetic qualities. * Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. * Join textiles with a combination of stitching techniques. * Develop a range of practical skills to create products. |
| **Designing, Making, evaluating and Improving** | * Design products that have a clear purpose and an intended user. * Make products, refining the design as work progresses. * Explore objects and designs to identify likes and dislikes of the designs. | * Design with purpose by identifying opportunities to design. * Make products, refining the design as work progresses. * Refine work and techniques as work progresses, continually evaluating the product design. | * Design products with a clear user in mind, motivated by the service a product will offer. * Ensure products have a high-quality finish, using art skills where appropriate. * Generate, develop, model and communicate their ideas through discussion, annotated sketches cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. * Use research and develop design criteria to inform designs for products that are fit for purpose. |
| **Design throughout History** | * Explore objects and designs to identify likes and dislikes of the designs. * Suggest improvements to existing designs. * Explore how products have been created. | * Identify some of the great designers in all of the areas of study. * Improve upon existing designs, giving reasons for choices. | * Combine elements of design from a range of inspirational designers throughout history, giving reasons for their choices. * Investigate and analyse a range of existing products. * Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. |

**Perryfields Primary PRU**

**Geography Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Skills** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Investigating places** | * Ask and answer geographical questions. * Identify key features of a location to say whether it is a city, town, village, coastal or rural area. * Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied. * Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. * 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 continents and oceans. * Use aerial images and plan perspectives to recognize landmarks and basic physical features. | * Ask and answer geographical questions about the physical and human characteristics of a location. * Explain own views about locations, giving reasons. * Use maps, atlases, globes and digital mapping to locate countries and describe features. * Use fieldwork to observe and record the human and physical features in the local area. * Use a range of resources to identify the key physical and human features of a location. * Name and locate countries and cities of the UK and Europe, including geographical regions and their human and physical characteristics. | * Collect and analyse statistics and other information in order to draw clear conclusions about locations. * Identify and describe how the physical features affect the human activity within a location. * Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. * Name and locate some of the countries and cities of the world and their identifying human and physical characteristics. * Use fieldwork to observe, measure, record and present the human and physical features in the local area. * Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps). |
| **Investigating patterns** | * Understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country * Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | * Describe geographical similarities and differences between countries. | * Understand some of the reasons for geographical similarities and differences between countries. * Describe how locations around the world are changing and explain some of the reasons for change. * Describe geographical diversity across the world. * Identify the position and significance of latitude, longitude, the Greenwich Meridian and Time zones. * Describe how countries and geographical regions are interconnected and independent. |
| **Communicating** | * Use basic geographical vocabulary to refer to key physical and human features. * Use compass directions and locational language to describe the location of features and routes on a map. | * Describe key aspects of physical and human geography. * Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge pf the United Kingdom and the wider world. | * Use Ordinance Survey symbols to communicate understanding of location. * Describe and understand key aspects of human and physical geography. |

**Perryfields Primary PRU**

**History Skills Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Skills** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Investigating and Interpreting** | * Observe or handle evidence to ask questions and find answers to questions about the past. * Use simple vocabulary relating the passing of time such as ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’. * Ask questions such as: What was it like for people? What happened? How long ago? * Use artefacts, pictures, stories, online sources and databases to find out about the past. * Identify some of the different ways the past has been represented. | * Use evidence to ask questions and find answers to questions about the past. * Suggest suitable sources of evidence for historical enquiries. * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. * Describe different accounts of a historical event explaining some of the reasons why the accounts may differ. * Suggest causes and consequences of some of the main events and changes in history. | * Use sources of evidence to deduce information about the past. * Select suitable sources of evidence, giving reasons for choices. * Use sources of information to form testable hypotheses about the past/ * Seek out and analyse a wide range of evidence in order to justify claims about the past. * Understand that no single source of evidence gives the full answer to questions about the past. * Refine lines of enquiry as appropriate. |
| **World history** | * Describe historical events. * Describe significant people from the past. * Recognise that there are reasons why people in the past acted as they did. | * Describe changes that have happened in the locality of the school throughout history. * Give a broad overview of life in Britain. * Compare some of the times studied with those of other areas of interest around the world. * Describe the social, ethnic, cultural or religious diversity of past society. * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | * Identify continuity and change in the history of the locality of the school. * Give a broad overview of life in Britain and some major events from the rest of the world. * Compare some of the times studied with those of other areas of interest around the world. * Describe the social, ethnic, cultural or religious diversity of past society. * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| **Chronology** | * Place events and artefacts in order on a time line. * Label time liens with words or phrases such as: past, present, older and newer. * Recount changes that have occurred in their own lives. * Use dates where appropriate. | * Place events, artefacts and historical figures on a time line using dates. * Understand the concept of change over time, representing this, along with evidence, on a time line. * Use dates and terms to describe events. | * Describe the main changes in a period of history. * Identify periods of rapid change in history and contrast them with times of relatively little change. * Understand the concepts of continuity and change over time, representing them, along with evidence on a time line. * Use dates and terms accurately in describing events. |
| **Communicating** | * Use words and phrases such as: a long time ago, recently, when my parents were children., years, decades and centuries to describe the passing of time. * Show an understanding of the concept of nation and a nation’s history. * Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | * Use appropriate historical vocabulary to communicate e.g. Chronology, era. | * Use appropriate historical vocabulary to communicate e.g. legacy, continuity. * Use original ways to present information and ideas. * Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilization’, ‘parliament’ and ‘peasantry’. |

**Perryfields Primary PRU**

**Computing Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Skills** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Computing** | * Use a range of applications and devices in order to communicate ideas, work and messages. * Communicate ideas, work and messages. * Gather information from different sources. * Demonstrate the ability to use a range of computer programmes to depict the key events of world war one in interesting and creative ways. * Understand how online services work. * Explore a website to find information. * Use online resources independently, safely and responsibly. * Use animation software to create a short film, including music and illustrations. * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. * Participate in class social media accounts. | * Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. * Select, use and combine a variety of software on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Give examples of the risks posed by online communications. * Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. * Organise and manipulate data in a range of digital formats. | * Select, use and combine a variety of software (a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Use many of the advanced features of a range of applications and devices in order to communicate ideas, work and messages. * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. * Contribute to blogs that are moderated by teachers. |

**Perryfields Primary PRU**

**Languages Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Skills** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Languages** | * Understand a range of spoken phrases. * Demonstrate some knowledge and understanding of the customs and features of the countries where the language is spoken. * Identify countries and communities where the language is spoken. | * Understand a range of spoken phrases. * Demonstrate a growing vocabulary. * Make comparisons between life in countries where the language is spoken and in this country. * Describe with some interesting details some aspects of countries or communities where the language is spoken. | * Understand a range of spoken phrases. * Demonstrate a growing vocabulary. * Use the context of a sentence or a translation to work out the meaning of unfamiliar words. * Give detailed accounts of customs, history and culture of the countries and communities where the language is spoken. * Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. |



**Perryfields Primary PRU**

**Music Skills Progression:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Skills** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Music** | * Take part in singing, accurately following the melody. * Follow instructions on how or when to sing or play an instrument. * Play tuned and unturned instruments musically * Make and combine sounds using the inter-related dimensions of music. * Use their voices expressively and creatively by singing songs and speaking chants and rhymes. * Create a sequence of long and short sounds. * Use symbols to represent a composition and use them to help with a performance. * Recognise and explore how sounds can be combined and used expressively. * Create a mixture of different sounds (long and short, loud and quiet, high and low). * Choose sounds to create an effect. * Sequence sounds to create an overall effect. * Listen with concentration and understanding to a range of high quality live and recorded music. | * Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression. * Improvise and compose music for a range of purposes, using the inter-related dimensions of music separately and in combination. * Perform, listen to, review and evaluate music across a range of historical periods. * Appreciate and understand a wide range of high-quality music from different traditions and from great musician and composers. * Choose, order and combine sound to create an intended effect. * Develop skills of singing with increased confidence and control. * Evaluate music using musical vocabulary to identify areas of likes and dislikes   . | * Perform solos or as part of an ensemble. * Sing or play from memory with confidence. * Play and compose music for a range of purposes. * Perform, listen to, review and evaluate music across a range of historical periods. * Improvise and compose music for a range of purposes using the internet – related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure). * Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory. * Listen with attention to detail and recall sounds with increasing aural memory. * Thoughtfully select elements for a piece in order to gain a defined effect. * Create songs with verses and a chorus. * Create rhythmic patterns with an awareness of timbre and duration. |

**Perryfields Primary PRU**

**PE Skills Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Essential Skills** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** |
| **PE** | * Develop tactics. * Use rolling, hitting, running, jumping, catching and kicking skills in combination. * Master basic movements, including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. * Move with careful control and coordination. * Link two or more moves to perform a sequence. * Choose movements to communicate a mood, feeling or idea. * Perform dances using simple movement patterns. * Lead others when appropriate. | * Follow the rules of the game and play fairly. * Choose appropriate tactics to cause problems for the opposition. * Take part in outdoor and adventurous activity challenges both individually and within a team * Perform dances using a range of movement patterns. * Apply and develop a range of skills and link them to make actions and sequences of movement. * Create dances and movements that convey a definite idea. * Compete with others and aim to improve personal best performances. | * Choose and combine techniques in game situations. * Choose the most appropriate tactics for a game. * Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending. * Compose creative and imaginative dance sequences. * Perform expressively and hold a precise and strong body posture. * Perform dances using a range of movement patterns. * Refine movement into sequences. * Vary Speed, direction, level and rotation during floor performances. * Compete with others and keep track of personal best performances, setting targets for improvement. |

**Appendix Two Foundation Subject**

**Statements**

# Art

## Rationale

Art and design activity enriches children’s learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art and evaluating their own and others’ work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

## Aims of teaching of Art

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.

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

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children’s knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and

developing work. We encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

* About hazards, risks and risk control;
* To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
* To use information to assess the immediate and cumulative risks;
* To manage their environment to ensure the health and safety of themselves and others;
* To explain the steps they take to control risks.

It is the responsibility of the art and design subject leader to pass on any relevant Health and Safety information to staff. It is the responsibility of each individual member of staff to ensure that they have read and understood the information passed onto them and act accordingly.

# Computing

## Rationale

The new National Curriculum presents the subject as one lens through which pupils can understand the world. There is a focus on computational thinking and creativity, as well as opportunities for creative work in programming and digital media.

## Aims of teaching of 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 a digital world.

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

At Perryfields

* + Children will be equipped to use technology as a tool to enhance and improve work quality, efficiency and lifestyle.
  + Children will understand how to use all technology safely and responsibly, especially online communication technologies. *(also see e-safety policy)*

Children will have an understanding of how computers and networks function, and how they can be programmed to complete tasks.

# Design and Technology

## Rationale Aims of teaching of Design and Technology

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.

**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

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

* + About hazards, risks and risk control;
  + To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
  + To use information to assess the immediate and cumulative risks;
  + To manage their environment to ensure the health and safety of themselves and others;
  + To explain the steps they take to control risks.

It is the responsibility of the art and design subject leader to pass on any relevant Health and Safety information to staff. It is the responsibility of each individual member of staff to ensure that they have read and understood the information passed onto them and act accordingly.

**When working with food:**

* + An adult will be required to supervise activities involving cooking and food handling/preparation.
  + When undertaking food activities the appropriate Health and Safety Procedures must be adhered to.
  + When working with food all children and adults should follow personal hygiene guidance (tie back hair, clean apron, use of blue plasters and washing hands)
  + Teachers should check the dietary needs of the children in their class to identify any foods that should not be available to specific children, or groups of children.
  + Only the equipment in the food cupboard, which is for food use only, should be used.
  + Glass and wooden items should never be used.
  + Ensure that the plastic work sheets, especially for use with food, cover the desk area. This sheet should be wiped down with a steriliser.
  + Only use equipment set aside to use with food.
  + See the school’s Health and Safety Manual for further guidance.

# French

## Rationale

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 of teaching languages

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.

# Geography

## Rationale

Through Geography pupils have the opportunity to see the world from different points of view. They find out about physical and human processes and begin to understand and explain the impact that we have on the world, and how sustainability is the key to the future.

## Aims of teaching geography

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

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.

(National Curriculum 2014)

Teachers will ensure opportunities for active learning are exploited including the regular use of first hand experiences, including visits and fieldwork There will be an emphasis on encouraging pupils to investigate places and features by asking a range of geographical questions, by responding in a variety of forms and by making judgements about geographical matters.

# History

## Rationale

History will provide a background to understanding culture and society in a world context. ‘A highquality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time’. (New curriculum 2014)

## Aims of teaching history

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

* know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
* know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’,

‘civilisation’, ‘parliament’ and ‘peasantry’

* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
* gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

(National Curriculum 2014)

When investigating a time period to arouse and sustain an interest in history, building on a child’s natural curiosity, teachers will ensure opportunities for links to be made to the locality where ever

possible. Children will use both primary and secondary resources as specified in the National Curriculum:

* Artefacts
* Pictures and photographs
* Oral history
* Written sources
* Building and sites
* Music

# Music

## Rationale

We aim to develop the musical confidence and competence of each of our children in order that they can enjoy and appreciate the music of others and develop their own ability to perform and compose.

## Aims of teaching of Music

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

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.

# PE

## Rationale

At Perryfields we believe that the Physical Development which we provide forms an essential foundation for the growth of the whole child through the teaching of PE and Dance.

As well as academic learning, pupils will be provided with the opportunity to develop their personal and social skills by promoting character building, cooperation, teamwork and self-esteem. In addition to this, spiritual and cultural understanding will also be developed.

Emphasis is also placed upon leading a healthy lifestyle. We value Physical Education and the sporting activities we as a school provide during lessons, school clubs, break times and lunch times.

## Aims of teaching of P.E

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.

**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.

Where possible the risk assessments of each area for PE are discussed with the children at the start of PE lessons:

* Teachers and other adults working within P.E. and school sport should promote an understanding of safe practice, and develop pupils’ sense of responsibility towards their own and others’ safety and well-being.
* Teaching staff should do a risk assessment before the beginning of each lesson to check for spills and hazardous articles, particularly following lunchtime.
* Safe and effective exercise procedures will be taught and adopted in all activity sessions within and outside of school, e.g. including warm-ups and cool-downs.
* Pupils should respond readily to rules and instructions.
* To ensure the safety of each pupil, no jewellery should be worn. Earrings must be removed for all physical activity.

# PSHE

Perryfields has decided to adopt the programme of study developed by the PSHE association. http://www.pshe-association.org.uk/uploads/media/27/7851.pdf

This programme of study is based on three core themes within which there will be a broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil’s spiritual, moral, social and cultural development and should be read in conjunction with these.

Aims of teaching PSHE

The programme of study will continue to be an integral part of the school curriculum and should always be taught in a sensitive manner appropriate to the needs of the individual child. It should be developed as a natural part of the pupils exploring feelings about themselves and others, and their place in the family and wider community. It will be taught in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

The overarching aim for PSHE education is to provide pupils with:

* accurate and relevant information
* opportunities to turn that knowledge into personal understanding
* opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes and beliefs, rights and responsibilities
* the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

A variety of teaching and learning styles will be used when delivering PSHE and Citizenship. These may include: discussion, videos, and stories. Resources and strategies such as , Cambridge, SEAL, circle time will also be regularly used.

It is important to set the appropriate climate for learning by encouraging active participation, asking the children open ended questions and encouraging to ask open ended questions of each other. PSHE is integrated into the new Primary Curriculum and topics are covered at least once, but most of the topics are covered several times. However, each time a topic is covered the class teacher will ensure it is appropriate to the child’s age, maturity and ability.

Positive relationships amongst children are encouraged through the curriculum, based on skills of co-operation, listening, sharing, negotiation and conflict resolution. Circle time an important role in this area and are used throughout the school. Elected representatives of each year group attend a school council. The children have an opportunity to explore and discuss issues, share roles of responsibility and take part in systems and conventions that reflect the wider society.

## Assessment

There are no attainment targets fort PSHE education. Teachers assess the children by making informal judgements as they observe them during lessons. Baseline assessment, in order to understand pupils’ prior learning, is essential to ensure new learning is relevant and progress can be assessed.

# R.E

At Perryfields we believe that Religious Education is concerned to enable pupils to become aware of religious aspects of life and to give them some knowledge and understanding of Christianity and the other major world faiths. The content is concerned with the beliefs and religious practices of people and what these can mean for these people as they live out their lives. It aims to develop skills and some understanding of religious ideas. Religious Education is also concerned with the search for meaning and purpose in life by both believers and by the pupils themselves. We help the children learn from religions as well as about religions.

## Aims

At Perryfields Primary School we aim to:

* develop pupils’ awareness of the religious aspects of life.
* give pupils some knowledge and understanding of the major world religions.
* help pupils recognise people behave in certain ways because of the beliefs they hold.
* allow them to explore their own feelings, experiences and emotions as they explore some of the puzzling questions of life.
* encourage pupils to have respect for others with different beliefs, practices and ways of living.

## The legal position of Religious Education

Our school curriculum for RE meets the requirements of the Education Act (1996), the School Standards and Framework Act (1998) and the Education Act (2002) These require that religious education is taught to all children, including those in reception classes who are less than five years old. However parents are allowed to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the headteacher and school governors. If a child is not to participate in the lesson he/ she will go to a parallel class where RE is not being taught. Teachers can also refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school’s spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on The Worcestershire Agreed Syllabus and it meets all the requirements set out in that document. In line with the legal requirement of the Education Act (2002) Christianity is taught as the predominant religion in both Key Stage One and Two. A minimum of five other religions must be taught according to the following pattern:

Key Stage 1: Christianity, Judaism and one other religion (Buddhism)

Key Stage 2: Christianity and Hinduism ( Years 3-4 ), Islam (Years 5-6), Sikhism (Years5-6) and one other religion (Buddhism)

A range of learning and teaching strategies which are effective for inclusive teaching of religious education include:

* Visits to places of worship, museums or art galleries
* The use of representatives from religious traditions as visitors to the class
* The use of artefacts, big books, posters, videos, artwork
* The use of picture or word cards for matching, classifying, prioritising, sequencing, etc
* The use of art and craft to enable students to express their ideas
* The use of drama, role play, gesture or dance
* The use of music to create an atmosphere or for expression of ideas and emotions
* The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.