

# Perryfields Primary PRU



## CURRICULUM POLICY 2022

<b>Review Date</b>	<b>Reviewed Date</b>	<b>Reviewer (Who?)</b>	<b>Approved By Name and Date</b>
September 2022	June 2022	Rob Harrison SLT Chair of Education Sub Committee – S. Boyce	Management Committee 27.09.2022
September 2023			
September 2024			

<b>Minutes Reference</b>	
<b>Signature of Chair</b>	

## 1. Perryfields Vision:

...To enjoy learning, to enjoy being together and wanting to return to mainstream...

This vision has been created by all stakeholders and shared widely across the school community. To meet our vision, Perryfields curriculum aims to increase pupils' **knowledge**, skills and understanding by providing a **challenging, stimulating** and **enjoyable** education which fosters **curiosity, independence, resilience, collaboration** and **self reflection**.

**“Knowing more, remembering more and doing more”**

At Perryfields, teachers plan a broad, balanced and ambitious curriculum that provides high expectations for all based on the **National Curriculum**.

*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*

## 2. Intent:

**The Key Drivers** enable the Perryfields curriculum to be personalised to the needs of our pupils. The key drivers have been established by identifying the needs of our pupils 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 are interwoven and underpin the Perryfields curriculum.

### Aspirations

We want our pupils to be **ambitious**, so that they can be the best versions of themselves. Our **unique** Perryfields curriculum **challenges** our pupils to believe in themselves and reach their full potential.

### Communication

To develop the pupils' ability to **communicate** with the world around them **positively** and **constructively**.

### Learning Powers

The Perryfields Learning Powers are the skills that underpin our **broad, balanced and ambitious** curriculum. Developing **character education** through our 'powers' enables pupils to **thrive and flourish** and be well prepared for **life-long learning**.



2.1 The Curriculum Intent and Intent synopsis document is available on the school website and in hard copy at the request of parents/carers.

Perryfields Curriculum is designed to meet the needs of our pupils. All stakeholders have identified 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, **collaboration** 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.

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

2.3 Every opportunity is taken to foster the **confidence** and **enjoyment** of reading across the curriculum and promote life-long love of reading. Reading materials are closely matched to learning, phonics knowledge and pupils' ability.

2.4 For the remainder of the core and foundation subjects a **progressive** long and medium term plan is in place for each year group covering NC objectives and learning outcomes specific to the expected level for the age of the pupils.

2.5 The school will base planning around the themes outlined in the Prospectus Curriculum. (See Curriculum map on website) There is no limited time period for each subject within the

theme, the length will be determined by the class teacher. Each theme will begin with a 'Launch day'. During this day, the pupils will immerse themselves within the theme.

2.6 In addition to the National Curriculum Objectives, the school has invested in identifying the best schemes of work to ensure **coverage, sequencing, progression** and **ambition** for our **unique** pupils. These are implemented using the strategies outlined in Section 3 of this policy. The following subjects are taught and the schemes are identified below:

Subject	Supporting Schemes
English	Phonics/Reading – Read, Write, Inc
Maths	White Rose Maths
RE	Worcestershire Agreed Syllabus for RE
PSHE – including relationships, sex and health education	Jigsaw, PSHE Association
Art and design	Kapow
Computing	Purplemash
Design and Technology	Kapow
MFL - French	Salut!
Geography	Prospectus
History	Prospectus
Music	Charanga
PE	Essentials

2.7 Assessment for foundation subjects will be conducted at half-year mid-point and at the end of the academic year. The school uses the Educater Assessment System to assess against age related attainment expectations. The completed assessments will be monitored through Pupil Progress Meetings, internal and external **moderation** and book trawls/work scrutiny.

2.8 The school will have due regard to the **National Curriculum** at all times throughout the academic year. The school will also have due regard for the 'Statutory framework for the early years foundation stage'.

2.9 Progression Tracker. Our progression tracker helps support the progression of **knowledge** and **skills** across the curriculum including pre-key stage (PKS) standards. This document ensures appropriate **coverage, progression** and **ambition** across all subjects whilst also enabling us to identify and action the personal needs of individual pupils at Perryfields. The tracker is made available in Appendix 1 of this policy.

2.10 A **variety** of strategies are used through our teaching and learning pedagogy to enable pupils to **remember key information** across all subjects. These include:

- **Retrieval** practice
- Sticky **knowledge** (short memorable facts for each subject area)
- Ebbinghaus' forgetting curve

- Quizzes and rapid tests/recall activities
- Regularly revisiting previous learning
- **Key knowledge** on display throughout the school/classes
- **Clear progression of knowledge** across the year groups

### 3. Curriculum Implementation

3.1 The following points will be demonstrated by all teaching 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** and **progressive** curriculum.
- Clear reference to appropriate National Curriculum objectives
- Complete a theme map stating the outcomes of each theme using 'I can statements' Each theme needs to have a key text/s
- Their 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 pupil's work and share high expectations
- Provide at least 1 opportunity in each theme for first-hand experience through visits/visitors
- The planning is driven by pupil's perceptions of what they want to learn and know about
- Homework projects are linked to the theme, our **Learning Powers** and encouraging **curiosity** and **collaboration** between pupils and their parents/carers
- Make an Assessment of pupil's learning against stated outcomes at the beginning, during (assessment for learning) and 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 so will be added to and adapted throughout each theme. Specific cohorts of pupils will have unique needs and so the teaching and learning strategies are likely to change each year, but **progression** and appropriate **sequencing** is always accounted for.

3.2 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/collaboration
- 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.

#### 4. Impact

4.1 The Curriculum and Subject Leaders will evaluate the impact of the curriculum using a variety of monitoring activities. The outcomes will be reported to SLT and the Management Committee, who will also contribute to whole school evaluation by quality assuring judgements and supporting action planning.

4.2 Examples of monitoring activities include:

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

4.3 The impact on the pupils will be assessed with the following at the forefront of our minds:

- Pupil progress in **knowledge** and skills across all subjects
- Pupil attainment in relation to age appropriate **knowledge** and skills
- Pupil engagement and motivation for learning – for example, the impact of enrichment activities and Learning Outside the Classroom

- The development of character education and demonstration of Learning Powers – for example, take risks in **learning, resilience, independence, collaboration, curiosity and reflection** both in and out of the classroom
- Personal Development – understanding of British Values, citizenship, local/national/global communities, equality, diversity, spiritual/moral/social/cultural education as well as their own aspirations, interests and talents.

## 5. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children's Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

## 6. Roles and responsibilities

a. The Management Committee is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating an Education Sub Committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

b. The Deputy Headteacher and Curriculum Leader are responsible for:

- Devising long and medium term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the Management Committee on an annual basis.
- Ensuring the curriculum is **inclusive and accessible** to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.

- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the Management Committee.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

c. Teachers are responsible for:

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 pupil'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 pupils 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 organised such as French Day, Chinese Day, RSE day to provide pupils with further learning opportunities.

All long term and medium term planning is saved in the Staff Shared Curriculum folder. Teachers can use this as a basis to complete weekly planning for all subjects with a focus on including each **key driver** and ensuring appropriate **sequences of learning**.

Each pupil will have a Learning Log that will allow them to present work in different ways and will show evidence of **knowledge** and skills led learning alongside **progression and coverage**.

Additional responsibilities include:

- Implementing this policy **consistently** throughout their practices.
- Ensuring lesson plans are **reflective** of the school's curriculum.

- Implementing the curriculum in **creative** ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the Deputy Headteacher/Curriculum Lead
- Planning is shared with colleagues and the SLT where required.
- Collaborating with the Headteacher and the SENDCo to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCo and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDCo and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Headteacher.
- Working to close the attainment gap between academically more and less able pupils.

d. Subject leaders are responsible for:

- Providing strategic leadership and direction to their team – including ensuring that the whole school Curriculum Intent is included within their Subject Rationale.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the subject area and reporting on this to the Head-Teacher.
- Providing efficient resource management for their subject area.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

e. The SENDCo is responsible for:

- Collaborating with the Headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## 7. Reporting and assessment

- a. Homework will be creative, challenging and assess pupils' **knowledge** and understanding of concepts covered within lessons.
- b. Homework grids will be set every half-term based around the theme and topics covered. Paper copies will be provided for all pupils and electronic copies of the grids uploaded to the school website. All completed homework will be celebrated and shared in assembly and certificates will awarded to promote and encourage engagement. Examples of completed work will be displayed across the school to further support the retrieval of knowledge and re-visiting of previously taught lessons.
- c. Assessments will be carried out termly in each subject to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- d. Results of informal assessments will be recorded and reported back to the Curriculum Leader, Headteacher, SLT, pupils and parents.
- e. If they are assessed as being able to reach the Expected Level of Attainment pupils will also complete national assessments. The results of these assessments will be reported back to the Headteacher, SLT, pupils and their parents.

## 8. Equal opportunities

- a. There are nine protected characteristics outlined within the Equality Act 2010, these are:
  - Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation
- b. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

- c. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- d. The school will have due regard for the Disability and Equality Statement at all times when planning and implementing the curriculum.

## **9. SEND and Inclusion**

- a. All pupils 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 or gaps in learning.
- b. Pupils who exhibit particular strengths in subject areas, or general learning ability, are catered for within lessons.
- c. Each subject is led by a teacher who is the subject leader; it is their responsibility to action plan for areas for development, celebrate strengths, manage resources and to provide advice and support for teachers when planning, teaching and assessing. The leader will 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.
- d. Each ½ term, every pupil on roll, will have an opportunity to take part in an off-site educational visit or experience linked to the topic of that half term.
- e. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- f. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- g. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- h. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

## **10. Enrichment activities**

- a. The school offers pupils a wide range of enrichment trips and activities to enhance their academic learning and personal development.

- b. Some trips and activities occur outside school hours and can include overnight stays in the UK.
- c. All pupils are able to participate in the activities and trips available.
- d. All extra-curricular activities and trips will be planned, executed and evaluated in accordance with the school's Educational Visits Policy.

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# **Perryfields Primary PRU**



## **Subject Knowledge and Skills Progression**



# Perryfields Primary PRU English Progression



Essential Skills	PKS 1	Year 1 and 2	PKS 2 (Use PKS 1)	Year 3 and 4	Year 5 and 6
<b>Reading</b>	<p><b>Standard 1</b> 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):</p> <ul style="list-style-type: none"> <li>• indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'</li> <li>• show anticipation about what is going to happen (e.g. by turning the page)</li> <li>• join in with some actions or repeat some words, rhymes and phrases when prompted.</li> </ul> <p><b>Standard 2</b> Word reading1 The pupil can:</p> <ul style="list-style-type: none"> <li>• say a single sound for 10+ graphemes</li> <li>• read words by blending sounds with known graphemes, with help from their teacher.</li> </ul> <p>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):</p> <ul style="list-style-type: none"> <li>• 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?'</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss events.</li> <li>• Predict events.</li> <li>• Link reading to own experience.</li> <li>• Explain and discuss understanding of texts.</li> <li>• Discuss the significance of the title and events.</li> <li>• Read aloud writing with some intonation.</li> <li>• Ask and answer questions about texts.</li> <li>• Predict what might happen and make simple inferences on the basis of what is being said and done.</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Distinguish between fact and opinion.</li> <li>• Compare versions of the same event.</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• Learn rhymes and poems</li> </ul>	<p><b>Standard</b> Word reading The pupil can:</p> <ul style="list-style-type: none"> <li>• read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*</li> <li>• read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*</li> <li>• read many common exception words*</li> </ul> <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> <li>• read aloud many words quickly and accurately without overt sounding and blending</li> <li>• sound out many unfamiliar words accurately.</li> </ul> <p>Language comprehension In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> <li>• answer questions in discussion with the teacher and make simple inferences.</li> </ul> <p>Standard 6 (working at</p>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predict from details stated and implied.</li> <li>• Recall and summarise main ideas.</li> <li>• Retrieve, record and present information from non-fiction using non-fiction, using titles, headings, sub-headings and indexes.</li> <li>• Ask questions to improve understanding of a text.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences as evidence.</li> <li>• Identify main ideas drawn from more than</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in and across a range of writing.</li> <li>• Ask questions to improve understanding.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• 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.</li> <li>• Retrieve, record and present information from non-fiction.</li> <li>• Participate in discussion about books, taking turns and listening and responding to what others say.</li> </ul>

	<ul style="list-style-type: none"> <li>• join in with predictable phrases or refrains.</li> </ul> <p>Standard 3</p> <p>Word reading</p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>• say a single sound for 20+ graphemes</li> <li>• read accurately by blending the sounds in words with two and three known graphemes.</li> </ul> <p>Language comprehension</p> <p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> <li>• respond to questions that require simple recall</li> <li>• recount a short sequence of events (e.g. by sequencing images or manipulating objects).</li> </ul> <p>Standard 4</p> <p>Word reading</p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>• say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes*</li> <li>• read accurately by blending the sounds in words with up to five known graphemes</li> <li>• read some common exception words*</li> <li>• read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.</li> </ul> <p>Language comprehension</p> <p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> <li>• talk about events in the story and link them to their own experiences</li> </ul>	<p>and recite some by heart.</p> <ul style="list-style-type: none"> <li>• Use dictionaries to find meaning of unfamiliar words.</li> </ul>	<p>the KS1 expected standard)</p> <p>Word reading</p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>• read accurately most words of two or more syllables</li> <li>• read most words containing common suffixes*</li> <li>• read most common exception words.*</li> </ul> <p>In age-appropriate<sup>1</sup> books, the pupil can:</p> <ul style="list-style-type: none"> <li>• 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 words<sup>2</sup></li> <li>• sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p>Language comprehension</p> <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> <li>• check it makes sense to them, correcting any inaccurate reading</li> <li>• answer questions and make some inferences</li> <li>• explain what has happened so far in what they have read.</li> </ul>	<p>one paragraph and summarise these.</p>	
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	<ul style="list-style-type: none"> <li>• retell some of the story.</li> </ul>				
<h1>Writing</h1>	<p><b>Standard 1 Composition</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').</li> </ul> <p><b>Transcription</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).</li> </ul> <p><b>Standard 2 Composition</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• 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').</li> </ul> <p><b>Transcription</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• form correctly most of the 10+ lower-case letters in Standard 2 of English</li> </ul>	<ul style="list-style-type: none"> <li>• Write for a variety of purposes.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Use some of the characteristic features of the type of writing used.</li> <li>• Write, review and improve.</li> <li>• Use adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Re-read writing to make sure it makes sense.</li> <li>• Use the correct tense.</li> <li>• Organise writing in line with its purpose.</li> <li>• Write about more than one idea.</li> <li>• Group related information.</li> <li>• Join sentences with conjunctions and connectives.</li> <li>• Write so that other people can understand the meaning of sentences.</li> <li>• Sequence sentences to form a short narrative.</li> <li>• Vary the way sentences</li> </ul>	<p><b>Standard 5 Composition</b> The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write sentences that are sequenced to form a short narrative (real or fictional)</li> <li>• demarcate some sentences with capital letters and full stops.</li> </ul> <p><b>Transcription</b> The pupil can:</p> <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>• spell some common exception words*</li> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• use spacing between words.</li> </ul> <p><b>Standard 6 (working at the KS1 expected standard)</b></p>	<ul style="list-style-type: none"> <li>• Write for a wide range of purposes using the main features identified in reading.</li> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Plan, write, edit and improve.</li> <li>• Create characters, settings and plots.</li> <li>• Use organisational devices such as heading and sub-headings.</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> <li>• Use further</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Choose the appropriate form of writing using the main features identified in reading.</li> <li>• Note and develop initial ideas, drawing on reading and research where necessary.</li> <li>• Plan, draft, write, edit and improve.</li> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Interweave description of characters, settings and atmosphere with dialogue.</li> <li>• Guide the reader by using a range of organisational devices including a range of connectives.</li> </ul>

	<p>language comprehension and reading</p> <ul style="list-style-type: none"> <li>• identify or write these 10+ graphemes on hearing corresponding phonemes.</li> </ul> <p><b>Standard 3</b></p> <ul style="list-style-type: none"> <li>• <b>Composition</b></li> <li>• 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</li> <li>• 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).</li> </ul> <p><b>Standard 4</b></p> <ul style="list-style-type: none"> <li>• <b>Composition</b></li> <li>• The pupil can: make up their own sentences and say them aloud, after discussion</li> </ul>	<p>begin.</p> <ul style="list-style-type: none"> <li>• Recount experiences with interesting detail.</li> <li>• Read aloud writing clearly enough to be heard by peers and the teacher.</li> <li>• Read aloud writing with some intonation.</li> </ul>	<p><b>Composition</b></p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• write about real events, recording these simply and clearly</li> <li>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>• use present and past tense mostly correctly and consistently</li> <li>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</li> </ul> <p><b>Transcription</b></p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</li> <li>• spell many common exception words*</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>organisational and presentational devices to structure text and to guide the reader.</p> <ul style="list-style-type: none"> <li>• Identify ideas drawn from more than one paragraph and summarise these.</li> <li>• Understand the skills and processes essential for writing: thinking aloud to generate ideas, drafting, and re-reading to check meaning is clear.</li> <li>• Prepare poems to read aloud with expression, volume, tone and intonation.</li> <li>• Compose and rehearse sentences orally.</li> <li>• Read aloud writing to a group or a whole class using appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose effective grammar and punctuation and propose changes to improve clarity.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> <li>• Write paragraphs to give the reader a sense of clarity.</li> <li>• Develop understanding of writing concepts by recognizing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Perform compositions, using appropriate intonation and volume.</li> </ul>
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	<ul style="list-style-type: none"> <li>with the teacher</li> <li>write down one of the sentences that they have rehearsed.</li> <li>Transcription</li> <li>The pupil can: form most lower-case letters correctly</li> <li>identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes</li> <li>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)</li> <li>spell a few common exception words (e.g. I, the, he, said, of).</li> </ul>				
<p><b>Speaking</b></p>	<ul style="list-style-type: none"> <li>Use talk to organise sequence and clarify thinking, ideas, feelings and events.</li> <li>Use language to imagine and recreate roles and experiences in play situations.</li> <li>Extend vocabulary, especially by grouping and naming, exploring the meaning of sounds of new words.</li> <li>Link statements and stick to a main theme or intention.</li> <li>Introduce a storyline or narrative into play.</li> </ul>	<ul style="list-style-type: none"> <li>Sift information and focus on the important points.</li> <li>Use subject specific vocabulary to explain and describe.</li> <li>Suggest words and phrases appropriate to the topic being discussed.</li> <li>Suggest words and phrases appropriate to the topic.</li> <li>Speak in a way that is clear and easy to understand.</li> <li>Give well-structured descriptions and explanations for different purposes including</li> </ul>		<ul style="list-style-type: none"> <li>Engage in discussions, making relevant points.</li> <li>Ask relevant questions to extend their understanding and knowledge.</li> <li>Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.</li> <li>Compose and rehearse sentences orally.</li> <li>Make relevant comments or ask questions in a discussion or a debate.</li> <li>Respectfully challenge</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to answer questions that require more than a yes/no or single sentence response.</li> <li>Ask appropriate questions to clarify or further understanding.</li> <li>Use adventurous and sophisticated vocabulary.</li> <li>Participate in discussion, listening and responding to what others say</li> <li>Justify reasoning, adding information to clarify position.</li> <li>Negotiate and</li> </ul>

		expressing feelings. <ul style="list-style-type: none"> <li>• Take turns to talk, listening carefully to the contribution of others.</li> <li>• Talk about things of personal interest.</li> </ul>		opinions or points offering an alternative. <ul style="list-style-type: none"> <li>• Seek clarification by actively seeking to understand others' points of view.</li> <li>• Articulate arguments and opinions.</li> <li>• Consider and evaluate different viewpoints.</li> </ul>	compromise by offering alternatives. <ul style="list-style-type: none"> <li>• Debate, using relevant ideas details to support points.</li> </ul>
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## Perryfields Primary PRU Maths 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
<b>Number</b>	<p><b>Standard 1</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects</li> <li>• demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil).</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and order numbers.</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money in the same unit, including giving change.</li> </ul>	<p><b>Standard 5</b></p> <p>The pupil can:</p> <ul style="list-style-type: none"> <li>• read and write numbers in numerals up to 100</li> <li>• partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them</li> <li>• add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no</li> </ul>	<ul style="list-style-type: none"> <li>• Count backwards through zero to include negative numbers.</li> <li>• Solve one step and two step problems.</li> <li>• Identify, represent and estimate numbers using different representations.</li> <li>• Order and compare numbers beyond 1000.</li> <li>• Read Roman Numerals up to 100.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve problems involving the relative sizes of two quantities where missing values can be found by using multiplication and division facts.</li> <li>• Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> <li>• Solve number and practical problems.</li> </ul>

	<p><b>Standard 2</b></p> <ul style="list-style-type: none"> <li>• identify the big or small object from a selection of two</li> <li>• sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles)</li> <li>• say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher)</li> <li>• demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked</li> <li>• copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).</li> </ul> <p><b>Standard 3</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• demonstrate an understanding that the last number counted represents the total number of the count</li> <li>• 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</li> <li>• copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc)</li> </ul> <p><b>Standard 4</b></p> <ul style="list-style-type: none"> <li>• read and write numbers in numerals from 0 to 9</li> </ul>		<p>regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. <math>23 + 5</math>; <math>46 + 20</math>; <math>16 - 5</math>; <math>88 - 30</math>)</p> <ul style="list-style-type: none"> <li>• recall at least four of the six 2 number bonds for 10 and reason about associated facts (e.g. <math>6 + 4 = 10</math>, therefore <math>4 + 6 = 10</math> and <math>10 - 6 = 4</math>)</li> <li>• count in twos, fives and tens from 0 and use this to solve problems</li> <li>• know the value of different coins</li> </ul> <p><b>Standard 6</b></p> <ul style="list-style-type: none"> <li>• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</li> <li>• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>)</li> <li>• 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 <math>7 + 3 = 10</math>, then <math>17 + 3 = 20</math>; if <math>7 - 3 = 4</math>, then <math>17 - 3 = 14</math>; leading to if <math>14 + 3 = 17</math>, then <math>3 + 14 = 17</math>, <math>17 - 14 = 3</math> and <math>17 - 3 = 14</math>)</li> </ul>		<ul style="list-style-type: none"> <li>• Solve problems involving addition and subtraction, multiplication and division and a combination of these including understanding the meaning of the equals sign.</li> <li>• Solve number and practical problems involving ordering numbers and the addition of data.</li> <li>• Calculate and interpret the mean as an average.</li> </ul>
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	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the mathematical symbols of add, subtract and equal to</li> <li>• solve number problems involving the addition and subtraction of single-digit numbers up to 10</li> <li>• demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. <math>2 + 2 = 4</math> and <math>3 + 1 = 4</math>)</li> <li>• demonstrate an understanding of the commutative law (e.g. <math>3 + 2 = 5</math>, therefore <math>2 + 3 = 5</math>)</li> <li>• demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if <math>3 + 2 = 5</math>, then <math>5 - 2 = 3</math>)</li> <li>• demonstrate an understanding that the total number of objects changes when objects are added or taken away</li> <li>• demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away</li> <li>• count to 20, demonstrating that the next number in the count is one more and the previous number is one less</li> <li>• recognise some common 2-D shapes.</li> </ul>		<ul style="list-style-type: none"> <li>• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</li> <li>• identify 14, 13, 12, 24, 34, of a number or shape, and know that all parts must be equal parts of the whole</li> <li>• use different coins to make the same amount</li> </ul>		
		<ul style="list-style-type: none"> <li>• Compare, describe and solve practical problems</li> </ul>	<p><u>Standard 6</u></p>	<ul style="list-style-type: none"> <li>• Use and apply measures to a range of different</li> </ul>	<ul style="list-style-type: none"> <li>• Use and apply measures to increasingly complex</li> </ul>

<h1>Measure</h1>		<p>for a range of different measures.</p> <ul style="list-style-type: none"> <li>• Measure and begin to record lengths and heights, capacity and volume.</li> <li>• Choose and use appropriate standard units to estimate and measure length/height (m/cm).</li> <li>• Compare, describe and solve practical problems for lengths and heights, mass/weight, capacity, volume and time.</li> <li>• Recognise and know the value of different denominations of coins and notes.</li> <li>• Compare and sequence intervals of time and begin to understand time difference between another country and our own, using appropriate mathematical vocabulary.</li> <li>• Sequence events in chronological order using language.</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> </ul>	<p>read the time on a clock to the nearest 15 minutes</p> <ul style="list-style-type: none"> <li>• read scales in divisions of ones, twos, fives and tens</li> </ul>	<p>contexts.</p> <ul style="list-style-type: none"> <li>• Measure, compare, add and subtract lengths.</li> <li>• Convert between different units of measures.</li> <li>• Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>• Add and subtract amounts of money to give change (£ and p).</li> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> <li>• Tell and write the time from an analogue clock– 12 hour and 24-hour clocks.</li> <li>• Compare duration of events.</li> <li>• Continue to compare and sequence intervals of time.</li> <li>• Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> </ul>	<p>contexts.</p> <ul style="list-style-type: none"> <li>• Use, read, write and convert between standard units.</li> <li>• Measure, compare, add and subtract mass (Kg/g).</li> <li>• Convert between different units of metric measure (e.g. gram and kilogram).</li> <li>• Use all four operations to solve problems involving measure using decimal notation, including scaling.</li> <li>• Solve problems involving converting between units of time.</li> <li>• Solve number problems and practical problems involving money</li> <li>• Continue to read, write and convert time between analogue and digital 12- and 24- hour clocks.</li> <li>• Solve problems involving converting between units of time.</li> </ul>
<h1>Shape</h1>		<ul style="list-style-type: none"> <li>• Identify the properties of 2D shapes including number of sides and lines of symmetry.</li> <li>• Order and arrange combinations of mathematic objects in patterns and sequences.</li> </ul>	<p><u>Standard 5</u></p> <ul style="list-style-type: none"> <li>• 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,</li> </ul>	<ul style="list-style-type: none"> <li>• Use the properties of shapes and angles in complex and practical contexts.</li> <li>• Order and arrange combinations of mathematic objects in increasingly difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Draw given angles and measure them in degrees.</li> <li>• Recognise angles where they meet at a point, are on a straight line, or are vertically opposite and find missing angles.</li> </ul>

			<p>circles, cuboids, cubes, pyramids and spheres).  <u>Standard 6</u>  name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</p>	<p>patterns and sequences.</p> <ul style="list-style-type: none"> <li>Describe positions on a 2-D grid coordinates in the first quadrant.</li> <li>Describe movements between positions as translations of a given unit to the left/right and up/down.</li> <li>Complete a simple symmetrical pattern with a specific line of symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>Describe positions on the full co-ordinates grid.</li> <li>Plot and read coordinates of simple shapes on the coordinate plane in all 4 quadrants.</li> </ul>
<p><b>Data Handling</b></p>		<ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>Ask and answer questions about totalling and comparing categorical data.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables.</li> <li>Solve one step and two step problems using information presented in scaled bar charts, pictograms and tables.</li> </ul>	<ul style="list-style-type: none"> <li>Gather, read and interpret data in tables and graphs.</li> <li>Interpret and construct pie charts and line graphs and use these to solve problems.</li> </ul>



## Perryfields Primary PRU Science Progression:



Essential Skills	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> <li>• Make accurate measurements using standard units and a range of equipment. E.g. thermometers and data loggers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Set up simple practical enquiries and comparative and fair tests.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on finding from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>• Make accurate measurements</li> </ul>	<ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving casual relationships and other presentations.</li> <li>• Present findings in written form, displays and other presentations.</li> </ul>

# Biology

		<p>using standard units using a range of equipment e.g. thermometers and data loggers.</p>	<ul style="list-style-type: none"> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.</li> <li>• Look at suitability of environments and at food chains.</li> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</li> <li>• Describe and compare the structure of a variety of common animals.</li> <li>• Investigate and describe the basic needs of animals (water, food air).</li> <li>• Identify and name the basic structure of a variety of plants.</li> <li>• 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.</li> <li>• Investigate and describe the basic needs of animals, including humans for survival (water, food and air).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the requirements of plants for life and growth and how they vary from plant to plant.</li> <li>• 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.</li> <li>• Give reasons for classifying animals based on specific characteristics.</li> <li>• Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.</li> <li>• Identify how animals and plants are suited to and adapt to their environment in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate knowledge of plants to studies of all living things.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• <b>Recognise that living things have changed over time and that fossils</b> provide information about living things that inhabited the Earth millions of years ago.</li> <li>• 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.</li> <li>• Recognise how animals and plants are suited to adapt to their environment in different ways.</li> <li>• Describe the changes as humans develop from birth to old age.</li> <li>• Describe how adaptation leads to evolution.</li> <li>• Recognise the impact of diet and exercise on the way the human body functions.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</li> </ul>		
<p style="text-align: center;"><b>Chemistry</b></p>	<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Describe the simple properties of a variety of everyday materials.</li> <li>Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.</li> <li>Investigate and compare the uses of different materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>Investigate what happens to materials when they are heated.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group materials together.</li> <li>Examine the properties of materials using various tests.</li> <li>Compare and group rocks and describe the formation of fossils.</li> <li>Observe that some materials change state when they are heated/cooled.</li> <li>Recognise some common insulators.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Compare and group rocks and describe the formation of fossils.</li> <li>Relate the simple physical properties of some rocks to their formation.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> <li>Use a range of scientific methods to separate mixtures.</li> <li>Investigate solubility and how possible it is to recover dissolved substances.</li> </ul>

<h1>Physics</h1>	<ul style="list-style-type: none"> <li>• Notice and describe how things move, using simple comparisons such as faster and slower.</li> <li>• Describe basic movements.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice that some forces need contact between two objects and some forces act at a distance.</li> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product.</li> <li>• Explain how shadows are formed and which group of materials are best at forming a shadow.</li> <li>• Observe the apparent movement of the sun during the day.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force gravity acting between the Earth and the falling object.</li> <li>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Describe the sun, moon and earth as approximately spherical bodies.</li> </ul>
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## Perryfields Primary PRU ART Progression



Essential Skills	Year 1 and 2	Year 3 and 4	Year 5 and 6
<h3>Developing Ideas</h3>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present</li> </ul>

		<ul style="list-style-type: none"> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language.</li> </ul>	<p>ideas imaginatively in a sketch book.</p> <ul style="list-style-type: none"> <li>• Use the qualities of materials to enhance ideas.</li> </ul>
<h2 style="text-align: center;">Mastering Techniques</h2>	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary.</li> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials</li> <li>• Mix materials to create texture.</li> <li>• Use a combination of shapes.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and craving.</li> <li>• Use objects to create print.</li> <li>• Press, roll, rub and stamp to make prints.</li> <li>• Join materials using glue.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different harnesses of pencils to show line, tone and texture.</li> <li>• Sketch lightly.</li> <li>• Use shading to show light and shadow.</li> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Experiment with creating mood and colour.</li> <li>• Select and arrange materials for a striking effect.</li> <li>• Create and combine shapes to create recognisable forms.</li> <li>• Add materials to provide interesting detail.</li> <li>• Use clay and other mouldable materials.</li> <li>• Use layers of two or more colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects.</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work.</li> <li>• Sketch before painting to combine line and colour.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> <li>• Mix textures.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Build up layers of colours.</li> </ul>

## Taking inspiration from the work of others

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| <ul style="list-style-type: none"> <li>• Describe the work of notable artists and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> | <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> <li>• Describe the differences and similarities between the designs and materials used by different sculptors.</li> </ul> | <ul style="list-style-type: none"> <li>• Give details about the style of some notable artists and designers.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul> |
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## Perryfields Primary PRU D&T progression



Essential Skills	Year 1 and 2	Year 3 and 4	Year 5 and 6
Practical Skills	<ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Assemble or cook ingredients.</li> <li>• Demonstrate a range of cutting and shaping techniques.</li> <li>• Demonstrate a range of joining techniques.</li> <li>• Choose suitable</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare ingredients hygienically using appropriate utensils.</li> <li>• Follow a recipe.</li> <li>• Assemble or cook ingredients.</li> <li>• Cut materials with precision and refine the finish with appropriate tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Select from and use a wider range of materials and components including constructional materials, textiles and ingredients, according to their functional properties and</li> </ul>

	<p>techniques to construct products.</p> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate joining techniques.</li> </ul>	<p>aesthetic qualities.</p> <ul style="list-style-type: none"> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape.</li> <li>• Join textiles with a combination of stitching techniques.</li> <li>• Develop a range of practical skills to create products.</li> </ul>
<p><b>Designing, Making, evaluating and Improving</b></p>	<ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> </ul>	<ul style="list-style-type: none"> <li>• Design products with a clear user in mind, motivated by the service a product will offer.</li> <li>• Ensure products have a high-quality finish, using art skills where appropriate.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Use research and develop design criteria to inform designs for products that are fit for purpose.</li> </ul>
<p><b>Design throughout History</b></p>	<ul style="list-style-type: none"> <li>• Explore objects and designs to identify likes and dislikes of the designs.</li> <li>• Suggest improvements to existing designs.</li> <li>• Explore how products have been created.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study.</li> <li>• Improve upon existing designs, giving reasons for choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for their choices.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>



## Perryfields Primary PRU Geography Progression



Essential Skills	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Investigating places</b>	<ul style="list-style-type: none"><li>• Ask and answer geographical questions.</li><li>• Identify key features of a location to say whether it is a city, town, village, coastal or rural area.</li><li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied.</li></ul>	<ul style="list-style-type: none"><li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li><li>• Explain own views about locations, giving reasons.</li><li>• Use maps, atlases, globes and digital mapping to locate countries and describe features.</li></ul>	<ul style="list-style-type: none"><li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li><li>• Identify and describe how the physical features affect the human activity within a location.</li><li>• Use a range of geographical resources to give detailed descriptions and opinions of</li></ul>

	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> <li>• Use aerial images and plan perspectives to recognize landmarks and basic physical features.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fieldwork to observe and record the human and physical features in the local area.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate countries and cities of the UK and Europe, including geographical regions and their human and physical characteristics.</li> </ul>	<p>the characteristic features of a location.</p> <ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps).</li> </ul>
<p><b>Investigating patterns</b></p>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Identify the position and significance of latitude, longitude, the Greenwich Meridian and Time zones.</li> <li>• Describe how countries and geographical regions are interconnected and independent.</li> </ul>

<b>Communicating</b>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> <li>• Use compass directions and locational language to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of physical and human geography.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Ordnance Survey symbols to communicate understanding of location.</li> <li>• Describe and understand key aspects of human and physical geography.</li> </ul>
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## Perryfields Primary PRU History Progression:



Essential Skills	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Investigating and Interpreting</b>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past/</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>

			<ul style="list-style-type: none"> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<b>World history</b>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and pupils.</li> </ul>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history.</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents were pupils., years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate e.g. Chronology, era.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate e.g. legacy, continuity.</li> <li>• Use original ways to present information and ideas.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire',</li> </ul>

	<ul style="list-style-type: none"> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<p>'civilization', 'parliament' and 'peasantry'.</p>
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## Perryfields Primary PRU Computing Progression



Essential Skills	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Computing</b>	<ul style="list-style-type: none"> <li>Use a range of applications and devices in order to communicate ideas, work and messages.</li> <li>Communicate ideas, work and messages.</li> <li>Gather information from different sources.</li> <li>Demonstrate the ability to use a range of computer programmes to depict the key events of world war one in interesting and</li> </ul>	<ul style="list-style-type: none"> <li>Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>Select, use and combine a</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Use many of the advanced features of a range of applications and devices in order to communicate ideas, work and messages.</li> </ul>

	<p>creative ways.</p> <ul style="list-style-type: none"> <li>• Understand how online services work.</li> <li>• Explore a website to find information.</li> <li>• Use online resources independently, safely and responsibly.</li> <li>• Use animation software to create a short film, including music and illustrations.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Participate in class social media accounts.</li> </ul>	<p>variety of software on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> <li>• Give examples of the risks posed by online communications.</li> <li>• 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.</li> <li>• Organise and manipulate data in a range of digital formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• Contribute to blogs that are moderated by teachers.</li> </ul>
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## Perryfields Primary PRU Languages Progression



Essential Skills	Year 1 and 2	Year 3 and 4	Year 5 and 6
<b>Languages</b>	<ul style="list-style-type: none"> <li>• Understand a range of spoken phrases.</li> <li>• Demonstrate some knowledge and understanding of the customs and features of the countries where the language is spoken.</li> <li>• Identify countries and communities where the language is spoken.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a range of spoken phrases.</li> <li>• Demonstrate a growing vocabulary.</li> <li>• Make comparisons between life in countries where the language is spoken and in this country.</li> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a range of spoken phrases.</li> <li>• Demonstrate a growing vocabulary.</li> <li>• Use the context of a sentence or a translation to work out the meaning of unfamiliar words.</li> <li>• Give detailed accounts of customs, history and culture of the countries and communities where the language is spoken.</li> <li>• Describe, with interesting detail, some similarities and differences between countries and communities where the language</li> </ul>

			is spoken and this country.
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**Perryfields Primary PRU**  
**Music Progression:**



<b>Essential Skills</b>	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
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## Music

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| <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how or when to sing or play an instrument.</li> <li>• Play tuned and untuned instruments musically</li> <li>• Make and combine sounds using the inter-related dimensions of music.</li> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Create a sequence of long and short sounds.</li> <li>• Use symbols to represent a composition and use them to help with a performance.</li> <li>• Recognise and explore how sounds can be combined and used expressively.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul> | <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression.</li> <li>• Improvise and compose music for a range of purposes, using the inter-related dimensions of music separately and in combination.</li> <li>• Perform, listen to, review and evaluate music across a range of historical periods.</li> <li>• Appreciate and understand a wide range of high-quality music from different traditions and from great musician and composers.</li> <li>• Choose, order and combine sound to create an intended effect.</li> <li>• Develop skills of singing with increased confidence and control.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes</li> </ul> | <ul style="list-style-type: none"> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play from memory with confidence.</li> <li>• Play and compose music for a range of purposes.</li> <li>• Perform, listen to, review and evaluate music across a range of historical periods.</li> <li>• Improvise and compose music for a range of purposes using the internet – related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure).</li> <li>• Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> </ul> |
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## Perryfields Primary PRU PE Progression



**Essential Skills**

**Year 1 and 2**

**Year 3 and 4**

**Year 5 and 6**

## PE

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| <ul style="list-style-type: none"><li>• Develop tactics.</li><li>• Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li><li>• 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.</li><li>• Move with careful control and coordination.</li><li>• Link two or more moves to perform a sequence.</li><li>• Choose movements to communicate a mood, feeling or idea.</li><li>• Perform dances using simple movement patterns.</li><li>• Lead others when appropriate.</li></ul> | <ul style="list-style-type: none"><li>• Follow the rules of the game and play fairly.</li><li>• Choose appropriate tactics to cause problems for the opposition.</li><li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li><li>• Perform dances using a range of movement patterns.</li><li>• Apply and develop a range of skills and link them to make actions and sequences of movement.</li><li>• Create dances and movements that convey a definite idea.</li><li>• Compete with others and aim to improve personal best performances.</li></ul> | <ul style="list-style-type: none"><li>• Choose and combine techniques in game situations.</li><li>• Choose the most appropriate tactics for a game.</li><li>• 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.</li><li>• Compose creative and imaginative dance sequences.</li><li>• Perform expressively and hold a precise and strong body posture.</li><li>• Perform dances using a range of movement patterns.</li><li>• Refine movement into sequences.</li><li>• Vary Speed, direction, level and rotation during floor performances.</li><li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li></ul> |
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