



BRINSWORTH WHITEHILL CURRICULUM DOCUMENT



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Maths Numbers and Place Value

	ITAF WTS statements 2018				ITAF statements 2018		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading and writing numbers	Recognise some numerals of personal significance. Recognises numerals 1 - 5.	<u>Read and write numbers from 1 to 20 in numerals and words</u>	<u>Read and write numbers to at least 100 in numerals and in words</u>	<u>Read and write numbers up to 1000 in numerals and in words</u>	Read and write numbers up to 10,000 in numerals and words	Read, write, order and compare numbers to at least 1000 000 and determine the value of each digit	<u>Can demonstrate an understanding of place value, including large numbers and decimals</u> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
Place Value		<u>Demonstrate an understanding of place value, though they still need to use apparatus to support them.</u>	Recognise the place value of each digit in a two-digit number (tens, ones) <u>Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus.</u>	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)		
Counting	Counts up to three or four objects by saying one number name for each item and counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10 and counts an irregular arrangement of up to ten objects. Counts out up to six objects from a larger group. Counts reliably with numbers from one to 20.	<u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</u> <u>Count, numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens</u>	<u>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</u>	<u>Count from 0 in multiples of 4, 8, 50 and 100;</u>	<u>Count backwards through zero to include negative numbers</u> <u>Count in multiples of 6, 7, 9, 25 and 1000</u>	Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero	Use negative numbers in context, and calculate intervals across zero
More and less	Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. Says which number is one more or one less than a given number to 20.	<u>Given a number, identify one more and one less</u>		finding 10 or 100 more or less than a given number	<u>Find 1000 more or less than a given number</u>		
Identify and represent		<u>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</u>	<u>Identify, represent and estimate numbers using different representations, including the number line</u>	<u>Identify, represent and estimate numbers using different representations</u>	<u>Identify, represent and estimate numbers using different representations</u>		
Comparing, ordering and rounding	Uses the language of 'more' and 'fewer' to compare two sets of objects. Orders numbers from one to 20.	Compare and order numbers up to 100. Count in 10s	<u>Compare and order numbers up to 1000</u>	<u>Compare and order numbers up to 1000</u>	<u>Order and compare numbers beyond 1000</u> <u>Round any number to the nearest 10, 100 or 1000</u>	Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	Round any whole number to a required degree of accuracy
NPV Solving Problems		Use place value and no facts to solve simple problems (1-20)	<u>-Use place value and number facts to solve problems.</u>	<u>Solve number problems and practical problems involving these ideas.</u>	<u>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</u>	Solve number problems and practical problems that involve all of the above	Solve number problems and practical problems that involve all of the above.
Numerals					Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	





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		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Addition and subtraction Skills	Addition and subtraction mental skills	<p>Finds the total number of items in two groups by counting all of them.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer</p>	<p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one digit and two digit numbers to 20 including zero</p> <p><u>Use number bonds and related subtraction facts within 20</u></p> <p><u>Add and subtract a two digit number and ones and two digit number where no grouping is required. They can demonstrate method using concrete apparatus or pictorial representations</u></p>	<p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p><u>Add two digit numbers within 100 and can demonstrate their method using concrete objects or pictorial representations</u></p> <p><u>Subtract mentally a two digit number from another two digit number when there is no regrouping required (e.g. 74-33)</u></p>	<p><u>Reason about addition</u></p> <p><u>Add and subtract numbers mentally where re-grouping is concerned,</u></p>	<p>Add and subtract numbers mentally including:</p> <p>4 digit and ones</p> <p>4 digit and tens</p> <p>4 digit and hundreds</p> <p>4 digit and thousands</p>	<p>Add and subtract numbers mentally with increasingly large numbers</p>	<p><u>Can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify calculation</u></p> <p>Perform mental calculations, including with mixed operations and large numbers</p>
	Addition and subtraction written skills	<p>Records, using marks that they can interpret and explain.</p>	<p>Add/subtract using a no line (maybe practical)</p>	<p>Add subtract two, two digit numbers using a written method</p>	<p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>	<p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>	<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</p>	<p>Add and subtract any whole numbers including those with different amounts of digits</p> <p>Add and subtract decimals including those with different amounts of digits</p>
Addition and subtraction using and applying	Estimating / checking / Inverse	<p>Estimates how many objects they can see and checks by counting them.</p>	<p>Consider whether an answer is reasonable</p>	<p>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p><u>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</u></p> <p><u>Estimate to check answers to a calculation are reasonable</u></p>	<p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p><u>Recognise the relationship between addition and subtraction and can rewrite addition statements as simplified multiplication statements</u></p>	<p>Estimate and use inverse operations to check answers to a calculation</p>	<p>Use rounding to check answers to calculations and determine, in the context of the problem, levels of accuracy</p>	<p>Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, levels of accuracy</p>
	Addition and subtraction Solving Problems		<p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p>	<p>Solve problems with addition and subtraction:</p> <p>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</p> <p>applying their increasing knowledge of mental and written methods</p>	<p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p><u>Solve more complex missing number questions.</u></p> <p><u>Solve word problems that have more than one step.</u></p>	<p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.</p>	<p><u>Use formal methods to solve multistep problems</u></p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p>





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Maths Multiplication and Division

		ITAF WTS statements 2018				ITAF statements 2018		
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication and division	Multiplication and division mental skills		Count forwards / backwards in 2s, 5s and 10s <u>Recall doubles and halves to 20</u>	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables <u>Use multiplication facts to make deductions outside known multiplication facts</u>	Recall multiplication and division facts for multiplication tables up to 12×12	Multiply and divide numbers mentally drawing upon known facts	Perform mental calculations, including with mixed operations and large numbers
	Multiplication and division calculation	Solves problems including doubling and halving.	Understand that multiplication is same as repeated addition	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods <u>Determine remainders given known facts</u>	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context	Multiply multi-digit numbers up to 4 digits by a two-digit whole number Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
	Factors					Recognise and use factor pairs and commutativity in mental calculations	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers -Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers -Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3)	Identify common factors, common multiples and prime numbers
Multiplication and division problem solving	Multiplication and division solving problems	Solves problems including doubling, halving and sharing.		Practically share and group	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Solve simple one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <u>Recall and use multiplication and division facts for 2, 5 and 10 to solve problems, demonstrating an understanding of commutativity as necessary</u>	Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects	Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates





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Maths Fractions, decimals and proportions

		ITAF WTS statements 2018				ITAF statements 2018		
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fractions, decimals and proportion	Recognise, find, write, use		Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object shape or quantity	<u>Can identify 1/3, 1/4, 1/2, 2/4, 3/4 and know that all parts must be equal parts of the whole</u> Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity Write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise and show, using diagrams, equivalent fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
	Add / Subtract		Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object shape or quantity	Add and subtract simple fractions with the same denominator	Add and subtract fractions with the same denominator within one whole (e.g. $5/7 + 1/7 = 6/7$) Compare and order unit fractions, and fractions with the same denominators	Add and subtract fractions with the same denominator	Add and subtract fractions with the same denominator and denominators that are multiples of the same number Compare and order fractions whose denominators are all multiples of the same number	<u>Calculate using fractions, decimals and percentages</u> Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Compare and order fractions, including fractions >1
	Comparing fractions and decimals				Compare and order unit fractions, and fractions with the same denominators <u>Find and compare fractions of amounts</u>	Compare numbers with the same number of decimal places up to two decimal places	Compare and order fractions whose denominators are all multiples of the same number Compare numbers with up to three decimal places	<u>Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities.</u> Compare and order fractions, including fractions >1
	Multiply and Divide Fractions						Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	<u>Calculate using fractions, decimals and percentages</u> Multiply simple pairs of proper fractions, writing the answer in its simplest form Divide proper fractions by whole numbers Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Associate a fraction with division to calculate decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. 3/8)
	Recognise, find, compare and round decimals		Recognise coins and use the language of money	Recognise and use symbols for pounds and pence. Combine amounts to make an amount <u>Use different coins to make the same amount</u>	Write money in £ and pence. Multiply a whole number by 10 or 100	Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to 1/4; 1/2; 3/4 Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	Read and write decimal numbers as fractions Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents Read, write, order with up to three decimal places	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places





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	Rounding decimals					Round decimals with one decimal place to the nearest whole number	Round decimals with two decimal places to the nearest whole number and to one decimal place	
	Problem Solving fractions and decimals	Children use everyday language to talk about money to compare quantities and to solve problems.	Role play paying money	Solve simple problems involving money	Solve problems which involve all of the above	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number Solve simple measure and money problems involving fractions and decimals to two decimal places	Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25	Solve problems which require answers to be rounded to specified degrees of accuracy Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages (e.g. Of measures) such as 15% of 360 and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found Solve problems involving unequal sharing and grouping using known knowledge of fractions and

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		ITAF WTS statements 2018				ITAF statements 2018		Maths Measurements
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurements	Measure and calculate	Orders two or three items by length or height. Orders two items by weight or capacity. Measures short periods of time in simple ways. Children use everyday language to talk about size, weight, capacity distance and time.	Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels <u>Use scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on a scale given</u>	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes <u>Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given</u>	Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m	Estimate the area of irregular shapes Estimate volume(e.g., using 1cm ³ blocks to build cuboids (including cubes) and capacity (e.g. using water) Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of rectangles(including squares) and including using standard units, square centimetres (cm ²) and square metres (m ²)	<u>Can calculate with measures</u> Calculate the area of parallelograms and triangles Calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres cm ³) and cubic metres (m ³) and extending to other units such as mm ³ and km ³ <u>Can substitute values into a formula to solve problems (e.g. perimeter of rectangle or area of triangle)</u>
	Compare and convert	Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass/weight (e.g. heavy/light, heavier than, lighter than) capacity and volume (full/empty, more than, less than, half, full, quarter) time (quicker, slower, earlier, later)		Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Know how many cm in a m, m in a km, mins in an hour etc. (measurement equivalence)	Convert between different units of measure (e.g. kilometre to metre; hour to minute) Find the area of rectilinear shapes by counting squares	Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Use knowledge of arrays to find area	Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places Convert between miles and kilometres
	Problem Solving measures						Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formula for area and volume of shapes
	Money	Beginning to use everyday language related to money.	Recognise and know the value of different denominations of coins and notes	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Add and subtract amounts of money to give change, using both £ and p in practical contexts	Estimate, compare and calculate different measures, including money in pounds and pence	Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation, including scaling	Use all 4 operations to solve multi-step problems involving money
	Time	Uses everyday language related to time. Orders and sequences familiar events. Children use everyday language related to time.	Sequence events in chronological order using language (before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) Recognise and use language relating to dates ,including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times	Compare and sequence intervals of time <u>Can read the time on the clock to the nearest 15 minutes</u> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute <u>Read the time on the clock to the nearest 5 mines</u> ; record and compare time in terms of seconds, minutes, hours and; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events, for example to calculate the time taken by particular events or tasks	Read, write and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	Solve problems involving converting between units of time	Read and interpret timetables Solve problems about time intervals





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Maths Geometry

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		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geometry	Shapes	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Recognise and name common 2D and 3D shapes, including: <u>2D shapes</u> (e.g. rectangles (including squares), circles and triangles) <u>3D shapes</u> (e.g. cuboids (including cubes), pyramids and spheres) <u>Recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids, and spheres from a group of shapes or from pictures of shapes</u>	<u>Identify and describe the properties of 2D shapes</u> , including the number of sides and line symmetry in a vertical line <u>Identify and describe the properties of 3D shapes</u> , including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3D shapes, for example a circle on a cylinder and a triangle on a pyramid Compare and sort common 2D and 3D shapes and everyday objects.	Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them <u>Describe similarities and differences of shape properties</u>	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Identify 3D shapes, including cubes and other cuboids, from 2D representations Use the properties of rectangles to deduce related facts and find missing lengths and angles Distinguish between regular and irregular polygons based on reasoning about equal sides and angle	Draw 2D shapes using given dimensions and angles Recognise, describe and build simple 3D shapes, including making nets Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
	Angles and lines		Understand reflective symmetry	Complete reflective patterns	Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal, vertical lines and pairs of perpendicular and parallel lines	Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry	Draw given angles, and measure them in degrees (°) Identify -angles at a point and one whole turn (total 360°) -angles at a point on a straight line and ½ a turn (total 180°) -other multiples of 90°	<u>Can use mathematical reasoning to find missing angles</u> Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
	Position	Can describe their relative position such as 'behind' or 'next to'. Children use everyday language to talk about position.	Describe position, direction and movement, including whole, half, quarter and three-quarter turns	Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise),	Describe position in a space on a grid using co-ordinates in letters or numbers. Describe a movement from a to b	Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon.	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.	Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.





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Maths Statistics							
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics		Construct and interpret simple pictograms	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity Ask and answer questions about totalling and compare categorical data.	Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.	Interpret and present discrete and continuous data using appropriate graphical methods including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Solve comparison, sum and difference problems using information presented in a line graph Complete, read and interpret information in tables, including timetables.	Interpret pie charts and line graphs and use these to solve problems Construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average





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EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Composition and Effect	Children use key features of narrative in their own writing	<p>SPOKEN give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>WRITTEN The pupil can write sentences that are sequenced to form a short narrative (real or fictional), after discussion with the teacher.</p> <p><u>ITAF 1 The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional)</u></p>	<p>The pupil can write simple, coherent narratives about personal experiences and those of others (real or fictional), after discussion with the teacher.</p> <p><u>ITAF 1 The pupil can, after discussion with the teacher: write simple, coherent narratives about personal experiences and those of others (real or fictional)</u></p> <p><u>ITAF 2 The pupil can, after discussion with the teacher: write about real events, recording these simply and clearly</u></p> <p>The pupil can write effectively and coherently for different purposes, after discussion with the teacher.</p> <p><u>ITAF 1 write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</u></p>	The pupil can write for a range of purposes.	The pupil can write for a range of purposes.	The pupil can write for a range of purposes and audiences.	<p>The pupil can write for a range of purposes and audiences.</p> <p><u>ITAF 1 write for a range of purposes</u></p> <p><u>ITAF 3 in narratives, describe settings and characters</u></p>	<p>The pupil can write for a range of purposes and audiences</p> <p><u>ITAF 1 write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</u></p> <p><u>ITAF 2 in narratives, describe settings, characters and atmosphere</u></p> <p><u>ITAF3 integrate dialogue in narratives to convey character and advance the action</u></p>

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EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure	Simple	<p>Independently written simple sentences.</p> <p><u>ITAF 1 The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional)</u></p>	Some variety of mainly grammatically accurate sentence types as appropriate for given task e.g. commands to instruct reader; statements to give information.	A variety of sentence types are used appropriately.	A variety of sentence types are used appropriately.	A variety of sentence types are used appropriately.	Sentence forms are used securely and appropriately throughout and across texts and text types including the difference between structures typical of informal speech and those which are appropriate for formal speech and writing.
	Compound and complex	Beginning to use compound sentences using co-ordinating conjunction 'and'	<p>Writing includes both compound and complex sentences which may indicate cause or time.</p> <p><u>ITAF 4 use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</u></p>	Using sentences with more than one clause, which are mostly grammatically accurate, e.g. correct subject / verb agreement; security of tense and person; correct use of subordination.	Extend variation in sentence structure through a range of openings, e.g. fronted adverbials (some time later, as we ran, once we had arrived...), subject reference (they, the boys, our gang...), speech.	Includes complex sentences using relative clauses	
	Subjunctive and passive						<p>Passive voice is used to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken.)</p> <p><u>ITAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using passive verbs to affect how information is presented)</u></p>





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Writing Clauses and Conjunctions								
		ITAF WTS statements 2018				ITAF statements 2018		
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Clauses and conjunctions	Coordination							Use of subjunctive forms such as If I were in some very formal writing and speech.
	Subordination		Word and clauses are joined using and (ensuring children know where to put a full stop)	Clauses mostly linked with simple co-ordinators and, but, so, or <i>ITAF 5 The pupil can, after discussion with the teacher: use co-ordination (e.g. or / and / but) to join clauses</i>	Compound sentences used appropriately with a range of co-ordinating conjunctions	A wider range of conjunctions used for co-ordination throughout and across texts to join sentences with more than one clause.	A wider range of conjunctions used for co-ordination throughout and across texts to join sentences with more than one clause.	A wider range of subordinating conjunctions (whilst, until, despite) with possible use of several subordinate clauses to aid economy of expression (Because of their courageous efforts, all of the passengers were saved, which was nothing short of a miracle... 'Whilst under my roof, you will obey my rules, which are clearly displayed'). <i>ITAF 4 select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</i>

Writing Handwriting								
		ITAF WTS statements 2018				ITAF statements 2018		
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Letter Size and Formation	Using a pencil and golds it effectively to form recognisable letters most of which are correctly formed (Phys 40-60)	Lower case letters are formed correctly Capital letters and digits are formed correctly <i>ITAF 5 form lower-case letters in the correct direction, starting and finishing in the right place</i> <i>ITAF 6 form lower-case letters of the correct size relative to one another in some of their writing</i> <i>ITAF 7 use spacing between words.</i>	Lower case letters are of the correct size relative to one another Capital letters and digits are of the correct size relative to one another and to lower case letters. <i>ITAF 8 form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</i> Words are correctly spaced. <i>ITAF 9 use spacing between words that reflects the size of the letters.</i>	Letters are consistent in size and proportion with both letters and words evenly spaced			
	Joining			Some evidence of joining using diagonal and horizontal strokes where appropriate.	Letters are joined using diagonal and horizontal strokes only where appropriate Writing is showing increasing legibility and fluency.		Letters are joined using diagonal and horizontal strokes only where appropriate Writing is legible and fluent <i>ITAF maintain legibility in joined handwriting when writing at speed.</i>	





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Writing Spelling

		ITAF WTS statements 2018			ITAF statements 2018				
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Spelling	Phoneme	Write words using their phonic knowledge Some words are spelt phonetically plausible	Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly. <u>ITAF 3 segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</u>	<u>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</u> <u>ITAF 6 The pupil can, after discussion with the teacher: segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</u>					
	Taught rules		Apply taught Y1 spelling rules to spell many words correctly.		Apply taught Y3/4 spelling rules to spell most of these words correctly. <u>ITAF 6 spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly.</u>		Apply taught Y5/6 spelling rules to spell some of these words correctly.	Apply taught Y5/6 spelling rules to spell most words correctly. <u>ITAF 8 spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</u>	
	Common Exception Words	To write some regular common words.	Spelling many Y1 common exception words correctly. <u>ITAF 4 spell some common exception words*</u>	Spelling many Y2 common exception words correctly. <u>ITAF 7 spell many common exception words*</u>	Spelling most common Y2 exception words correctly.	Spelling most Y3/4 common exception words correctly.	Spelling most Y5/6 common exception words correctly.		
	Homophones	Children can spell phonetically regular words of more than one syllable as well as many irregular but high frequency words.	<u>Identify homophones</u>	Spell some common homophones correctly.	Spell many common homophones correctly	Spell most common homophones correctly.	Continue to spell most common homophones correctly	Continue to distinguish between homophones and other words which are often confused.	
	Contracted Forms		<u>Recognise words can be spelt with contracted forms</u>	Spell some words with contracted forms correctly	Spell most words with contracted forms correctly.	Continue to spell most words with contracted forms correctly.	Continue to spell most words with contracted forms correctly	Continue to spell most words with contracted forms correctly.	
	Possessive Apostrophe		<u>Recognise words that can be spelt with the possessive apostrophe</u>	Spell some words using the possessive apostrophe correctly	Place the possessive apostrophe accurately in many words with regular and irregular plurals.	Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals.	Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals.	Continue to place the possessive apostrophe accurately in most words with regular and irregular plurals	
	Silent Letters						Spell some words with silent letters	Spell some words with silent letters	
	Dictionary and Thesaurus		<u>Identify initial letters or words</u> <u>Know alphabet</u>	<u>Sort words into alphabetical order</u>	Begin to use the first 2 or 3 letters in a word to check its spelling in a dictionary	Use the first 2 or 3 letters in a word to check its spelling in a dictionary	Begin to use the first 3 or 4 letters in a word to check its spelling in a dictionary	Use the first 3 or 4 letters in a word to check its spelling in a dictionary	
	Alphabet		Links sounds to letters naming and sounding the letters of the alphabet (40-60)	Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same phoneme.					
	Suffixes			Adding Y1 suffixes to spell some words correctly in their writing	Adding taught suffixes (Y2) to spell some words correctly in their writing eg ment, ness, ful, less, ly	Adding taught prefixes and suffixes (Y3/4) to words and spelling many of them correctly	Adding taught prefixes and suffixes (Y3/4) to words and spelling most of them correctly	Adding taught prefixes and suffixes (Y5/6) to words and spelling many of them correctly	Adding taught prefixes and suffixes (Y5/6) to words and spelling most of them correctly





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		Art and Design			
		FS	KS1	LKS2	UKS2
Drawing	Pencil	<ul style="list-style-type: none"> I can give meaning to marks as I draw. I can create simple representations of events, people and objects when I draw. 	<ul style="list-style-type: none"> I can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, and straight lines. 	<ul style="list-style-type: none"> I can experiment with different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. I use pressure to create hard and soft lines. I use soft, exploratory lines to plan a drawing. I can use hard and soft lines to record detail in the distance, foreground & create shadow. I can avoid using an eraser. 	<ul style="list-style-type: none"> I can experiment with different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral. I use pressure to create hard and soft lines. I use soft, exploratory lines to plan a drawing. I can use hard and soft lines to record detail in the distance, foreground & create shadow. I can avoid using an eraser.
	Wax Crayon	<ul style="list-style-type: none"> I can choose particular colours to use for a purpose. 	<ul style="list-style-type: none"> I can push down when using a wax crayon to make bold and strong lines. I can use a wax crayon lightly to make soft lines. I can create effective washes using ink & thin paint. 	<ul style="list-style-type: none"> I can plan a picture working from light to dark. I can experiment with pressure to achieve bold and light lines. 	<ul style="list-style-type: none"> I can plan a picture working from light to dark. I can experiment with pressure to achieve bold and light lines. I can prepare a drawing surface by: colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; drawing by scraping into the surface with a sharp tool.
	Pastel		<ul style="list-style-type: none"> I can use a pastel lightly to make faint, soft lines I can use a pastel to make strong lines. I can blend and smudge. 	<ul style="list-style-type: none"> I can vary the thickness of lines. I can use the side of the pastel to build up layers of colour. I can use the tip of the pastel to create detail. 	<ul style="list-style-type: none"> I can use blending and overlaying colours to create soft backgrounds, using fingers to smudge. I can work on top to create detail. I can work on a soft paper.
	Charcoal		<ul style="list-style-type: none"> I use charcoal pieces to create: different lines, large sweeping movements 		
	Pen		<ul style="list-style-type: none"> I can use different types of pen to make different types of line. I can use ball-point & felt tip pens to make fine marks 	<ul style="list-style-type: none"> I can work with a variety of pen types. 	<ul style="list-style-type: none"> I can make a variety of lines free-flowing, sweeping, broken, faint & hard. I can use pens to record minute detail.
Painting	Introducing the brush	<ul style="list-style-type: none"> I can explore colour and how colours can be changed. I can explore what happens when I mix colours. I can follow the paint routine. 	<ul style="list-style-type: none"> I can hold a brush correctly. I can use a paint brush to: dab, smooth, wash, sponge, stipple, stroke. I can use different brush sizes. I can use different brush types. 	<ul style="list-style-type: none"> I can select the brush size and type depending on the task. 	<ul style="list-style-type: none"> I can mix and match colours for purpose: skin tones, backgrounds. I can create different effects: wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.
	Knowing and using paint		<ul style="list-style-type: none"> I can mix colours and describe how to make them. I can control paint and water to mix paint of different thicknesses. I can use different types of paint in a variety of different ways: dry powder on a wet surface; diluted paint; paint thickened with PVA. 	<ul style="list-style-type: none"> I can mix and match colours for purpose: skin tones, backgrounds. I can mix different thicknesses of paint. 	<ul style="list-style-type: none"> I can create layers of paint to add detail to background colours.
	Developing the brush		<ul style="list-style-type: none"> I can load a brush with the correct amount of paint. I can use different brush types to make different marks: Lines, blobs, dots, dashes. I can choose the correct brush size for my work. 	<ul style="list-style-type: none"> I can choose a suitable surface to work on. I can choose a suitable format to work with: Portrait or Landscape. I can take responsibility for preparing, organising and clearing away my painting area. 	<ul style="list-style-type: none"> I can choose a suitable surface to work on. I can choose a suitable format to work with: Portrait or Landscape. I can take responsibility for preparing, organising and clearing away my painting area.





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Design Technology				
	FS	KS1	LKS2	UKS2
Food	<ul style="list-style-type: none"> I have the opportunity to explore and taste different foods from around the world. I know the importance of why I wash my hands before I bake. I can peel and chop foods using the correct equipment. 	<ul style="list-style-type: none"> I can describe food using my senses. I can use the right tools to cut, peel grate and chop. I know why I must wash my hands. I can read a scale to measure and weigh out ingredients. 	<ul style="list-style-type: none"> I can analyse taste, texture, smell and appearance of a range of foods. I can join and combine a range of ingredients. I can work safely and hygienically. I can weigh and measure using scales. I can cut and shape ingredients using tools and equipment. I can join and combine food ingredients by beating, kneading & rubbing in. 	<ul style="list-style-type: none"> I can analyse taste, texture, smell and appearance of a range of foods. I can join and combine a range of ingredients. I can work safely and hygienically. I can weigh and measure using scales. I can cut and shape ingredients using tools and equipment. I can join and combine food ingredients by beating, kneading & rubbing in.
Textile and Design	<ul style="list-style-type: none"> I can begin to be interested in and describe the texture of things. I can experiment to create different textures. 	<ul style="list-style-type: none"> I can colour fabrics using paints to print & paint. I can use a template to cut out shapes. I can join fabrics using staples & a running stitch. I can decorate textiles using buttons, beads, sequins, braids & ribbons. 	<ul style="list-style-type: none"> I can create a prototype (using J clothes or other cheap materials). I can use appliqué to decorate by gluing, & stitching. I can create a simple pattern. 	<ul style="list-style-type: none"> I can explain and use a seam allowance. I can join fabrics using a running stitch, over stitch & back stitch.
Construction	<ul style="list-style-type: none"> I can use various construction material to build with. I can join construction pieces together to build and balance. I can construct with a purpose in mind, using various resources. I can select appropriate resources and adapt work where necessary. 	<ul style="list-style-type: none"> I can use a simple circuit in a model. I can attach wheels to a chassis using an axle. I can join materials using tape & glue. I can mark out materials using a template I can independently cut wood/dowelling using a hacksaw and bench hook I can explain how a glue gun is used (by an adult). 	<ul style="list-style-type: none"> I can create a shell or frame structure, strengthening with diagonal struts. I can measure and mark a square section & dowelling to the nearest cm. I can use a glue gun with close supervision (one to one). 	<ul style="list-style-type: none"> I can use a bradawl to mark hole- positions. I can use a hand drill to make tight holes & loose holes. I can cut accurately to 1mm: strip wood, dowel & square section. I can build frameworks using a range of materials: wood, card, corrugated plastic. I can use a glue gun with close supervision.
Materials	<ul style="list-style-type: none"> I can manipulate materials to achieve a planned effect. I can select tools and techniques needed to shape, assemble and join materials I am using. I can use simple tools and techniques competently and appropriately. 	<ul style="list-style-type: none"> I can fold, tear & cut paper and card. I can roll paper to create tubes. I can cut along straight lines and curved lines. I can create hinges I can use tape and glue to create temporary joins, fixed joins, & moving joins. I can use a hole- punch. 	<ul style="list-style-type: none"> I can cut slots. I can cut internal shapes. I can use lolly sticks/ card to make levers and linkages. 	<ul style="list-style-type: none"> I can cut accurately and safely to a marked line. I can use a craft knife, cutting mat and safety ruler under one to one supervision (if appropriate).





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Geography					
	FS	KS1	LKS2	UKS2	
Directions and Maps	<ul style="list-style-type: none"> I can follow and use, up, down, over and under to describe locations and routes I can use the language of North, South, East and West to describe locations and routes I can draw a route and talk the journey 	<ul style="list-style-type: none"> I can follow and use, up, down, over and under to describe locations and routes I can use the language of North, South, East and West to describe locations and routes I can draw a route and talk the journey 	Using Maps	<ul style="list-style-type: none"> I can locate places on an OS map using a 4 figure grid reference I can use the key to interpret symbols and marks on an OS map for routes I can follow a route on an OS map I can use atlases, globes and digital computer mapping to locate countries and describe features 	<ul style="list-style-type: none"> I can locate places on an OS map using a 4 figure grid reference. I can use the key to interpret symbols and marks on an OS map for routes. I can follow a route on an OS map. I can use atlases, globes and digital computer mapping to locate countries and describe features
Map Making	<ul style="list-style-type: none"> I can draw maps and talk about key features I can label a map I can recognise some famous landmarks I can identify where the UK is on a map. 	<ul style="list-style-type: none"> I can draw maps and talk about key features I can label a map I can recognise some famous landmarks I can identify where the UK is on a map 		<ul style="list-style-type: none"> I can name and locate countries and cities of the UK I can locate countries of the world I can name countries and major cities of Europe, North and South America I can identify positions of latitude, longitude, equator, hemispheres, tropics, the poles and time zones 	<ul style="list-style-type: none"> I can name and locate countries and cities of the UK. I can locate countries of the world I can name countries and major cities of Europe, North and South America, I can identify positions of latitude, longitude, equator, hemispheres, tropics, the poles and time zones.
Place Knowledge	<ul style="list-style-type: none"> I can understand geographical differences and similarities in the place I live and a contrasting country – UK versus polar-regions 	<ul style="list-style-type: none"> I can understand geographical differences and similarities in the place I live and a contrasting country – UK versus polar-regions 	<ul style="list-style-type: none"> I can name and locate countries and cities of the UK I can locate countries of the world I can name countries and major cities of Europe, North and South America I can identify positions of latitude, longitude, equator, hemispheres, tropics, the poles and time zones 	<ul style="list-style-type: none"> I can name and locate countries and cities of the UK. I can locate countries of the world I can name countries and major cities of Europe, North and South America, I can identify positions of latitude, longitude, equator, hemispheres, tropics, the poles and time zones. 	
Human and Physical Geography	<ul style="list-style-type: none"> I can talk about the weather I can talk about the seasons I can use some basic physical and geographical vocabulary e.g. beach, forest, river, sea, mountain I can use some basic geographical vocabulary to describe human features e.g. farm, house, shop 	<ul style="list-style-type: none"> I can talk about the weather I can talk about the seasons I can use some basic physical and geographical vocabulary e.g. beach, forest, river, sea, mountain I can use some basic geographical vocabulary to describe human features e.g. farm, house, shop 	<ul style="list-style-type: none"> I can identify and describe physical and human features of countries of the UK and cities of the UK I can identify and describe physical and human features of countries of Europe and North and South America 	<ul style="list-style-type: none"> I can create a survey I can use a range of sources to research I can analyse information and make a conclusion I can explore and explain topical geographical issues 	
Enquiry and Investigation	<ul style="list-style-type: none"> I can ask questions about places I can talk about places I can independently look at non-fiction books and talk about, discuss the things I have seen 	<ul style="list-style-type: none"> I can ask questions about places I can talk about places I can independently look at non-fiction books and talk about, discuss the things I have seen 	<ul style="list-style-type: none"> I can identify and describe physical and human features of countries of the UK and cities of the UK I can identify and describe physical and human features of countries of Europe and North and South America 	<ul style="list-style-type: none"> I can create a survey. I can use a range of sources to research. I can analyse information and make a conclusion. I can explore and explain topical geographical issues. 	





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ICT

	EYFS	KS1	LKS2	UKS2
e-Safety	<ul style="list-style-type: none"> I can tell an adult when something worrying or unexpected happens while I am using the Internet. I know how to be safe online 	<ul style="list-style-type: none"> I can keep my password private and explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the Internet. 	<ul style="list-style-type: none"> I choose a secure password when I am using a website. I can talk about the ways I can protect myself and my friends from harm online. I use the safety features of websites as well as reporting concerns to an adult. I know that anything I post online can be seen by others. I choose websites and games that are appropriate for my age. I can talk about why I need to ask a trusted adult before downloading files and games from the Internet. I comment positively and respectfully online. 	<ul style="list-style-type: none"> I protect my password and other personal information. I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. I can explain the consequences of sharing too much about myself online. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I can explain the consequences to myself and others of not communicating kindly and respectfully. I protect my computer or device from harm on the Internet. I know that anything I post online can be seen, used and may affect others.
Programming	<ul style="list-style-type: none"> I can use simple instructions to make a floor robot move I can make choices about the buttons and icons, I press, touch or click on. 	<ul style="list-style-type: none"> I can give instructions to my friend and physically follow their instructions. I know what an algorithm is. I can tell you the order I need to do things to make something happen and talk about this as an algorithm. I can program a robot or software to do a particular task. I can look at my friend's program and tell you what will happen. I can use programming software to make objects move. I can watch a program execute and spot where it goes wrong so that I can debug it. 	<ul style="list-style-type: none"> I can put programming commands into a sequence to achieve a specific outcome. I know that I need to keep testing my program while I am putting it together. I can use a variety of tools to create a program. I can recognise an error in a program and debug it. I can use repeat and loop commands. I recognise that an algorithm will help me to sequence more complex programs. 	<ul style="list-style-type: none"> I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. I can explain and program each of the steps in my algorithm. I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm. I can recognise when I need to use a variable to achieve a required output. I can use a variable and operators to stop a program. I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen. I can use logical reasoning to detect and correct errors in an algorithms and programs.
Handling Data	<ul style="list-style-type: none"> I can tell you about different kinds of information such as pictures, video, text and sound. I can take photographs/videos using digital devices 	<ul style="list-style-type: none"> I can talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can sort different kinds of information and present it to others. I can add information to a pictograph and talk to you about what I have found out. I can make and save a chart or graph using the data I collect. I can talk about the data that is shown in my chart or graph. 	<ul style="list-style-type: none"> I can organise data in different ways. I can search a ready-made database to answer questions. I can add to a database. I can make a branching database. I can collect data and identify where it could be inaccurate. I can plan, create and search a database. 	<ul style="list-style-type: none"> I can use a spreadsheet and database to collect and record data. I can choose an appropriate tool to help me collect data. I can select the most effective tool to collect data for my investigation. I can interpret the data I collect. I can present the data I collect in an appropriate way. I use the skills I have developed to interrogate a database.
Multimedia	<ul style="list-style-type: none"> I can move objects on a screen I can create shapes and text on a screen. 	<ul style="list-style-type: none"> I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use. 	<ul style="list-style-type: none"> I can use photos, video and sound to create an atmosphere when presenting to different audiences. I can create different effects with different technology tools. I can combine a mixture of text, graphics and sound to share my ideas and learning. I can change the appearance of text to increase its effectiveness. I can create, modify and present documents for a particular purpose. I can use a keyboard confidently and make use of a spellchecker to write and review my work. 	<ul style="list-style-type: none"> I can talk about audience, atmosphere and structure when planning a particular outcome. I can use text, photo, sound and video editing tools to refine my work. I can use the skills I have already developed to create content using unfamiliar technology. I can select, use and combine the appropriate technology tools to create effects that will have an impact on others. I can combine a range of media, recognising the contribution of each to achieve a particular outcome.
Technology in our Lives	<ul style="list-style-type: none"> I can tell you about technology that is used at home and in school. I can operate simple equipment. 	<ul style="list-style-type: none"> I can tell you why I use technology in the classroom. I can tell you why I use technology in my home and community. I can use websites to find information. I am starting to understand that other people have created the information I use. I can identify benefits of using technology including finding information, creating and communicating. 	<ul style="list-style-type: none"> I can tell you whether a resource I am using is on the Internet, the school network or my own device. I can identify key words to use when searching safely on the World Wide Web. I think about the reliability of information I read on the World Wide Web. I can create a hyperlink to a resource on the World Wide Web. I can save and retrieve work on the Internet, the school network or my own device. I can describe the World Wide Web as the part of the Internet that contains websites. 	<ul style="list-style-type: none"> I can tell you the Internet services I need to use for different purposes. I can describe how information is transported on the Internet. I can talk about the way search results are selected and ranked. I can describe different parts of the Internet. I can recognise and evaluate different types of information I find on the World Wide Web. I can describe the different parts of a webpage. I can check the reliability of a website. I can tell you about copyright and acknowledge the sources of information that I find online.





				History
	FS	KS1	LKS2	UKS2
Knowledge and Interpretation	<ul style="list-style-type: none"> I can talk about my family I can talk about my key events in my life 	<ul style="list-style-type: none"> I can say differences between now and then. I can use pictures to retell stories from the past. I can use role play to retell stories from the past. I can explain reasons of why major events in History happened i.e. The Great Fire of London. I can describe and explain reasons of why major events happened in local history I can place events and objects in chronological order. 	<ul style="list-style-type: none"> I can identify and describe changes in specific periods of History. I can explain how the past can be represented i.e. pictures, postcards and so on. I can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade. I can place events, people and changes into correct periods of time. I can describe what I know clearly in writing and picture I can describe the impact of early settlements on Britain and my local area I can identify the changes made by early settlements in Britain I can identify and describe significant individuals from the past and early civilisations who have contributed to national and international achievements 	<ul style="list-style-type: none"> I can identify and describe changes in specific periods of History. I can explain how the past can be represented i.e. pictures, postcards and so on. I can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade. I can place events, people and changes into correct periods of time. I can describe what I know clearly in writing and pictures. I can analyse and explain aspects of the lives of significant individuals who have contributed to national and international achievements I can identify and describe geographical features of a period in history on an ancient map and compare this to present day maps. I can use and understand abstract terms such as 'empire', 'civilisation' and 'parliament' I can identify causes and consequences of historical events.
Enquiry	<ul style="list-style-type: none"> I can ask questions about my past. I can talk about / ask questions about what will happen in the future I can talk about and describe artefacts I can describe and compare old and new objects 	<ul style="list-style-type: none"> I can ask questions about the past. I can find information about the past using a range of sources, stories; eye- witness accounts; pictures; photographs. I can find answers to questions about the past using pictures, stories and artefacts. I can handle artefacts properly. I can read an artefact by thinking about: What it is made from; Size; Signs of wear and tear. I can use historical vocabulary such as – artefact, chronology, calendar, century, decade, change, global, treasons, gods, goddess, invaded, king, queen, local, long ago, museum, parliament, castle, keep, portcullis 	<ul style="list-style-type: none"> I can handle artefacts properly. I can examine artefacts and explain how they are different, thinking about: What it is made from, size, signs of wear and tear, purpose. I can read a portrait by looking for clues in an image. I can choose appropriate sources to answer questions about specific people and events. I can organise information that I have learnt. 	<ul style="list-style-type: none"> I can handle artefacts properly. I can examine artefacts and explain how they are different, thinking about: What it is made from, size, signs of wear and tear, purpose. I can read a portrait by looking for clues in an image. I can choose appropriate sources to answer questions about specific people and events. I can organise information that I have learnt. I can combine sources and information to form an opinion. I can explain the bias of different sources I can make historical comparisons
Topic	<ul style="list-style-type: none"> Family 	<ul style="list-style-type: none"> Great fire of London Castles Toys Victorians Decades Transport 	<ul style="list-style-type: none"> Stone Age Celts Decades Romans Vikings Explorers Greece 	<ul style="list-style-type: none"> World War 1 and 2 Egypt Tudors/Shakespeare Crime and Punishment Decades





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Music				
	FS	KS1	LKS2	UKS2
Composing	<ul style="list-style-type: none"> I can tap out simple repeated rhythms. I can explore how sounds can be changed. I can explore the different sounds that instruments make. I can make my own music using different instruments. 	<ul style="list-style-type: none"> I can use my body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low. I can use my voice to do: humming, whispers, whistles. I can make patterns with sounds: e.g. loud - quiet - loud – quiet long - short - long - short I can make sounds that reflect a topic. I can use symbols to record long and short sounds. 	<ul style="list-style-type: none"> I can improvise repeated patterns (ostinato). I can compose three note patterns. I can reflect on, and improve my own work. I can compose simple tunes using a pentatonic scale. I can layer sounds to create effects. I can compose a soundscape. I am starting to interpret musical notation. 	<ul style="list-style-type: none"> I can improvise repeated patterns (ostinato). I can compose three note patterns. I can reflect on, and improve my own work. I can compose simple tunes using a pentatonic scale. I can reflect on my compositions dynamics, tempo and timbre. I can compose melodic and rhythmic phrases. I can layer sounds to create effects. I can compose a soundscape. I am starting to interpret musical notation.
Performing	<ul style="list-style-type: none"> I can sing simple songs. I can imitate movement in response to music. I can begin to move rhythmically. I can build up a repertoire of songs and dances. I can make up my own dances in relation to music. 	<ul style="list-style-type: none"> I can use: high voice, middle voice, low voice. I can make and change sound on an instrument. I can perform long and short sounds. I can copy another, pitch (pitch matching). I can perform to an audience. I can sing in tune. I can improve my performance by practising. 	<ul style="list-style-type: none"> I can sing expressively in time to the beat and rhythm. I can take part in Rounds. I can perform simple rhythmic and melodic patterns on an instrument. I can perform from memory. I can take part in two-part songs I can sing expressively combining dynamics, tempo and pitch. I can perform from memory; I can lead a group in performance. 	<ul style="list-style-type: none"> I can sing expressively in time to the beat and rhythm. I can take part in Rounds. I can perform simple rhythmic and melodic patterns on an instrument. I can perform from memory. I can take part in two-part songs I can sing expressively combining dynamics, tempo and pitch. I can perform from memory; I can take part in three part harmonies and descants. I can lead a group in performance.
Listening		<ul style="list-style-type: none"> I can identify a beat and join in. I can identify the mood of a piece of music. I can explain to another which of two sounds is higher or lower. 	<ul style="list-style-type: none"> I can explain what I think a piece of music's purpose could be. I can compare pieces, thinking about pitch, mood, rhythm, timbre, dynamics and tempo. I can evaluate others work, thinking about pitch, mood, rhythm, timbre, dynamics and tempo 	<ul style="list-style-type: none"> I can explain what I think a piece of music's purpose could be. I can compare pieces, thinking about pitch, mood, rhythm, timbre, dynamics and tempo. I can evaluate others work, thinking about pitch, mood, rhythm, timbre, dynamics and tempo.





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Religious Education			
	FS	KS1	UKS2
At Brinsworth Whitehill Primary School, we follow the Rotherham Agreed Syllabus for religious education and we teach citizenship education through topic, class lessons, circle time, assemblies, visits and visitors and the Healthy Schools Scheme.			
Breadth of Study	<ul style="list-style-type: none"> I can discuss what people believe about God, humanity and the natural world I can identify how and why some stories are sacred and important in religion I can explain how and why celebrations are important in religion I can explain how and why symbols express religious meaning I can identify figures who have an influence on others locally, nationally and globally in religion I can explain where and how people belong and why belonging is important I can talk about who I am and my uniqueness as a person in a family and community 		<ul style="list-style-type: none"> I can understand how people's beliefs about God, the world and others impact on their lives I can talk about what sacred texts and other sources say about God, the world and human life I can identify where, how and why people worship, including at particular sites I can understand why some occasions are sacred to believers, and what people think about life after death I can talk about how religious and spiritual ideas are expressed I can identify figures from whom believers find inspiration I can understand what is expected of a person in following a religion or belief I can talk about how religious families and communities practise their faith, and the contributions this makes to local life I can identify how religions and beliefs respond to global issues of human rights, fairness, and social justice
Religions to cover and that are present in school	<h2>Christianity, Judaism, Islam, Hinduism, Buddhism, Sikhism</h2>		





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Scientific Enquiry				
	FS	KS1	LKS2	UKS2
Fair Test	<ul style="list-style-type: none"> I can ask questions I can text an idea (given) 	<ul style="list-style-type: none"> I can ask questions I can test an idea (given) I can use my test data to answer a question I can say if a test was fair I can say whether a test was unfair I can suggest an idea and test it I can explain why a test is fair I can plan and carry out a fair test (Whole class adult support) 	<ul style="list-style-type: none"> I can suggest an idea and test it I can explain why a test is fair I can plan and carry out a fair test (Whole class adult support) I can make suggestions that can be tested I can design a fair test (supported in groups) I can decide what will: Change, Stay the same, Be measured 	<ul style="list-style-type: none"> Recap: <ul style="list-style-type: none"> I can suggest an idea and test it I can explain why a test is fair I can plan and carry out a fair test (Whole class adult support) I can make suggestions that can be tested I can design a fair test (supported in groups) I can decide what will: Change, Stay the same, Be measured Teach: <ul style="list-style-type: none"> I can plan most of an investigation independently I can identify factors which need to be considered when planning a fair test. I can decide what to: Measure, Stay the same I can turn an idea into a question to be tested I can identify key factors I can identify situations here fair testing cannot be carried out I can make planning decisions independently
Prediction	<ul style="list-style-type: none"> I can say what I think will happen I can say why I think something will happen 	<ul style="list-style-type: none"> I can say what I think will happen I can give a simple prediction with some explanation, I can make a prediction explaining my reasons 	<ul style="list-style-type: none"> I can make a prediction explaining my reasons I can make a prediction independently based on my own knowledge. 	<ul style="list-style-type: none"> I can make a prediction independently using my own scientific knowledge I can make a prediction independently using my own scientific knowledge and previous experiences
Measurement	<ul style="list-style-type: none"> I can make simple observations 	<ul style="list-style-type: none"> I can make simple observations I can record observations I can use non-standard measures I can make measurements of length, mass, capacity in standard units of measurements I can make observations and comparisons I can measure, length, mass, volume of liquid, time in standard units of measurement 	<ul style="list-style-type: none"> I can make observations and comparisons I can measure, length, mass, volume of liquid, time in standard units of measurement I can explain when and why measurements should be repeated I can make measurements of length, weight, capacity, temperature, time, force, using standard units of measurement. I can repeat findings and use an average I can use fractions and mixed units to record measures I can measure pulse rate I can use ICT measuring equipment 	<ul style="list-style-type: none"> I can make measurements of length, weight, capacity, temperature, time, force, using standard units of measurement. I can repeat findings and use an average I can measure pulse rate I can repeat findings and find the averages I can use fractions, mixed units and decimals to record measurement
Interpreting		<ul style="list-style-type: none"> I can say what my observations showed I can make simple comparisons and groupings based on similarities and differences I can explain whether what happened was what I expected I can identify similarities and differences between living things, objects and events I can make simple interpretations of results I can agree with/challenge observations made by others I can say what I have found out and give an explanation of my observations I know and can make a generalisation I am beginning to see simple patterns I can explain whether my predictions are supported by evidence 	<ul style="list-style-type: none"> I can say what I have found out and give an explanation of my observations I know and can make a generalization I am beginning to see simple patterns I can explain whether my predictions are supported by evidence I can identify trends in results I can draw conclusions from results I can suggest improvements in my work 	<ul style="list-style-type: none"> I can decide when results support predictions and when further evidence is called for I can evaluate repeated results I can make predictions from patterns in data and suggest explanations I can make practical suggestions about how my working methods could be improved. I can make comparisons and evaluate repeated results I can identify anomalies/ results that do not fit a patterns or trend I can draw conclusions commenting on whether they match the prediction made. I can suggest improvements in my work giving scientific reasons





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				Science Knowledge
	FS	KS1	LKS2	UKS2
Plants		<ul style="list-style-type: none"> I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees. I can observe and describe how seeds and bulbs grow into mature plants I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<ul style="list-style-type: none"> I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant I can investigate the way in which water is transported within plants I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
Animals Including Humans		<ul style="list-style-type: none"> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense I can notice that animals, including humans, have offspring which grow into adults I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. I can describe the simple functions of the basic parts of the digestive system in humans I can identify the different types of teeth in humans and their simple functions I can construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> I can describe the changes as humans develop to old age. I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function I can describe the ways in which nutrients and water are transported within animals, including humans.
				Evolution and Inheritance
Living things and their habitats		<ul style="list-style-type: none"> I can explore and compare the differences between things that are living, dead, and things that have never been alive I can 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 I can identify and name a variety of plants and animals in their habitats, including micro-habitats I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> I can recognise that living things can be grouped in a variety of ways I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I can recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I can describe the life process of reproduction in some plants and animals. I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals I can give reasons for classifying plants and animals based on specific characteristics.
Materials and their properties		<ul style="list-style-type: none"> I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can describe the simple physical properties of a variety of everyday materials I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I can compare and group together a variety of everyday materials on the basis of their simple physical properties. 		<ul style="list-style-type: none"> I can 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 I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating I can demonstrate that dissolving, mixing and changes of state are reversible changes I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.





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Forces and Magnets			<ul style="list-style-type: none"> I can notice that some forces need contact between two objects, but magnetic forces can act at a distance I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials 	<ul style="list-style-type: none"> I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
States of matter			<ul style="list-style-type: none"> I can compare and group materials together, according to whether they are solids, liquids or gases I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	
Electricity			<ul style="list-style-type: none"> I can identify common appliances that run on electricity I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit I can recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches I can use recognised symbols when representing a simple circuit in a diagram.
Light and Sound			<ul style="list-style-type: none"> I can recognise that they need light in order to see things and that dark is the absence of light I can notice that light is reflected from surfaces I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes I can recognise that shadows are formed when the light from a light source is blocked by a solid object I can find patterns in the way that the size of shadows change. I can identify how sounds are made, associating some of them with something vibrating I can recognise that vibrations from sounds travel through a medium to the ear I can find patterns between the pitch of a sound and features of the object that produced it I can find patterns between the volume of a sound and the strength of the vibrations that produced it I can recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Season Changes		<ul style="list-style-type: none"> I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies. 	<p>Rocks</p> <ul style="list-style-type: none"> I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe in simple terms how fossils are formed when things that have lived are trapped within rock I can recognise that soils are made from rocks and organic matter. 	<p>Earth and Space</p> <ul style="list-style-type: none"> I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system I can describe the movement of the Moon relative to the Earth I can describe the Sun, Earth and Moon as approximately spherical bodies I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

