Our Curriculum

Our Curriculum Intent

<table>
<tr><td>Our Core Vision</td><td colspan="4">Our vision is to develop resilient learners who:
Are curious about the world around them
Have high aspirations for themselves and the wider world
And persevere to achieve their goals.</td></tr>
<tr><td>Our Core Intent</td><td colspan="4">At Galley Hill, we are committed to providing a curriculum that equips every child with the knowledge, skills and vocabulary to fulfil their potential. We want them to have high aspirations for themselves and the wider world by 'introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.'

We encourage our learners to persevere to achieve their goals by presenting them with a well-structured curriculum (which covers the National Curriculum 2014) with a carefully planned progression of knowledge and skills across all subjects. We use common threads to make learning links explicit and build understanding.

Our curriculum will encourage questioning, the exploration of ideas and navigation of challenges to help prepare our children for the future. In this way, we will encourage learners to build resilience and be curious about the world around them. Furthermore, we actively promote diversity in the content and resources we have selected.</td></tr>
<tr><td>Personal Development</td><td><u>Our Galley Hill Values</u>
*responsibility
*thankfulness
*perseverance
*cooperation
*respect
*forgiveness
*patience
*honesty
*courage
*caring
*empathy</td><td><u>Our Galley Hill Expectations</u>
Be respectful
Be safe
Be your best</td><td><u>Fundamental British Values</u>
Democracy
Rule of Law
Tolerance of different cultures and religions
Mutual Respect
Individual Liberty</td><td><u>Five Ways to Well-Being</u>
Connect with others
Be active
Learn new skills
Give to others
Notice</td></tr>
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Contents:

English

At Galley Hill, we aim for pupils to gain confident communication skills that allow them to explore and use a range of language and literature to read, write, speak and listen. By exploring a wide range of age appropriate quality texts, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. The curriculum will engage and encourage children to be curious about our literary heritage and the creative process of being a writer. All pupils will acquire knowledge and build on what they already know using carefully designed journeys to clear points, building on prior learning. Throughout their school life, they will develop the transferable skills of English that are essential to participating fully as a member of society.

Spoken language

EYFS **Spoken language**

Children at the expected level of development will:

	Strands		
	Listening, attention and understanding	Speaking	Being imaginative and expressive
Key Learning	listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions make comments about what they have heard and ask questions to clarify their understanding hold conversation when engaged in back-and-forth exchanges with their teacher and peers	participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	invent, adapt and recount narratives and stories with peers and their teacher sing a range of well-known nursery rhymes and songs perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

KS1 & KS2 **Spoken language**

Pupils are taught to:

Key Learning	listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication

Reading

EYFS **Reading**

Children at the expected level of development will:

	Strands	
	Comprehension	Word reading
Key Learning	demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary anticipate – where appropriate – key events in stories use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	say a sound for each letter in the alphabet and at least 10 digraphs read words consistent with their phonic knowledge by sound-blending read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

KS1 **Reading**

Pupils are taught to:

	Strands				
	Decoding	Word meanings and understanding	Inference and prediction	Range of texts (+ poetry/nonfiction)	Discussing reading (+ authorial intent)
Y1 Key Learning	apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, -ing, -ed, etc) read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe read aloud phonically-decodable texts	discuss word meanings, linking new meanings to those already known draw on what they already know or on background information and vocabulary provided by the teacher check that the text makes sense to them as they read and correct inaccurate reading	discuss the significance of the title and events make inferences on the basis of what is being said and done predict what might happen on the basis of what has been read so far	listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently link what they read or hear read to their own experiences learn to appreciate rhymes and poems, and to recite some by heart	participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them

	Strands				
	Decoding	Word meanings and understanding	Inference and prediction	Range of texts (+ poetry/nonfiction)	Discussing reading (+ authorial intent)
Y2 Key Learning	secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending	discuss and clarify the meanings of words, linking new meanings to known vocabulary discuss their favourite words and phrases discuss the sequence of events in books and how items of information are related draw on what they already know or on background information and vocabulary provided by the teacher check that the text makes sense to them as they read and correct inaccurate reading	make inferences on the basis of what is being said and done answer and ask questions predict what might happen on the basis of what has been read so far	listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear learn that non-fiction books are structured in different ways	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Lower KS2 **Reading**

Pupils are taught to:

	Strands				
	Decoding	Word meanings and understanding	Inference and prediction	Range of texts (+ poetry/nonfiction)	Discussing reading (+ authorial intent)
Key Learning	apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	use dictionaries to check the meaning of words that they have read check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence predict what might happen from details stated and implied	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes prepare poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action recognise some different forms of poetry retrieve and record information from non-fiction	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning

Upper KS2 **Reading**

Pupils are taught to:

	Strands				
	Decoding	Word meanings and understanding	Inference and prediction	Range of texts (+ poetry/nonfiction)	Discussing reading (+ authorial intent)
Key Learning	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	check that the book makes sense to them, discuss their understanding and explore the meaning of words in context ask questions to improve their understanding summarise the main ideas drawn from more than one paragraph, identify key details to support the main ideas	draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and just inferences with evidence predict what might happen from details stated and implied	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books learn a wider range of poetry by heart prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience distinguish between statements of fact and opinion retrieve, record and present information from non-fiction	recommend books that they have read to their peers, give reasons for their choices participate in discussions about books, build on their own and others' ideas and challenge views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Writing

EYFS **Writing**

Children at the expected level of development will:

	Strands	
	Fine motor skills	Writing
Key Learning	hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases use a range of small tools, including scissors, paint brushes and cutlery begin to show accuracy and care when drawing	write recognisable letters, most of which are correctly formed spell words by identifying sounds in them and representing the sounds with a letter or letters write simple phrases and sentences that can be read by others

KS1 **Writing**

Pupils are taught to:

	Strands			
	Handwriting	Grammar and punctuation	Spelling	Writing
Y1 Key Learning	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	spell regular plural noun suffixes (-s, -es) spell verb suffixes where the root word is unchanged (-ing, -ed, -er) spell un- prefix to change the meaning of adjectives/adverbs combine words to make sentences, including using and sequence sentences to form short narratives separate words with spaces begin to use a range of sentence demarcation (. ! ?) use capital letters for names and pronoun 'I') begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'" Key Vocabulary: letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound" use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1" write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	say out loud what they are going to write about compose a sentence orally before writing it sequence sentences to form short narratives re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud clearly enough to be heard by their peers and the teacher leave spaces between words join words and join clauses using "and"

	Strands			
	Handwriting	Grammar and punctuation	Spelling	Writing
Y2 Key Learning	form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	identify sentences with different forms: statement, question, exclamation, command use the present and past tenses correctly and consistently including the progressive form use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) use some features of written Standard English use suffixes to form new words (-ful, -er, -ness) use sentence demarcation use commas in lists use apostrophes for omission & singular possession learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Key Vocabulary: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb, tense (past, present), apostrophe, comma	segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learn to spell common exception words distinguish between homophones and near-homophones learn the possessive apostrophe (singular) learn to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines from Appendix 1" write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes plan or say out loud what they are going to write about write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence evaluate their writing with the teacher and other pupils reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling, grammar and punctuation read aloud what they have written with appropriate intonation to make the meaning clear use expanded noun phrases to describe and specify

Lower KS2 **Writing**

Pupils are taught to:

	Strands			
	Handwriting	Grammar and punctuation	Spelling	Writing
Y3 Key Learning	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	use the present perfect form of verbs in contrast to the past tense use form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' identify word families based on common words (solve, solution, dissolve, insoluble) use and punctuate direct speech (i.e. Inverted commas) Key Vocabulary: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	review previous Y2 spelling patterns/phonic knowledge where needed spell further homophones spell words that are often misspelt (Appendix 1)" use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary" write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

	Strands			
	Handwriting	Grammar and punctuation	Spelling	Writing
Y3 Key Learning				extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition use conjunctions, adverbs and prepositions to express time and cause (and place)

	Strands			
	Handwriting	Grammar and punctuation	Spelling	Writing
Y4 Key Learning	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	use fronted adverbials identify differences between plural and possessive -s use Standard English verb inflections (I did vs I done) use extended noun phrases, including with prepositions choose the appropriate pronoun or noun to create cohesion use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas) Key Vocabulary: determiner, pronoun, possessive pronoun, adverbial"	spell further homophones spell words that are often misspelt (Appendix 1) use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary" write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

	Strands			
	Handwriting	Grammar and punctuation	Spelling	Writing
Y4 Key Learning				choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition use conjunctions, adverbs and prepositions to express time and cause (and place)

Upper KS2 **Writing**

Pupils are taught to:

	Strands			
	Handwriting	Grammar and punctuation	Spelling	Writing
Y5 Key Learning	write legibly, fluently and with increasing speed by: choose which shape of a letter to use when given choices and decide whether or not to join specific letters choose the writing implement that is best suited for a task understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun convert nouns or adjectives into verbs use verb prefixes identify devices to build cohesion, including adverbials of time, place and number use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis Key Vocabulary: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	review relevant Y3/4 spelling patterns spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed note and develop initial ideas, drawing on reading and research where necessary select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précis longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

	Strands			
	Handwriting	Grammar and punctuation	Spelling	Writing
Y5 Key Learning				ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choose the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility

	Strands			
	Handwriting	Grammar and punctuation	Spelling	Writing
Y6 Key Learning	write legibly, fluently and with increasing speed by: choose which shape of a letter to use when given choices and decide whether or not to join specific letters choose the writing implement that is best suited for a task understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)	recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark relationships of time and cause identify differences in informal and formal language use synonyms & Antonyms use further cohesive devices such as grammatical connections and adverbials use an ellipsis use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuate bullet points consistently Key Vocabulary: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	identify the audience for and purpose of the writing, select the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed note and develop initial ideas, draw on reading and research where necessary select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précis longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing

	Strands			
	Handwriting	Grammar and punctuation	Spelling	Writing
Y6 Key Learning				ensure correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choose the appropriate register proofread for spelling and punctuation errors perform their own compositions, use appropriate intonation, volume, and movement so that meaning is clear use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility

End Points

Our curriculum for **English** aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Mathematics

At Galley Hill, we use White Rose for planning and resources, which is broken into sequences and steps, ensuring coverage, consistency and challenge for all pupils. Fluency in fundamentals, reasoning mathematically and problem-solving are thoroughly integrated throughout, just as in everyday life; future successful careers in science, technology and engineering are placed firmly within reach. We have daily Maths lessons and a separate Maths Fluency session. Every child has access to either Numbots (EYFS to Y1) or Times Tables Rock Stars (Y2 to Y6) from Maths Circle.

EYFS **Mathematics**

Children at the expected level of development will:

	Strands	
	Number	Numerical patterns
Key Learning	have a deep understanding of number to 10, including the composition of each number subitise (recognise quantities without counting) up to 5 automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts	verbally count beyond 20, recognising the pattern of the counting system compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

KS1 **Mathematics**

Pupils are taught to:

	Strands						
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions	Measurement	Geometry – properties of shapes	Geometry – position and direction
Y1 Key Learning	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less 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; read and write numbers from 1 to 20 in numerals and words	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	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	compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]; time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds)	recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	describe position, direction and movement, including whole, half, quarter and three-quarter turns

	Strands						
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions	Measurement	Geometry – properties of shapes	Geometry – position and direction
Y1 Key Learning					recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, 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		

	Strands							
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Y2 Key Learning	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problems	solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	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 for example, $^1/_2$ of 6 = 3 and recognise the equivalence of $^2/_4$ and $^1/_2$	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 compare and order lengths, mass, volume/capacity and record the results using >, < and = 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	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects	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)	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 comparing categorical data

	Strands							
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Y2 Key Learning		show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change compare and sequence intervals of time 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			

Lower KS2 **Mathematics**

Pupils are taught to:

	Strands						
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions	Measurement	Geometry – properties of shapes	Statistics
Y3 Key Learning	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas	add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $^5/_7 + {}^1/_7 = {}^6/_7$]	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts 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; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them 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 and vertical lines and pairs of perpendicular and parallel lines	interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

	Strands						
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions	Measurement	Geometry – properties of shapes	Statistics
Y3 Key Learning				compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above	know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events		

	Strands							
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Y4 Key Learning	count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	recall multiplication and division facts for multiplication tables up to 12 × 12 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 recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout	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 one hundred and dividing tenths by ten 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 add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths	convert between different units of measure [for example, kilometre to metre; hour to minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence 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	compare and classify geometric shapes, including quadrilaterals and triangles**,** based on their properties and sizes 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	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	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

	Strands							
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Y4 Key Learning	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		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	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 round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places solve simple measure and money problems involving fractions and decimals to two decimal places				

Upper KS2 **Mathematics**

Pupils are taught to:

	Strands							
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions (including decimals and percentages)	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Y5 Key Learning	read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit 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 round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	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 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	compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $^2/_5 + ^4/_5 = ^6/_5 = 1^1/_5$]	convert between different units of metric measure (for example, 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 measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (º) identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and $^1/_2$ a turn (total 180°); other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles	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 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	solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables

	Strands							
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions (including decimals and percentages)	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Y5 Key Learning	solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals		multiply and divide numbers mentally drawing upon known facts 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 and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes	add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, 0.71 = $^{71}/_{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place	calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling	distinguish between regular and irregular polygons based on reasoning about equal sides and angles		

	Strands							
	Number – number and place value	Number – addition and subtraction	Number – multiplication and division	Number – fractions (including decimals and percentages)	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Y5 Key Learning			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	read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places 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 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of $^1/_2$, $^1/_4$, $^1/_5$, $^2/_5$, $^4/_5$ and those fractions with a denominator of a multiple of 10 or 25				

	Strands								
	Number – number and place value	Number – addition, subtraction multiplication and division	Number – fractions (including decimals and percentages)	Ratio and proportion	Algebra	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Y6 Key Learning	read, write, order and compare numbers up to 10 000 000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across zero solve number and practical problems that involve all of the above	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 divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context	use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions > 1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $^1/_4 \times {}^1/_2 = {}^1/_8$] divide proper fractions by whole numbers [for example, $^1/_3 \div 2 = {}^1/_6$]	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 [for example, of measures, and 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 knowledge of fractions and multiples	use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables	solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate 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 recognise that shapes with the same areas can have different perimeters and vice versa	draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D 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	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	interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average

	Strands								
	Number – number and place value	Number – addition, subtraction multiplication and division	Number – fractions (including decimals and percentages)	Ratio and proportion	Algebra	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Y6 Key Learning		perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the four operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division	associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $^3/_8$] 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 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			recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]	recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles		

	Strands								
	Number – number and place value	Number – addition, subtraction multiplication and division	Number – fractions (including decimals and percentages)	Ratio and proportion	Algebra	Measurement	Geometry – properties of shapes	Geometry – position and direction	Statistics
Y6 Key Learning		use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences between simple fractions, decimals and percentages, including in different contexts						

End Points

Our curriculum for **Mathematics** aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Science

At Galley Hill, we aim for children who are curious about the wider world around them. They will receive this through practical, child-led opportunities that develop their experiences and resilience so that by Y6 they can coherently investigate natural phenomena independently. Children will obtain key foundational knowledge and concepts that encourage excitement. An important part of this is asking questions, explaining what is occurring and analysing causes. Science will be used to further children's understanding of how our lives have changed to aid the future prosperity of our community.

EYFS **Science**

Children at the expected level of development will:

	Strands
	The natural world
Key Learning	explore the natural world around them, making observations and drawing pictures of animals and plants know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

KS1 **Science**

Pupils are taught to:

	Strands				
	Working scientifically	Plants	Animals, including humans	Everyday materials	Seasonal changes
Y1 Key Learning	ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use their observations and ideas to suggest answers to questions gather and record data to help in answering questions	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties	observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies

	Strands				
	Working scientifically	Living things and their habitats	Plants	Animals, including humans	Uses of everyday materials
Y2 Key Learning	ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use their observations and ideas to suggest answers to questions gather and record data to help in answering questions	explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including micro- habitats 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	observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Lower KS2 **Science**

Pupils are taught to:

	Strands					
	Working scientifically	Plants	Animals, including humans	Rocks	Light	Forces and magnets
Y3 Key Learning	ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	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 identify that humans and some other animals have skeletons and muscles for support, protection and movement	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter	recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change	compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing

	Strands					
	Working scientifically	Plants	Animals, including humans	Rocks	Light	Forces and magnets
Y3 Key Learning	use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings					

	Strands					
	Working scientifically	Living things and their habitats	Animals, including humans	States of matter	Sound	Electricity
Y4 Key Learning	ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things	describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey	compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases	identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors

	Strands					
	Working scientifically	Living things and their habitats	Animals, including humans	States of matter	Sound	Electricity
Y4 Key Learning	identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings					

Upper KS2 **Science**

Pupils are taught to:

	Strands					
	Working scientifically	Living things and their habitats	Animals, including humans	Properties and changes of materials	Earth and space	Forces
Y5 Key Learning	plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs use test results to make predictions to set up further comparative and fair tests report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals	describe the changes as humans develop to old age	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 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes	describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

	Strands					
	Working scientifically	Living things and their habitats	Animals, including humans	Properties and changes of materials	Earth and space	Forces
Y5 Key Learning	identify scientific evidence that has been used to support or refute ideas or arguments			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		

	Strands					
	Working scientifically	Living things and their habitats	Animals, including humans	Evolution and inheritance	Light	Electricity
Y6 Key Learning	plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs use test results to make predictions to set up further comparative and fair tests report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identify scientific evidence that has been used to support or refute ideas or arguments	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 give reasons for classifying plants and animals based on specific characteristics	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans	recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	recognise that light appears to travel in straight lines 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 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram

End Points

Our curriculum for **science** aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Art and Design

At Galley Hill, it is our intention to provide a curriculum, which allows the children opportunity to develop and extend their artistic skills. It is our ambition that the children will create art based on their own and others experience in addition to being able to use art as a means of expression and communication. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design, confidently justifying their thoughts and opinions. Furthermore, they will develop mastery of mediums including line, shape, pattern, colour texture and form. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

EYFS **Art and Design**

Children at the expected level of development will:

	Strands							
	Fine motor skills	Drawing (pencil, rubbers, charcoal, pens, felt tips, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)	Creating with materials
Key Learning	hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases use a range of small tools, including scissors, paint brushes and cutlery begin to show accuracy and care when drawing	begin to use a variety of drawing tools use drawings to tell a story investigate different lines explore different textures draw a person using realistic proportions	use primary colours name colours experiment with mixing colours know the names of different tools that bring colour use a range of tools to make coloured marks on a range of surfaces	handle and manipulate a range of materials explore sensory materials create simple collages create simple weaving with paper	handle, feel and manipulate different materials construct, build and destroy a structure shape and model a structure use scissors	make rubbings print with variety of objects print with block colours	create repeating patterns create irregular painting patterns explore simple symmetry	safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function share their creations, explaining the process they have used make use of props and materials when role playing characters in narratives and stories

KS1 **Art and Design**

Pupils are taught to:

	Strands							
	The impact of art	Drawing (pencil, rubbers, charcoal, pens, felt tips, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)	Finished products
Y1 Key Learning	begin to explore and know of famous artists begin to make judgments on the work of artists begin to make judgments on personal artwork begin to provide critical feedback on personal artwork	use sketchbooks to record ideas use a variety of drawings tools explore different textures by drawing on different surfaces observe and draw shapes observe and draw single objects experiment with shapes draw from imagination observe and draw anatomy including faces and limbs	name all the colours mix secondary colours group colours by shade apply colour with a range of tools	weave using paper create a collage sort objects according to specific qualities like texture, length or colour know how textiles create things like clothes and materials	construct a sculpture use materials to make known objects for an aesthetic purpose carve roll, pinch and knead material roll coils and slabs using a modelling media make a simple join	create patterns using hard and soft materials develop impressed images by transferring a print to paper complete relief printing using string and card	discuss patterns and look for patterns in real life create repeating patterns create symmetry	complete teacher led personal artwork complete work inspired by a studied artist

	Strands							
	The impact of art	Drawing (pencil, rubbers, charcoal, pens, felt tips, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)	Finished products
Y2 Key Learning	explore and know of famous artists make judgments on the work of artists make judgments on personal artwork provide critical feedback on personal artwork	use sketchbooks to record ideas observe and draw landscapes observe and draw single and grouped objects experiment with tools and surfaces draw a picture that shows an experience or feelings be able to discuss use of shadows, use of light and dark	describe colours by objects use white to make as many tones of one colour as possible darken colours without using black use colour on a large scale know the different types of paint	overlap and overlay to create effects use large eyed needles use a running stitch apply simple appliqué work like beads, buttons, feathers explore other simple stitches create and use natural dyes	know there is natural and man-made forms create a structure that expresses personal experiences and ideas shape and form malleable and rigid materials from direct observation use simple decorative techniques replicate patterns and textures in a 3-D form	print with a range of objects identify the different forms printing takes complete multi-colour printing	experiment by arranging, folding, repeating, overlapping, regular and irregular patterning identify natural and manmade patterns be able to discuss regular and irregular	complete teacher led personal artwork complete work inspired by a studied artist

Lower KS2 **Art and Design**

Pupils are taught to:

	Strands							
	The impact of art	Drawing (pencil, rubbers, charcoal, pens, felt tips, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)	Finished products
Y3 Key Learning	explore and know of famous artists and their notable pieces make judgments on the work of artists justify opinions of famous art pieces make judgments on personal artwork make judgements on peer artwork provide critical feedback on personal artwork improve and refine artwork with support	use sketchbooks to record and develop ideas experiment with the sketching pencils complete close observation draw both the positive and negative shapes through illusion drawings accurately draw people accurately draw faces	mix colours make a colour wheel experiment with different types of brushes experiment with different painting techniques like dotting, scratching and splashing	use smaller eyed needles and finer threads weave using paper plates and wool experiment with tie dying know different types of fabric tie a knot	shape, form, model and construct using malleable and rigid materials understand and use different adhesives and methods of construction understand aesthetics and appeal to other people	create relief and impressed printing print with three overlays complete monoprinting mix colours through overlapping prints print on fabrics create repeating patterns	observe pattern in the environment design a pattern using ICT make patterns on a range of surfaces make patterns using symmetry	complete teacher led personal artwork complete initial artwork that supports a final piece complete work inspired by a studied artist

	Strands							
	The impact of art	Drawing (pencil, rubbers, charcoal, pens, felt tips, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)	Finished products
Y4 Key Learning	explore and know of famous artists and their notable pieces research notable artists and their works make judgments on the work of artists justify opinions of famous art pieces make judgments on personal artwork make judgements on peer artwork provide critical feedback on personal artwork improve and refine artwork with support	use sketchbooks to record and develop ideas identify and draw the effect of light on an object explore scale and proportion create accurate drawings of whole people including proportion and placement create computer generated drawings explore objects having a third dimension draw for a sustained period of time create a mood board by collecting visual inspirations for material for future work	complete colour mixing and matching through use of tint, tone, shade observe colours in the world choose suitable equipment for an artistic project use colour to reflect mood mix colour to match an existing colour	cut fabric to shape develop stitching skills including back stitch, cross-stitch and chain stitch explore and design textural art create textural art inspired by mood, feeling and movement compare different fabrics	explore surface patterns/textures discuss own work and work of other sculptors analyse and interpret natural and manmade forms of construction use papier mâché to create simple 3D objects make a slip to join pieces of clay	use sketchbook to record textures and patterns interpret environmental and manmade patterns in 2D form modify and adapt print	explore environmental and manmade patterns create tessellation	complete teacher led personal artwork complete collaborative artwork complete initial artwork that supports a final piece complete work inspired by a studied artist

Upper KS2 **Art and Design**

Pupils are taught to:

	Strands							
	The impact of art	Drawing (pencil, rubbers, charcoal, pens, felt tips, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)	Finished products
Y5 Key Learning	independently research notable artists and their works make judgments on the work of artists justify opinions of famous art pieces make judgments on personal and peer artwork provide critical feedback on personal and peer artwork improve and refine artwork begin to recognise the impact of art on society begin to recognise how art has changed over time	use sketchbooks to record, develop and refine ideas explore the effect of light on objects and people from different directions interpret the texture of a surface accurately draw people explore the concept of perspective with a single focal point develop close observation skills using a view finder develop precision drawing through the use of multiple sketches of the same object with critical feedback	explore and experiment with hue, tint, tone, shades and mood explore the use of texture in colour use colour for a specific purpose use colour to create an atmosphere	use stories, music, poems as stimuli in art select and use materials independently embellish work make fabric use batik wax dying	experiment with shape, form, model and join create structural art from both observation and imagination know the properties of different media discuss and evaluate own work and that of other sculptors	explore and combine different types of print design a print make connections with differing prints discuss and evaluate own work and that of others	create an abstract pattern that reflect personal experiences and expression create a pattern for a purpose	complete artwork inspired by personal interests complete collaborative artwork complete initial artwork that supports a final piece complete work inspired by a studied artist

	Strands							
	The impact of art	Drawing (pencil, rubbers, charcoal, pens, felt tips, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)	Finished products
Y5 Key Learning		work from a variety of sources						

	Strands							
	The impact of art	Drawing (pencil, rubbers, charcoal, pens, felt tips, inks, chalk, pastels, ICT software)	Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	Texture (textiles, clay, sand, plaster, stone)	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Pattern (paint, pencil, textiles, clay, printing)	Finished products
Y6 Key Learning	independently research notable artists and their works make judgments on the work of artists justify opinions of famous art pieces make judgments on personal and peer artwork provide critical feedback on personal and peer artwork improve and refine artwork recognise the impact of art on society recognise how art has changed over time recognise how art can be used to make a statement	use sketchbooks to record, develop and refine ideas explore the effect of light on objects and people from different directions produce accurate drawings of people explore the concept of perspective including foreground, middle ground and background develop precision drawing through the use of multiple sketches of the same object with critical feedback practise elements of a drawing before completing the whole intended drawing use different techniques for different purposes i.e. shading, hatching	explore hue, tint, tone, shades and mood explore the use of texture in colour experiment with colour for purposes use colour to express feelings	develop experience in embellishing use a range of different techniques to express feelings using textile work collaboratively on a larger scale	shape, form, model and join create structures from observation or imagination know the properties of media discuss and evaluate own work and that of other sculptors use recycled, natural and man-made materials make a mould and use plaster safely	build up a drawing by using images of whole or parts of items use screen printing explore printing techniques used by various artists	create own abstract pattern to reflect personal experiences and expression create pattern for purposes	complete artwork inspired by personal interests complete collaborative artwork complete artwork designed to appeal to a wider audience complete initial artwork that supports a final piece explore a range of mediums before deciding on the appropriate one for a final piece complete work inspired by a studied artist

End Points

Our curriculum for **art and design** aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Computing

At Galley Hill, we aim for the children to gain basic skills in computation, digital systems and programming. This set of skills and knowledge will become increasingly advanced as children move from EYFS to Y6; The key aim being for children to become digitally literate. Children will be able to use their computing skills with increasing independence, fostering a curiosity of how things work and an understanding of online safety. The subject has close links with STEM subjects and encourages transferrable skills such as online research, which can be used across the curriculum. We use Purple Mash to support our planning and teaching which is broken into units, however, we have added our own unit regarding Basic Skills as we feel this is the fundamental to all other computing learning. Every child will have access to Purple Mash at home too so they can carry on their learning. In our curriculum, we foster the need for children to think critically and carefully regarding when going online and we always stress the importance of online safety and how we stay safe from our EYFS pupils to Y6.

EYFS **Computing**

Children at the expected level of development will:

	Strands			
	Computer science	Information technology	Digital literacy	Basic skills
Key Learning	explain what a set of instructions are begin to explore what is wrong when the steps are out of order in instructions (bee-bot)	begin to find the program they want to use	begin to say what examples of technology are in school begin to login on the computer/Purple Mash	develop their fine motor control to be able to control the mouse ask an adult if they need help navigate around Mini Mash write their name on their work find the letters of their name on the keyboard learn how to search Purple Mash to find resources become familiar with the icons and types of Purple Mash learn how to open work

KS1 **Computing**

Pupils are taught to:

	Strands			
	Computer science	Information technology	Digital literacy	Basic skills
Y1 Key Learning	explain that an algorithm is a set of instructions know that an algorithm written for a computer is called a program work out what is wrong when the steps are out of order in instructions say that if something does not work how it should it is because their code is incorrect try and fix their code if it isn't working properly make good guesses of what is going to happen in a program. For example, where the turtle might go	sort sound, pictures and text add sound, pictures and text to a program such as 2Create a Story change content on a file such as text, sound and images name their work save their work find their work	say what technology is say what examples of technology are in school say what examples of technology are at home know that a chair uses old technology and a smart phone uses new technology keep their login information safe save their work in a safe place such as 'My Work' folder	find the letters on the keyboard for their name log in and out safely learn how to find saved work in the Online Work area learn how to search Purple Mash to find resources become familiar with the icons and types of Purple Mash start to add pictures and text to work learn how to open, save and print work understand the importance of logging out keep their login information safe begin to know what names of computer hardware (input and output devices)

	Strands			
	Computer science	Information technology	Digital literacy	Basic skills
Y2 Key Learning	explain an algorithm is a set of instructions to complete a task know they need to carefully plan their algorithm so it will work when they make it into code design a simple program using 2Code that achieves a purpose find and correct some errors in their program say what will happen in a program spot something in a program that has an action or effect (does something)	organise data – for example, using a database such as 2Investigate find data using specific searches – for example, using 2Investigate use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate edit digital data such as data in music composition software like 2Sequence name, save and find their work include photos, text and sound in their creations	find information they need using a search engine know the consequences of not searching online safely share work and communicate electronically – for example using 2Email or the display boards report unkind behaviour and things that upset them online, to a trusted adult see where technology is used at school such as in the office or canteen understand that their creations such as programs in 2Code, need similar skills to the adult world. e.g. The program used for collecting money for school trips	name, save and find their work include photos, text and sound in their creations keep their login information safe *Microsoft Word* • write their name or a sentence • change the colour, font, bold, italic, underline and size

Lower KS2 **Computing**

Pupils are taught to:

	Strands			
	Computer science	Information technology	Digital literacy	Basic skills
Y3 Key Learning	make a real-life situation into an algorithm for a program design an algorithm carefully, thinking about what they want it to do and how they can turn it into code identify an error in their program and fix it experiment with timers in their programs identify the difference in using between the effect of a timer or repeat command in their code know that a variable stores information while a program is running (executing) identify 'If' statements, repetition and variables read programs with several steps and predict what it will do identify different ways that the internet can be used for communication use email such as 2Email to respond to others appropriately and attach files	carry out searches to find digital content on a range of online systems, such as within Purple Mash or on an internet search engine collect data and input it into software analyse data using features within software to help such as, formula in 2Calculate (spreadsheets) present data and information using different software such as 2Question (branching database) or 2Graph (graphing tool) consider what the most appropriate software to use when given a task by their teacher create purposeful (appropriate) content and attach this to emails	create a secure password explain the importance of having a secure password and not sharing it with others explain the negative consequences of not keeping passwords safe and secure understand the importance of keeping safe online and behaving respectfully use communication tools such as 2Email respectfully and use good etiquette report unacceptable content and contact online in more than one way to a trusted adult	make a new folder on Purple Mash and Shared Documents *Microsoft Word* • confidently change font, colour, BOLD, underline, italic, size, bullet list, copy and paste feature *Safe Internet Searching – Google* • understand that identifying key words is central to research • use appropriate child friendly sites • know what to do when something inappropriate pops up

	Strands			
	Computer science	Information technology	Digital literacy	Basic skills
Y4 Key Learning	turn a real-life situation to solve into an algorithm, using a design that shows how they can accomplish this in code use repetition in their code. For example, using a loop that continues until a condition is met such as the correct answer being entered use timers within their program designs more accurately to create repetition effects. For example, they can create a counting machine use selection (decision) in their programming. For example, using an 'if statement' for a question being asked and the program takes one of two paths use variables within their program and know how to change the value of variables use the user inputs and output features within their program, such as 'Print to screen' identify errors in their code by using different methods, such as steeping through lines of code and fixing them read programs that contain several steps and predict the outcomes with increasing accuracy recognise the main component parts of hardware which allow computers to join and form a network understand that network and communication components can be found in many different devices which allow them to join the internet	understand the purpose of a search engine and the main features within it look at information on a webpage and make predictions about the accuracy of information contained within it create and improve their solutions to a problem based on feedback. For example, create a program using 2Code review solutions that others have created, using a checklist of criteria work collaboratively to create content and solutions share digital content using a variety of applications such as: 2Blog, 2Email and Display Boards	have a good understanding of the online safety rules they learn at school demonstrate how to use different online technologies safely demonstrate how to use a few different online services safely know I have a right to privacy both on and offline recognise that their wellbeing can be affected by how they use technology report with ease any concerns with content and contact online and know immediate strategies to keep safe	*Safe Internet Searching – Google* • understand that selecting appropriate keywords is essential in finding specific information • use appropriate child friendly sites • know what to do when something inappropriate pops up • know that anyone can put information on the World Wide Web and it can be not true • respect copyright and ownership rules *Microsoft PowerPoint* • create a presentation about a subject (their topic) • add new slides, text and images *Microsoft Word* • understand that the word processing software includes digital tools to improve accuracy and efficiency – spell check, grammar and thesaurus

Upper KS2 **Computing**

Pupils are taught to:

	Strands			
	Computer science	Information technology	Digital literacy	Basic skills
Y5 Key Learning	make more complex real-life problems into algorithms for a program test and debug their programs as they work convert (translate) algorithms that contain sequence, selection and repetition into code that works use sequence, selection, repetition, and some other coding structures in their code organise their code carefully for example, naming variables and using tabs; know this will help them debug more efficiently use logical methods to identify the cause of any bug with support to identify the specific line of code know the importance of computer networks and how they help solve problems and enhance communication recognise the main dangers that can be perpetuated via computer networks explain what personal information is and know strategies for keeping this safe use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards	search precisely when using a search engine. For example, know they can add additional words or removes words to help find better results explain in detail how accurate, safe and reliable the content is on a webpage make appropriate improvements to digital work they have created comment on how successful a digital solution is that they have created. For example, a program built in 2Code that sorts decimals numbers work collaboratively with others creating solutions to problems using appropriate software such as 2Code use collaborative modes such as within 2Connect to work with others and share it	have a secure knowledge of online safety rules taught at school demonstrate the safe and respectful use of different online technologies and online services always relate appropriate online behaviour to their right to have personal privacy know how to not let their mental wellbeing or others be affected by use of online technologies and services	*Microsoft PowerPoint* • consider the audience when creating a PowerPoint • create a presentation about a subject (their topic) • add new slides, text and images • add designs, backgrounds, animations and transitions to a presentation *Microsoft Word* • consider the audience when learning to create a word document • align, indent text • add page numbers, footer and header to their documents *Safe Internet Searching – Google* • continue to consolidate safe internet searching as previous year group

	Strands			
	Computer science	Information technology	Digital literacy	Basic skills
Y6 Key Learning	turn a complex programming task into an algorithm identify the important aspects of a programming task (abstraction) decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work test and debug their program as they work on it and use logical methods to identify a cause of a bug identify a specific line of code that is causing a problem in their program and attempt a fix translate algorithms that include sequence, selection and repetition into code and nest these structures within each other use inputs and outputs within their coded programs such as sound, movement and buttons and represent the state of an object interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole explain the difference between the internet and the World Wide Web explain what a WAN and LAN is and describe the process of how access to the internet in school is possible	use filters when searching for digital content explain in detail how accurate and reliable a webpage and its content are compare a range of digital content sources and rate them in terms of content quality and accuracy consider the intended audience carefully when they design and make digital content design and create their own online blogs use criteria to evaluate the quality of their own and others digital solutions, suggesting refinements	demonstrate safe and respectful use of a range of different technologies and online services identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom them or someone else use critical thinking to help them stay safe online know the value of protecting their privacy and others online	*Microsoft PowerPoint* • create a short presentation using hyperlinks to support the audience • locate and include different media, creating source *Microsoft Word* • create a word document that reflects everything they have learned • evaluate and consider digital media texts and the effectiveness of the message *Safe Internet Searching – Google* • continue to consolidate safe internet searching as previous year group

End Points

Our curriculum for **computing** aims to ensure that all pupils:

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

Design and Technology

At Galley Hill, we aim for children to become inspired, curious learners through creative and practical activities, acquiring a broad subject knowledge and drawing on other subjects. Our curriculum of study ensures the exposure and progression of skills from EYFS so that by Y6, children will have increasingly developed independence and resilience through learning to take risks and how to become resourceful, innovative, enterprising and capable citizens. Children will have the opportunity to use their imagination and creativity to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values and therefore have ownership over their products. They will develop a critical understanding of design and technology's impact on daily life and the wider world through the exploration and evaluation of DT.

EYFS **Design and Technology**

Children at the expected level of development will:

	Strands	
	Fine motor skills	Creating with materials
Key Learning	hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases use a range of small tools, including scissors, paint brushes and cutlery begin to show accuracy and care when drawing	safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function e.g. Junk modelling, cutting with scissors, threading, using glue spreaders, staplers, hole punchers and Sellotape e.g. porridge, jelly, bread, fruit salad, sandwiches share their creations, explaining the process they have used e.g. trial and improvement talk about what children like and dislike about their product e.g. What can you do to make it better? make use of props and materials when role playing characters in narratives and stories

KS1 **Design and Technology**

Pupils are taught to:

	Strands				
	Design	Make and test	Evaluate	Technical knowledge	Cooking and nutrition
Y1 Key Learning	explore existing products to generate ideas develop and communicate ideas by talking and drawing with basic labels	with support measure, mark out, cut and shape materials and components with support assemble, join and combine materials and components e.g. using split pins (Mechanisms - Moving Pictures with levers and sliders, using paper, scissors and split pins) (Textile Structures - Joseph's Coat/Scarecrow/Hand Puppet, threading using pre-made holes, tying a knot)	talk about their design ideas and what they are making talk about what they like and dislike about their product	understand about the movement of simple mechanisms such as levers and sliders	with support knead and mix ingredients with support prepare simple dishes safely and hygienically understand that everyone should eat at least 5 portions of fruit and vegetables every day (Bread)

	Strands				
	Design	Make and test	Evaluate	Technical knowledge	Cooking and nutrition
Y2 Key Learning	explore existing products to generate ideas design products that have a purpose and are aimed at an intended user develop and communicate ideas by talking and using simple labelled drawings begin to select from a range of tools and equipment, explaining their choices	in a guided group measure, mark out, cut and shape materials and components in a guided group assemble, join and combine materials and components with support follow a simple plan with support learn to use hand tools (including saws) safely and appropriately (Structures - Bug House – cutting, shaping, strengthening) (Mechanisms - Moving Vehicle, using saws, axles and wheels)	make simple judgements about their products and ideas against the design criteria. e.g. using a written scaffold suggest how their products could be improved talk about what they like about their product	understand about the movement of simple mechanisms such as wheels and axles understand how freestanding structures can be made stronger, stiffer and more stable	chop, mix and measure (adult-led guided group) name and sort foods into the five groups in the Eatwell plate with support follow a simple recipe to prepare simple dishes safely and hygienically (Food around the world)

Lower KS2 **Design and Technology**

Pupils are taught to:

	Strands				
	Design	Make and test	Evaluate	Technical knowledge	Cooking and nutrition
Y3 Key Learning	use their knowledge of a broad range of existing products to help generate their ideas develop and follow a simple design criteria order the main stages of making e.g. creating simple class instructions draw diagrams with simple labels	measure, mark out, cut and shape and score materials and components with some accuracy assemble, join and combine materials and components with some accuracy in a guided group learn to use a range of tools (including saws and glue guns) safely and appropriately (Woodwork - Kite/Self-standing photo frame, using paper triangles to join, sawing, selecting materials) (Mechanical Systems – Pop-up book with levers and linkages using scoring and joining)	refer to the design criteria throughout the making process evaluate ideas and products against their design criteria provide verbal peer feedback	understand how mechanical systems such as levers and linkages create movement understand how to make strong, stiff structures	understand how to prepare and cook dishes safely and hygienically understand that a healthy diet is made up from a variety and balance of different food and drink as represented in the Eatwell Guide in a guided group follow recipes with peer support chop, knead, measure and weigh ingredients with some degree of accuracy (Pizza)

	Strands				
	Design	Make and test	Evaluate	Technical knowledge	Cooking and nutrition
Y4 Key Learning	with growing independence develop and follow a simple design criteria with growing independence order the main stages of making make design decisions that take account of the availability of resources draw diagrams with labels to develop and communicate ideas use computer aided design to develop and communicate ideas when planning, start to explain their choice of materials and components including function and aesthetics	with growing independence, measure and mark out to the nearest centimetre cut and shape materials and components with some degree of accuracy assemble, join and combine materials and components with some degree of accuracy learn to use a range of tools safely, appropriately and accurately (Textile Structures - Pencil Case/PE Bag using different types of stitching, threading needles and attaching material together) (Electrical Systems/Structures - Torches/Alarm with circuits)	refer to the design criteria throughout the making process evaluate ideas and products against their design criteria, identifying strengths and areas for improvement provide verbal peer feedback	understand how simple electrical circuits and components can be used to create functional products understand that a single fabric shape can be used to make a 3D textiles product	understand how to prepare and cook dishes safely and hygienically understand that a healthy diet is made up from a variety and balance of different food and drink as represented in the Eatwell Guide with a peer, start to independently follow recipes with growing independence, chop, peel, blend, mix, measure and weigh ingredients with some degree of accuracy (Greek food - Humous, cooked vegetable kebabs, Greek salad)

Upper KS2 **Design and Technology**

Pupils are taught to:

	Strands				
	Design	Make and test	Evaluate	Technical knowledge	Cooking and nutrition
Y5 Key Learning	research and analyse pre-existing products to generate innovative ideas that are fit for purpose and aimed at a target market draw and annotate diagrams with measurements and labels develop a simple design specification write simple step-by-step instructions as a guide to making produce appropriate lists of tools, equipment and materials needed	independently take measurements and mark out to within 1 millimetre independently and accurately cut and shape materials and components accurately assemble, join and combine materials and components (Electrical and Mechanical Systems - Motorised Vehicle/Fairground, using saws, glue guns, circuits) (Textile Structures - Cuddly toy/Slippers using different types of stitches and attaching materials)	evaluate the quality of the design, manufacture and fitness for purpose of their products evaluate ideas and products against the design specification, making changes as needed evaluate against pre-existing products and how events/individuals have impacted and helped shape the world	understand how more complex electrical circuits and components can be used to create functional products understand how to reinforce and strengthen a 3D framework	independently chop, dice, grate, mash, peel and roll ingredients independently weigh and measure ingredients to the nearest gram and millilitre in a guided group use hobs to fry and boil independently follow recipes and understand how recipes can be adapted to change the appearance, taste and texture of food understand how seasons can affect the food available (Shepherd's pie, Shortbread)

	Strands				
	Design	Make and test	Evaluate	Technical knowledge	Cooking and nutrition
Y6 Key Learning	use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market analyse pre-existing products draw and annotate diagrams with measurements and labels develop a design specification write step-by-step instructions as a guide to making produce appropriate lists of tools, equipment and materials needed	independently take exact measurements and mark out to within 1 millimetre independently cut and shape materials and components with precision and accurately independently and accurately assemble, join and combine materials and components demonstrate resourcefulness when tackling a practical problem (Mechanical Systems – Cam Toys) (Computing to program, monitor and control products)	critically evaluate throughout the process, adapting when necessary critically evaluate the quality of the design, manufacture and fitness for purpose of their products evaluate ideas and products against the design specification	program a computer to monitor changes in the environment and control their products understand how mechanical systems such as cams or pulleys or gears create movement	Independently chop, dice, grate and peel ingredients in a guided group use ovens and hobs independently weigh and measure ingredients to the nearest gram and millilitre independently follow recipes and understand how recipes can be adapted to change the appearance, taste and texture of food know, explain and give examples of food that is grown, reared and caught in the UK, Europe and the wider world understand how seasons can affect the food available and plan recipes according to seasonality understand how food is processed into ingredients (Party food, Trifle, Chicken pie)

End Points

Our curriculum for **design and technology** aims to ensure that all pupils:

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

Geography

At Galley Hill, we aim for pupils to develop a curiosity and fascination about the world around them and its people. Children will gain knowledge about places, people, resources and environments. Children will increasingly develop independence in their learning throughout their school life to develop deep understanding of the interaction between physical and human processes, and the formation and use of landscapes and environments. Fieldwork within the local and wider areas will be an essential part of geography learning to ensure children are aware of their surroundings and steps they can take to help the environment.

Topics across the Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1 Locational Knowledge – Mapping our World	**Our United Kingdom** (4 Countries, Capitals and Surrounding Seas)	**Our World** (Continents, Oceans, Poles and Equator)	**Our United Kingdom** (Counties and Cities of the United Kingdom, 8 Compass Points)	**Countries of the World** (World's Countries and Europe, 4 Figure Grid References)	**Our Wider World** (Latitude, Longitude, Hemispheres, Equator, Tropics, Prime Meridian)	**Trade and Tourism** (6 Figure Grid References)
Unit 2 Comparing Places	**Local Area Study –** Our School Grounds / Gadebridge	**Non-European Locality** (Asia – Nepal)	**Local Area Study** – Hemel Hempstead	**Central America and Mexico** (look at whole region then focus on one country / region / location)	**European Locality** (Greece – Athens / Greek Island Corfu)	**Sustainability and Climate Change** (including Brazil and the Amazon)
Unit 3 Geographical Processes	**Seaside Study** (Why do we love to be besides the seaside?)	**Hot and Cold** (Weather and Climate)	**Mountains, Volcanoes and Earthquakes**	**Rivers and the Water Cycle**	**Climate Zones and Biomes**	

EYFS **Geography**

Children at the expected level of development will:

	Strands
	People, culture and communities
Key Learning	***Talk about what they see, using a wide vocabulary.*** ***Recognise some environments that are different to the one in which they live*** ***Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.*** ***Draw information from a simple map.*** ***Begin to understand the need to respect and care for the natural environment and all living things.***

KS1 **Geography**

Pupils are taught to:

	Locational knowledge (mapping our world)	Place knowledge (comparing)	Human and Physical processes	Geographical skills and fieldwork
Y1 Key Learning	Name and locate the UK, its four countries and capital cities on a world map and globe. Begin to name surrounding seas of UK on a world map and globe. Name and locate areas within the school and its grounds and the school's position in the local area. Understand geographical similarities and differences of a small area of the United Kingdom –the seaside	Make observations about and describe the school grounds noting their distinctive features. Understand geographical similarities and differences by comparing two places Use relative vocabulary e.g. bigger/smaller, like/dislike.	Describe landmarks and basic Human and physical features in the school and local area. Identify some human and physical features of the school and school grounds and its immediate area and name some key landmarks. Begin to understand that the UK has a range of physical features and be able to describe some of these features.	Explore the 4 basic compass point of north, south, east and west Use directional language to describe the location of features and routes on a map – example, near and far; left and right. Ask geographical questions [i.e. What is it like where we live?) Create plans and draw simple features in their familiar environment Carry out fieldwork in the local area (e.g. traffic study) using appropriate techniques suggested including such as tally and bar charts Begin to use globes, maps, atlas

	Locational knowledge (maps)	Place knowledge (comparing)	Human and Physical processes	Geographical skills and fieldwork
Y2 Key Learning	Identify what a continent is and that they live in Europe. Name and locate the 7 continents and 5 oceans on a globe or atlas. Identify hot and cold areas of the world, the position of the Poles and Equator on a globe or atlas.	Describe their locality and how it is different from and similar to the distant place. Explore and describe different environments and habitats around the world. Understand geographical similarities and differences of a contrasting non-European country- ASIA Show awareness that the weather may vary in different parts of the UK and in different parts of the world. - hottest, wettest driest areas of	Recognise and describe some human and physical features of a range of settlements (rural, coastal and urban) in the UK. Use simple geographical vocabulary to refer to human features including city, town, village, factory, farm, house, office, port, harbour and shop Talk about an aspect of the human geography of a distant place, naming its features Identify and describe seasonal and daily weather patterns in the UK Talk about day-to-day weather/symbols and some features of the seasons in their locality.	Use simple compass directions to locate named places (N, S, E, W). Add labels onto a sketch map, map or photograph of features and use and construct basic symbols Use plans, maps, globes, atlases and aerial images Follow a route on a map. Use plans, maps, globes and aerial images to recognise some features and places (locally and the wider world).

Lower KS2 **Geography**

Pupils are taught to:

	Locational knowledge (maps)	Place knowledge (comparing)	Human and Physical processes	Geographical skills and fieldwork
Y3 Key Learning	Locate major cities of the UK and its counties Regions, e.g. north east, south east Start to locate key topographical features of the UK including coasts, hills, mountains and rivers Relate where they live to continent, country, region, county and city. Use a globe and atlas to identify the position, of the N and S hemispheres, Arctic and Antarctic Circles.	Recognise that different regions are more susceptible to natural disasters than others. Name and locate some counties and major cities of the UK geographical regions. Identify a range of environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there.	Recognise the main land uses in urban areas and rural areas. Describe some advantages and disadvantages of living in hazard-prone areas. Understand how mountains and volcanoes are formed and explain why earthquakes occur. Understand how physical processes (volcanic eruptions and glacial landslides) can cause hazards to people.	Use 4 points of a compass. Introduce 8 point compass Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures. Record information gathered using a simple graph. Draw a simple sketch map from observation. Use standard symbols, and a key. Follow a route on a map with some accuracy. Ask and respond to geographical questions (Describe the landscape, Why is it like this?)

	Locational knowledge (maps)	Place knowledge (comparing)	Human and Physical processes	Geographical skills and fieldwork
Y4 Key Learning	Name and locate UK's major rivers and mountains. Start to locate key topographical features of the UK including coasts, hills, mountains and rivers Describe the influence of rivers on land-use in the local area. Use an atlas to locate world's key mountain ranges and rivers, focusing on Europe.	Understand how areas can change over time and some of the underlying reasons for that change. Understand differences between urban and rural Central America and the lives of people compare this to their own lives. Describe their locality and how it is different from and similar to the distant place.	Locate countries, major cities (with a focus on Belize), environmental regions and their identifying human characteristics within Central America Can identify patterns. Interpret how places change and the links between people and the environment. Describe the water cycle and journey of a river Name some of the processes associated with rivers.	Begin to use 8 points of a compass Use 4 fig GR to identify features on a map. Locate places using a range of maps including OS & digital. Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures. Recognise contours show height. Describe height and slope from a map.

Upper KS2 **Geography**

Pupils are taught to:

	Locational knowledge (maps)	Place knowledge (comparing)	Human and Physical processes	Geographical skills and fieldwork
Y5 Key Learning	Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime Greenwich Meridian and time zones (including day and night) Locating Europe on a map with the main focus being Greece and a Greek island	Describe unique features of different climate zones and biomes Understand differences between urban and rural Greece. Compare Athens and the Greek island of Corfu.	Start to understand the difference between climate and weather and that climate determines world biomes. Understand the relationship between climate and vegetation by exploring examples of biomes. Investigate Biomes across the world – Linking this to the physical climate and how it has created the different types of habitats. Know and explore some ways a biome is valuable.	Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out other information (e.g. population, lines of longitude and latitude) Find and recognise places on maps of different scales.

	Locational knowledge (maps)	Place knowledge (comparing)	Human and Physical processes	Geographical skills and fieldwork
Y6 Key Learning	Relate places studied to their lines of latitude, longitude and time zones. Describe and understand key aspects of settlement and land use (e.g. Begin to understand the relationship between major trade routes and settlements). Locate the world's countries on a variety of maps, including the areas studied throughout KS1 and KS2.	Understand on a global scale differences in the distribution of natural resources and trade links Understand the positive impact we can have on the environment and sustainability	Understand the impact of globalisation on the products we use and on local industry. Understand and explain a range of threats to our environment and ways in which it can be protected. Explore and describe the location and significance of minerals, natural resources and major trade routes across the UK. Understand the relationship between climate zones, vegetation belts and global trade. Describe some renewable and non-renewable energy sources and how we can impact by reducing, re-using and recycling. Understand where our energy and natural resources come from. Understand and explain a range of threats to our environment and ways in which it can be protected.	Use 8 points of a compass and 6 fig GR accurately. Describe the features shown on an OS map. Use atlases to find out data about other places. Plan and carry out a fieldwork investigation in an urban area. Use a range of graphs to display data collected. Evaluate the quality of evidence collected and suggest improvements. . Draw plans of increasing complexity. Begin to use and recognise atlas symbols

End Points

Our curriculum for **geography** aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History

At Galley Hill, we have designed our History curriculum to support all pupils to gain a coherent knowledge and a rich understanding of the past whilst inspiring their curiosity. Our carefully and logically sequenced curriculum enables all learners to ask questions and form their own opinions through the development of their substantive and disciplinary knowledge. We use enquiry questions to provoke thought, encourage critical thinking and enable our learners to gain perspective on Britain's past and that of the wider world. We have selected relevant historical threads that are woven into and frequently revisited through different aspects of our History curriculum; society, leaders, childhood, beliefs and legacy. History will be used to further their understanding of diversity in society and of their own identity through classroom learning and a wide range of other experiences.

EYFS **History**

Children at the expected level of development will:

	Strands					
	Understand Chronology	Understand and Link Changes in the Past	Interpret the Past	Historical Enquiry	Topics	Threads
EYFS Key Learning	Be able to recall past events using vocab such as: *baby, toddler, child, teenager, adult, elderly, beginning, middle, end, today, yesterday, tomorrow, now, next, then, before, after.* Develop an understanding of growth, decay and changes over time. To talk about and describe events in detail connecting ideas using a wider range of connectives and confidently continue to use sequencing words such as *before* and *next*. To notice the similarities and differences between things in the past and now. Have a knowledge of days, months, seasons and years.	Talk about past and present events in their own life and the lives of family members. Comment and ask questions about the past and other people's lives/family.	Comment and ask questions about the past and other people's lives/family. To know and talk about similarities and differences between themselves and others and among families, communities, cultures and traditions.	Be able to recall and describe past events. Be able to talk about some of the similarities and differences in relation to friends or family. Be able to answer questions about their experiences and in response to events.	<u>Ourselves</u> *'Once There Were Giants'* by Martin Waddel *'A Handful of Buttons'* by Carmen Parets Luque	Society Childhood Beliefs
					<u>Dinosaurs</u> All class texts initiate chronology discussion.	Legacy
					<u>Once Upon a Time</u> All class texts initiate historical discussion using related vocab.	Legacy
					<u>Growth and Change</u> All class texts initiate historical discussion using related vocab.	Childhood

KS1 **History**

Pupils are taught to:

	Strands					
	Understand Chronology	Understand and Link Changes in the Past	Interpret the Past	Historical Enquiry	Topics	Threads
Y1 Key Learning	Sequence some events or related objects in order. Remember parts of stories and events from past life. Identify where events happened within and beyond living memory.	Identify and recount details from the past by looking at sources (e.g. pictures, stories, buildings etc.)	Talk about the main differences in new and old objects. Understand and consider how reliable a person's memory is.	Categorise and classify groups of objects/sources. Find answers to simple questions about the past.	Toys (changes within living memory)	Childhood
					Great Fire of London (changes beyond living memory and significant individual)	Society Legacy
					Holidays (changes beyond living memory)	Society Legacy

	Strands					
	Understand Chronology	Understand and Link Changes in the Past	Interpret the Past	Historical Enquiry	Topics	Threads
Y2 Key Learning	Use of past and present tenses in language. Use of vocab such as recent, before, after, later, future etc. Puts 3 events into order on a timeline.	Make simple observations about different types of people, events and beliefs in society using different sources (e.g. photos, films, songs etc.).	Understand why some people in the past behaved in certain ways. Look at a greater range of sources to gain an understanding of the past (eye-witness accounts, artefacts, buildings, internet) and discuss reliability of each.	Speculate and reason about events in the past Ask questions such as "What was it like…?" "How long ago…?" What happened when…?" etc. Observe small details about artefacts, pictures etc.	Royalty and Coronations (changes within living memory)	Society Leaders Legacy
					Leaders of Change (significant individuals)	Society Leaders Beliefs Legacy
					Frogmore Paper Mill (local area study)	Society Leaders Childhood Legacy

Lower KS2 **History**

Pupils are taught to:

	Strands					
	Understand Chronology	Understand and Link Changes in the Past	Interpret the Past	Historical Enquiry	Topics	Threads
Y3 Key Learning	Use of timelines to place events in order. Understand difference between BC/BCE and AD/CE.	Describe some main events in history and start to make links with things that happened before and after. Talk about the everyday lives of people in the past and compare them with our own.	Compare two versions of the same event and identifies differences. Consider reasons for the differences in ways that history is sometimes represented.	Explain events in history and demonstrate an understanding of the causes. Use printed texts, internet, photos, music, buildings etc. to gather information about the past.	Stone Age to Iron Age (overview)	Beliefs Legacy Society
					Ancient Egyptians (in-depth)	Society Leaders Legacy

	Strands					
	Understand Chronology	Understand and Link Changes in the Past	Interpret the Past	Historical Enquiry	Topics	Threads
Y4 Key Learning	Use vocab such as century, decade and understands how these relate to dates in the past. Identify names/places/dates of significant events on a timeline.	Show knowledge by describing features of past societies and periods, considering the changes in the everyday lives of people living during that time. Begin to think about why things happen in history and what the causes are.	Begin to evaluate the usefulness of different sources. Use text books and historical knowledge to give reasons why there may be different accounts of history.	Summarise and explain events in history. Understand the difference between primary and secondary sources of evidence. Include sources of information as evidence when presenting information about the past.	The Mayas Civilisation (in-depth)	Society Leaders Beliefs Legacy
					The Romans in Britain (in-depth)	Society Leaders Beliefs Legacy

Upper KS2 **History**

Pupils are taught to:

	Strands					
	Understand Chronology	Understand and Link Changes in the Past	Interpret the Past	Historical Enquiry	Topics	Threads
Y5 Key Learning	Use of a timeline to place and sequence national and local events. Identify changes within and across historical periods. Use dates accurately.	Identify causes and consequences of main events, situations and changes in the period studied. Compare an aspect of life with another period of time (e.g. beliefs, society etc.) and consider why things have changed.	Give clear reasons why there may be different accounts of history. Begin to understand why some pieces of evidence are not always reliable.	Start to evaluate evidence and appreciate different opinions about history. Ask a range of open questions about the past – how, why, where, what, when? Realise there is not always a right/wrong answer in history.	Ancient Greece (in-depth) Invasion (overview)	Society Childhood Beliefs Legacy Society Leaders Legacy

	Strands					
	Understand Chronology	Understand and Link Changes in the Past	Interpret the Past	Historical Enquiry	Topics	Threads
Y6 Key Learning	Use timelines to place and sequence different periods around the world. Know key dates, characters and events of time studied. Describe different periods in history, making reference to social, religious, political and cultural changes.	Describe how some changes in history effect our lives today. Present accurate information which uses evidence to explain the cause and effect of changes in history.	Know and understand that some evidence in history is propaganda, opinion or misinformation and that this affects interpretations of history. Suggest why history often has different versions of events and some of the motivations behind this.	Reach informed conclusions and make judgements about historical events using a wide range of historical evidence. Understand which sources of information are more likely to be reliable than others and why.	World War Two (in-depth) Hemel Hempstead: Local Area Study (overview)	Society Leaders Childhood Legacy Society Legacy

End Points

Our curriculum for **history** aims to ensure that all pupils:

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

French

At Galley Hill, we aim for pupils to gain a foundation for further language learning, experience different cultures and deepen their understanding of the world. Curiosity of other places, cultures and languages is encouraged. We focus our language learning on French. Children begin with basic vocabulary and conversation, which leads to speaking, reading and writing with increasing confidence. Skills for learning are made explicit in order to support transferable future language learning which may be a different language. We use Language Angels for planning and resources.

Lower KS2 **French**

Pupils are taught to:

	Strands					
	Speaking	Listening	Reading	Writing	Grammar	Units
Y3 Key Learning	speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about themselves) speak aloud familiar words or short phrases in chorus use correct pronunciation when speaking and start to see links between pronunciation and spelling	listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs) develop understanding of the sounds of individual letters and groups of letters (phonics)	recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text read aloud familiar words or short phrases in chorus	write some familiar simple words from memory or using supported written materials (e.g. familiar nouns)	start to understand the concept of gender (masculine, feminine, neuter) and how this is shown	explore early language teaching, e.g. *J'apprends le Français*, *Les animaux, Les fruits*; and core vocabulary, e.g. *Les couleurs*, *Les jours*, *Les nombres*, *La phonétique* and *Les salutations*

	Strands					
	Speaking	Listening	Reading	Writing	Grammar	Units
Y4 Key Learning	communicate by asking and answering a wider range of questions, using longer phrases and sentences present short pieces of information to another person apply phonic knowledge to support speaking (also reading and writing)	listen for and identify specific words and phrases in instructions, stories and songs follow a text accurately whilst listening to it being read	accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions) accurately read a wider range of familiar written words, phrases and short sentences aloud to another person	write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank)	understand the concept of gender (masculine, feminine, neuter) and which article (definite or indefinite) to use correctly with different nouns introduce and use the negative form begin to look at what a fully conjugated verb looks like	explore intermediate language teaching, e.g. *Je me présente*, *En famille*, *Au café*, *En classe*, and *Chez moi*

Upper KS2 **French**

Pupils are taught to:

	Strands					
	Speaking	Listening	Reading	Writing	Grammar	Units
Y5 Key Learning	take part in short conversations using sentences and familiar vocabulary present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning understand and express simple opinions using familiar topics and vocabulary	listen attentively and understand more complex phrases and sentences in longer passages (e.g. instructions given, stories, fairy tales, songs and extended listening exercises) undertake longer listening exercises and be able to identify key words or phrases so as to answer questions	read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school)	write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank) use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.) check spellings with a dictionary	understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns use the negative form, possessives and connectives understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are	explore intermediate language teaching, e.g. *As-tu un animal?*, *Quelle est la date aujord’hui?*, *Quell temps fait-il?*, *Les vêtements* and *Les habitats.*

	Strands					
	Speaking	Listening	Reading	Writing	Grammar	Units
Y6 Key Learning	use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience present to an audience about familiar topics (e.g. role-play, presentation or read/repeat from a text or passage) use connectives to link together what they say so as to add fluency	understand the main points in passages of language spoken with authentic pronunciation and at authentic speed understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear	read aloud with expression and accurate pronunciation read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites)	write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank) use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.) identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement	understand the concept of gender (masculine, feminine, neuter) and which article (definite or indefinite) to use correctly with different nouns understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings for the main types of verbs be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement	explore progressive language teaching, e.g. *A l’école*, *Le week-end*, *Manger et bouger*, and *Moi dans le monde.*

End Points

Our curriculum for **languages** aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Music

At Galley Hill, music is important as it relates closely to our cultural capital by building our core values of perseverance, courage and co-operation. It is an intergenerational skill which can nurture emotions and build self-esteem. We aim to inspire pupils to develop a passion for music appreciation and explore their own talent as musicians. A key part of this is allowing the children to listen and experiment with rhythm and melody from an early stage as well as giving the skills to listen to music critically, identifying features and layers. It is an important subject in which to promote a child's self-confidence through learning, performance and a sense of self achievement. It is a universal language and one that allows for freedom of creativity which is fundamental to a child's development and can progress through to adulthood. We use Kapow music scheme for planning and resources which offers lots of scaffolding and support staff as well as children. Every child in Y5 has an opportunity to learn to play the ukulele with Hertfordshire Music Service.

EYFS **Music**

Children at the expected level of development will:

	Strands		
	Being Imaginative and Expressive		
	Listening	Composing	Performing
Nursery Key Learning	To remember simple songs and sing in a group. To be able to increasingly remember some sequences of musical sounds and movements.	To begin to make up own moves for performing. To be able to use own experiences to develop storylines and role play ideas. To find and make available props to express role play ideas. To be able to make up their own movements to musical sequences.	To be able to copy simple sequences of musical movements. To be able to increasingly remember some sequences of musical sounds and movements. To be able to use a variety of different methods to express their own imagination.

	Being Imaginative and Expressive and Kapow Music Scheme		
	Listening	Composing	Performing
Reception Key Learning	Responding to music through movement Exploring the story behind the lyrics or music Listening to and following a beat using body percussion and instruments Listening to sounds and matching them to the object or instrument Identifying sounds that have a high or low pitch Listening to and repeating a simple rhythm Listening to and repeating simple lyrics **ELG - Sing a range of well-known nursery rhymes and songs** **ELG - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music**	To show an interest and sings a wide variety of songs and music. Beginning to make up their own rhyme/songs. To explore and use different instruments and is beginning to name them. To be able use a variety of instruments creating sounds. They can be played quickly, slowly, loudly or softly.	Using their voices to join in with well-known songs from memory Remembering and maintaining their role within a group performance Moving to music with instruction to perform actions Stopping and staring playing at the right time **ELG - Sing a range of well-known nursery rhymes and songs** **ELG - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music**

KS1 **Music**

Pupils are taught to:

	Strands		
	Kapow Music Scheme		
	Listening	Composing	Performing
Y1 Key Learning	Recognising and understanding the difference between pulse and rhythm. Understand that different types of sounds are called timbres. Describe the differences between two pieces of music and develop an opinion about music (like/dislike). Recognise basic tempo, dynamic and pitch changes (faster/ slower, louder/quieter and higher/lower). Describe the character, mood or 'story' of music they listen to, both verbally and through movement. Listen to and repeat short, simple rhythmic patterns. Listening to and responding to other performers by playing as part of a group.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.	Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. Performing from graphic notation.

	Strands		
	Kapow Music Scheme		
	Listening	Composing	Performing
Y2 Key Learning	*Recognising timbre changes in music they listen to. Recognising structural features in music they *listen to. Listening to and recognising instrumentation. *Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.

Lower KS2 **Music**

Pupils are taught to:

	Strands			
	Kapow Music Scheme			
	Listening	Composing	Performing	History of Music
Y3 Key Learning	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Beginning to show an awareness of metre.	Composing a piece of music in each style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in each style (pentatonic). *Suggesting and implementing improvements to their own work, using musical vocabulary.	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. *Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	Understanding that music from different times has different features.

	Strands			
	Kapow Music Scheme			
	Listening	Composing	Performing	History of Music
Y4 Key Learning				

Upper KS2 **Music**

Pupils are taught to:

	Strands			
	Ukelele lessons from Hertfordshire Music Service			
	Listening	Composing	Performing	Instrument
Y5 Key Learning	Recognising and confidently discussing the stylistic features of a ukelele. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work.	Improvising coherently within a given style. *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.	Understanding parts of the ukele. Learning how to play chords and notes.

	Strands			
	Kapow Music Scheme			
	Listening	Composing	Performing	History of Music
Y6 Key Learning	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. *Constructively critique their own and others' work, using musical vocabulary.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

End Points

Our curriculum for **music** aims to ensure that all pupils:

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

Personal, social, health and economic education

At Galley Hill, our intention through our PSHE curriculum is to deliver lessons which are accessible to all and that maximise the outcomes for every child so that they are resilient and curious learners, who have high aspirations. As a result of this, they will become independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to keep themselves healthy and safe. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. In our PSHE lessons, our children are encouraged to gain a deeper understanding of their own wellbeing and they are encouraged to share their thoughts and feelings in a safe place. We use the PSHE scheme of work from The PSHE Association for planning and resources in line with the new statutory Relationships and Sex Education (RSE) and Health Education.

EYFS **Personal, social, health and economic education**

Children at the expected level of development will:

	Strands		
	Living in the wider world	Relationships	Health and well-being
Key Learning	talk about past and present events in our own lives and in the lives of family members know that other children don't always enjoy the same things know about similarities and differences between themselves and others, and among families, communities and traditions know about similarities and differences in relation to places, objects, materials and living things talk about the features of their own immediate environment and how environments might vary from one another make observations of animals and plants and explain why some things occur and talk about changes	form positive relationships and develop respect for others develop social skills and learn how to manage feelings understand appropriate behaviour in groups have confidence in own abilities talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable work as part of a group or class, and understand and follow the rules adjust their behaviour to different situations, and take changes of routine in their stride play co-operatively, taking turns with others take account of one another's ideas about how to organise their activity show sensitivity to others' needs and feelings, and form positive relationships with adults and other children	know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces

KS1 **Personal, social, health and economic education**

Pupils are taught to:

	Strands		
	Relationships	Living in the Wider World	Health and well-being
Y1 Key Learning	learn about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children's lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tell them — if they are worried about something in their family about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others and how to ask for and give/not give permission what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns	about examples of rules in different situations, e.g. class rules, rules at home, rules outside that different people have different needs how we care for people, animals and other living things in different ways how they can look after the environment, e.g. recycling how and why people use the internet the benefits of using the internet and digital devices how people find things out and communicate safely with others online that everyone has different strengths, in and out of school about how different strengths and interests are needed to do different jobs about people whose job it is to help us in the community about different jobs and the work people do	what it means to be healthy and why it is important ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings and how to recognise feelings in themselves and others

	Strands		
	Relationships	Living in the Wider World	Health and well-being
Y1 Key Learning			how feelings can affect how people behave how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared

	Strands		
	Relationships	Living in the Wider World	Health and well-being
Y2 Key Learning	how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else how to recognise hurtful behaviour, including online what to do and whom to tell if they see or experience hurtful behaviour, including online about what bullying is and different types of bullying how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use about the things they have in common with their friends, classmates, and other people how friends can have both similarities and differences	about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups about different rights and responsibilities that they have in school and the wider community about how a community can help people from different groups to feel included to recognise that they are all equal, and ways in which they are the same and different to others in their community the ways in which people can access the internet e.g. phones, tablets, computers to recognise the purpose and value of the internet in everyday life to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments how money can be kept and looked after about getting, keeping and spending money that people are paid money for the job they do how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants	about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year

	Strands		
	Living in the wider world	Relationships	Health and well-being
Y2 Key Learning	how to play and work cooperatively in different groups and situations how to share their ideas and listen to others, take part in discussions, and give reasons for their views		how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

Lower KS2 **Personal, social, health and economic education**

Pupils are taught to:

	Strands		
	Relationships	Living in the Wider World	Health and well-being
Y3 Key Learning	to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe what is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation	the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful

	Strands		
	Relationships	Living in the Wider World	Health and well-being
Y3 Key Learning	about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying what to do and whom to tell if they see or experience bullying or hurtful behaviour to recognise respectful behaviours e.g. helping or including others, being responsible how to model respectful behaviour in different situations e.g. at home, at school, online the importance of self-respect and their right to be treated respectfully by others what it means to treat others, and be treated, politely the ways in which people show respect and courtesy in different cultures and in wider society	about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby	that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

	Strands		
	Relationships	Living in the Wider World	Health and well-being
Y4 Key Learning	To learn about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know what to do or whom to tell if they are worried about any contact online to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable how to manage pressures associated with dares when it is right to keep or break a confidence or share a secret	the meaning and benefits of living in a community to recognise that they belong to different communities as well as the school community about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work how to show compassion towards others in need and the shared responsibilities of caring for them that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things to recognise what online adverts look like to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access	to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation the importance of personal hygiene routines during puberty including washing regularly and using deodorant

	Strands		
	Relationships	Living in the Wider World	Health and well-being
Y4 Key Learning	how to recognise risks online such as harmful content or contact how people may behave differently online including pretending to be someone they are not how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online to recognise differences between people such as gender, race, faith to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone	how people make different spending decisions based on their budget, values and needs how to keep track of money and why it is important to know how much is being spent about different ways to pay for things such as cash, cards, e-payment and the reasons for using them that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	how to discuss the challenges of puberty with a trusted adult how to get information, help and advice about puberty the importance of taking medicines correctly and using household products safely to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects to identify some of the risks associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice

Upper KS2 **Personal, social, health and economic education**

Pupils are taught to:

	Strands		
	Relationships	Living in the wider World	Health and well-being
Y5 Key Learning	what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication that it is common for friendships to experience challenges strategies to positively resolve disputes and reconcile differences in friendships that friendships can change over time and the benefits of having new and different types of friends how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable when and how to seek support in relation to friendships to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact how it feels in a person's mind and body when they are uncomfortable	about how resources are allocated and the effect this has on individuals, communities and the environment the importance of protecting the environment and how everyday actions can either support or damage it how to show compassion for the environment, animals and other living things about the way that money is spent and how it affects the environment to express their own opinions about their responsibility towards the environment to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased that some media and online content promote stereotypes how to assess which search results are more reliable than others to recognise unsafe or suspicious content online how devices store and share information to identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career	how sleep contributes to a healthy lifestyle healthy sleep strategies and how to maintain them about the benefits of being outdoors and in the sun for physical and mental health how to manage risk in relation to sun exposure, including skin damage and heat stroke how medicines can contribute to health and how allergies can be managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health how they can prevent the spread of bacteria and viruses with everyday hygiene routines to recognise the shared responsibility of keeping a clean environment about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing

	Strands		
	Relationships	Living in the wider World	Health and well-being
Y5 Key Learning	that it is never someone's fault if they have experienced unacceptable contact how to respond to unwanted or unacceptable physical contact that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about whom to tell if they are concerned about unwanted physical contact to recognise that everyone should be treated equally why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own what discrimination means and different types of discrimination e.g. racism, sexism, homophobia to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment the impact of discrimination on individuals, groups and wider society ways to safely challenge discrimination how to report discrimination online	about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training	about the link between participating in interests, hobbies and community groups and mental wellbeing to identify when situations are becoming risky, unsafe or an emergency to identify occasions where they can help take responsibility for their own safety to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour how to deal with common injuries using basic first aid techniques how to respond in an emergency, including when and how to contact different emergency services

	Strands		
	Relationships	Living in the Wider World	Health and well-being
Y6 Key Learning	what it means to be attracted to someone and different kinds of loving relationships that people who love each other can be of any gender, ethnicity or faith about the qualities of healthy relationships that help individuals flourish ways in which couples show their love and commitment to one another, including those who are not married or who live apart	what prejudice means to differentiate between prejudice and discrimination how to recognise acts of discrimination strategies to safely respond to and challenge discrimination how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups how stereotypes are perpetuated and how to challenge this	that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school the importance of asking for support from a trusted adult

	Strands		
	Relationships	Living in the Wider World	Health and well-being
Y6 Key Learning	what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to assess the risk of different online 'challenges' and 'dares'	about the benefits of safe internet use e.g. learning, connecting and communicating how and why images online might be manipulated, altered, or faked how to recognise when images might have been altered why people choose to communicate through social media and some of the risks and challenges of doing so that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or share things about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or contact	about the changes that may occur in life including death, and how these can cause conflicting feelings that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed about strategies that can help someone cope with the feelings associated with change or loss to identify how to ask for help and support with loss, grief or other aspects of change how balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night what to do and whom to tell if they are frightened or worried about something they have seen online to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school

	Strands		
	Relationships	Living in the Wider World	Health and well-being

Y6 Key Learning	how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations about the link between values and behaviour and how to be a positive role model how to discuss issues respectfully how to listen to and respect other points of view how to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements	about the role that money plays in people's lives, attitudes towards it and what influences decisions about money about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer how having or not having money can impact on a person's emotions, health and wellbeing about common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk how to get help if they are concerned about gambling or other financial risks	identify the links between love, committed relationships and conception what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb that pregnancy can be prevented with contraception[2] about the responsibilities of being a parent or carer and how having a baby changes someone's life how to protect personal information online to identify potential risks of personal information being misused strategies for dealing with requests for personal information or images of themselves to identify types of images that are appropriate to share with others and those which might not be appropriate that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be what to do if they take, share or come across an image which may upset, hurt or embarrass them or others how to report the misuse of personal information or sharing of upsetting content/images online about the different age rating systems for social media, T.V, films, games and online gaming why age restrictions are important and how they help people make safe decisions about what to watch, use or play about the risks and effects of different drugs about the laws relating to drugs common to everyday life and illegal drugs to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs

			about the organisations where people can get help and support concerning drug use how to ask for help if they have concerns about drug use about mixed messages in the media relating to drug use and how they might influence opinions and decisions

End Points

Our curriculum for **personal, social, health and economic education** aims to ensure that all pupils:

- develop effective relationships
- assume greater personal responsibility
- manage personal safety, including online
- manage the physical and emotional changes at puberty
- are introduced to a wider world
- can make an active contribution to their communities.

Physical Education

At Galley Hill, physical education is taught through a child centred approach. All physical education is differentiated to the child's needs to ensure all children to make progress. Physical education has many cross curricular links in order to engage and inspire children. Physical education is of a high-quality. The physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. The curriculum overview is adapted yearly to meet the needs of children and to ensure children have the best opportunity to make accelerated progress in targeted areas of the physical education. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. All children will have opportunities to compete in sport and other activities which build character and help to embed values such as fairness and respect. We use realPE from Create Development for planning and resources. Every child in Y3 has an opportunity to learn to swim with Elite Swimming in a pop-up pool at school.

EYFS **Physical Education**

Pupils are taught to:

	Strands					
	Personal	Social	Cognitive	Creative	Physical	Health and fitness
Key Learning	enjoy working on simple tasks with help work on simple tasks by themselves follow instructions and practise safely	play with others and take turns and share with help work sensibly with others, taking turns and sharing	follow simple instructions name some things they are good at understand and follow simple rules	observe and copy others explore and describe different movements	move confidently in different ways perform a small range of skills and link two movements together perform a single skill or movement with some control	be aware of the changes to the way they feel when exercise be aware of why exercise is important for good health

KS1 **Physical Education**

Pupils are taught to:

	Strands					
	Personal	Social	Cognitive	Creative	Physical	Health and fitness
Y1 Key Learning	work on simple tasks by themselves follow instructions and practise safely try several times if at first they don't succeed ask for help when appropriate	work sensibly with others, taking turns and sharing help, praise and encourage others in their learning	name some things they are good at understand and follow simple rules begin to order instructions, movements and skills explain why someone is working or performing well with help, recognise similarities and differences in performance	explore and describe different movements select and link movements together to fit a theme begin to compare their movements and skills with those of others	perform a small range of skills and link two movements together perform a single skill or movement with some control perform a sequence of movements with some changes in level, direction or speed perform a range of skills with some control and consistency	be aware of why exercise is important for good health use equipment appropriately and move and land safely say how their body feels before, during and after exercise

	Strands					
	Personal	Social	Cognitive	Creative	Physical	Health and fitness
Y2 Key Learning	work on simple tasks by themselves follow instructions and practise safely try several times if at first they don't succeed ask for help when appropriate begin to challenge themselves know where they are with their learning	work sensibly with others, taking turns and sharing help, praise and encourage others in their learning be happy to show and tell others about their ideas show patience and support others listening carefully to them about their work	name some things they are good at understand and follow simple rules begin to order instructions, movements and skills explain why someone is working or performing well with help, recognise similarities and differences in performance explain what they are doing well and begin to identify areas for improvement	explore and describe different movements select and link movements together to fit a theme begin to compare their movements and skills with those of others recognise similarities and differences in movements and expression make up their own rules and versions of activities respond differently to a variety of tasks	perform a small range of skills and link two movements together perform a single skill or movement with some control perform a sequence of movements with some changes in level, direction or speed perform a range of skills with some control and consistency perform and repeat longer sequences with clear shapes and controlled movement select and apply a range of skills with good control and consistency	be aware of why exercise is important for good health use equipment appropriately and move and land safely say how their body feels before, during and after exercise explain why we need to warm-up and cool down describe how and why their body changes during and after exercise

Lower KS2 **Physical Education**

Pupils are taught to:

	Strands					
	Personal	Social	Cognitive	Creative	Physical	Health and fitness
Key Learning	try several times if at first they don't succeed ask for help when appropriate begin to challenge themselves know where they are with their learning persevere with a task and improve their performance through regular practice cope well and react positively when things become difficult	help, praise and encourage others in their learning be happy to show and tell others about their ideas show patience and support others listening carefully to them about our work cooperate well with others and give helpful feedback help organise roles and responsibilities and guide a small group through a task	begin to order instructions, movements and skills explain why someone is working or performing well with help, recognise similarities and differences in performance explain what they are doing well and begin to identify areas for improvement identify specific parts of performance to work on understand ways (criteria) to judge performance use their awareness of space and others to make good decisions	select and link movements together to fit a theme begin to compare their movements and skills with those of others recognise similarities and differences in movements and expression make up their own rules and versions of activities respond differently to a variety of tasks link actions and develop sequences of movements that express their own ideas change tactics, rules or tasks to make activities more fun or more challenging	perform a sequence of movements with some changes in level, direction or speed perform a range of skills with some control and consistency perform and repeat longer sequences with clear shapes and controlled movement select and apply a range of skills with good control and consistency perform a variety of movements and skills with good body tension link actions together so that they flow	use equipment appropriately and move and land safely say how their body feels before, during and after exercise explain why we need to warm-up and cool down describe how and why their body changes during and after exercise describe the basic fitness components explain how often and how long they should exercise to be healthy record and monitor how hard they are working

Upper KS2 **Physical education**

Pupils are taught to:

	Strands					
	Personal	Social	Cognitive	Creative	Physical	Health and fitness
Key Learning	persevere with a task and improve their performance through regular practice cope well and react positively when things become difficult see all new challenges as opportunities to learn and develop recognise their strengths and weaknesses and can set themselves appropriate targets create their own learning plan and revise that plan when necessary accept critical feedback and make changes	cooperate well with others and give helpful feedback help organise roles and responsibilities and guide a small group through a task negotiate and collaborate appropriately give and receive sensitive feedback to improve themselves and others involve others and motivate those around them to perform better	identify specific parts of performance to work on understand ways (criteria) to judge performance use their awareness of space and others to make good decisions develop methods to outwit opponents recognise and suggest patterns of play which will increase chances of success have a clear idea of how to develop their own and others' work review, analyse and evaluate their own and others' strengths and weaknesses read and react to different situations as they develop	link actions and develop sequences of movements that express their own ideas change tactics, rules or tasks to make activities more fun or more challenging respond imaginatively to different situations adapt and adjust their skills, movements or tactics so they are different from or in contrast to others effectively disguise what they are about to do next use variety and creativity to engage an audience	perform a variety of movements and skills with good body tension link actions together so that they flow use combinations of skills confidently in sport-specific contexts perform a range of skills fluently and accurately in practice situations effectively transfer skills and movements across a range of activities and sports perform a variety of skills consistently and effectively in challenging or competitive situations	describe the basic fitness components explain how often and how long they should exercise to be healthy record and monitor how hard they are working self-select and perform appropriate warm-up and cool down activities identify possible dangers when planning an activity explain how individuals need different types and levels of fitness to be more effective in their activity/role/event plan and follow their own basic fitness programme

End Points

Our curriculum for **physical education** aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Religious Education

At Galley Hill, we are committed to developing pupil's knowledge and understanding of the principal religions and beliefs which form part of contemporary society. Teaching provides pupils with a knowledge and understanding of Christianity, principal religions and worldviews. RE allows our children to ask and answer challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. RE contributes and offers opportunities for our children to reflect, develop their spirituality and to understand the significance of religion in the lives of others; it is not about telling pupils what religious views they should have but rather assist them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints. RE at Galley Hill plays an important role in preparing our children for adult life by developing an understanding and appreciation of diversity, promoting shared values, mutual respect and tolerance and challenging racism and discrimination.

EYFS **Religious Education**

Pupils are taught to:

	Strands									
	Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging to a family	Ultimate questions	Human responsibility and values	Justice and fairness	Developing religious and theological literacy through religions and worldviews	Religions
Key Learning	explore different ways of living, including beliefs and festivals	listen and respond to religious stories	communicate about people, places and religious symbols and artefacts	communicate through talk or gesture about prayer experience periods of stillness and reflection	show awareness of things and people that matter to them and link this to learning in religious education	use imagination and curiosity to develop their wonder of the world and ask questions about it	explore how people show concern for each other and the world around them	understand what is right, wrong and fair	discover religious words and ideas	explore Christianity, Hinduism and Islam

KS1 **Religious Education**

Pupils are taught to:

	Strands									
	Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging to a family	Ultimate questions	Human responsibility and values	Justice and fairness	Developing religious and theological literacy through religions and worldviews	Religions
Y1 Key Learning	give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them	respond to religious and moral stories begin to raise questions about some sources of wisdom and their origins	give at least one example of a religious symbol or action and explain how it is used	talk about how and where some worshippers pray respond to periods of stillness and reflection	talk about things and people that matter to them and how people belong to groups including faith groups	demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it	respond to faith stories and examples of showing care and concern for humanity and the world	respond to moral stories and demonstrate what it means to be right and wrong just and fair	develop vocabulary to use in a religious context and introduce some theological ideas	explore Christianity and Judaism

	Strands									
	Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging to a family	Ultimate questions	Human responsibility and values	Justice and fairness	Developing religious and theological literacy through religions and worldviews	Religions
Y2 Key Learning	give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them	retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come	give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities	explore how and where worshippers connect to prayer and worship participate in periods of stillness and reflection	talk with others about how groups express who they are and how individuals belong to communities including faith groups describe what a leader does and why	ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions	tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this	explain the influence of rules explore moral stories and consider what is right and wrong, just and fair	develop vocabulary to use in a religious context and introduce some theological ideas	explore Christianity and Islam

Lower KS2 **Religious Education**

Pupils are taught to:

	Strands									
	Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging to a family	Ultimate questions	Human responsibility and values	Justice and fairness	Developing religious and theological literacy through religions and worldviews	Religions
Y3 Key Learning	describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities	raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom identify the faith traditions from which these come and their impact on followers	describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers describe some similarities between two faith communities	ask and answer questions about places of prayer and worship and the impact they might make on faith communities	give two examples of how individuals show that they belong to a faith community recognise how some religious people are guided by their religious leaders	through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer	recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities	explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair	develop religious vocabulary to communicate knowledge and understanding of some theological concepts	explore Christianity and Islam

	Strands									
	Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging to a family	Ultimate questions	Human responsibility and values	Justice and fairness	Developing religious and theological literacy through religions and worldviews	Religions
Y4 Key Learning	describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts develop an understanding of the impact on individual believers	explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers describe some similarities between communities	describe why and where worshippers connect to prayer and worship participate in periods of stillness and quiet thought and where appropriate express personal reflections	show an understanding of some of the challenges individuals face when belonging to a faith community demonstrate how it may help them explore how some religious people are guided by their religious leaders	respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections	illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility	consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong	develop religious vocabulary to communicate knowledge and understanding of some theological concepts	explore Christianity, Hinduism and Sikhism

Upper KS2 **Religious Education**

Pupils are taught to:

	Strands									
	Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging to a family	Ultimate questions	Human responsibility and values	Justice and fairness	Developing religious and theological literacy through religions and worldviews	Religions
Y5 Key Learning	using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage	demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities	describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals identify some similarities and differences between and within two communities	explain why, where and how, worshippers connect to prayer and worship actively engage in periods of stillness; describe their reflective experiences	recognise the challenges of commitment for individuals belonging to a living faith raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present	raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups	describe the diversity of local and national communities. Identify some shared communal values and responsibilities	identify and describe how people with religious and worldviews make choices about what is right and wrong	develop religious vocabulary to communicate knowledge and understanding of a range of theological concepts	explore Christianity and Judaism

	Strands									
	Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging to a family	Ultimate questions	Human responsibility and values	Justice and fairness	Developing religious and theological literacy through religions and worldviews	Religions
Y6 Key Learning	describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities	show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers	compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities identify and describe similarities and differences between and within communities	through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces	show and express insights into the challenges of individual commitment, belonging and faith raise questions on guidance and leadership in their own and others' lives	present a range of views and answers to challenging questions about belonging, meaning and truth	explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief	evaluate and ask challenging questions applying their own and others' ideas about responsibility and what is right and wrong, considering possible effects of different moral choices	develop religious vocabulary to communicate knowledge and understanding of a range of theological concepts	explore Christianity and Buddhism

End Points

Our curriculum for **religious education** aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

A. Sources of wisdom and their impact

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions.

B. Personal and critical responses

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion.